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federal state budgetary educational institution

higher education

"Orenburg State Medical University"

Ministry of Health of the Russian Federation

**METHODOLOGICAL RECOMMENDATIONS FOR THE TEACHER**

**ON THE ORGANIZATION OF THE**

**STUDY OF THE DISCIPLINE.**

in the direction of training (specialty)

*31.05.01 General medicine*

It is part of the main professional educational program of higher education in the field of study (specialty) 31.05.01 General Medicine, approved by the Academic Council of the OrgMU of the Ministry of Health of Russia (protocol No. 9 of 30.04.2021) and approved by the rector of the OrgMU of the Ministry of Health of Russia on 30.04.2021

Orenburg

**Methodological recommendations for conducting practical classes**

**Module 1**.Teaching technical actions in basic sports

**Topic 1.** Safety briefing. Athletics terminology. Athletics competition rules

**Type of training session:** practical lesson

**Target:**To instruct on safety in athletics, to create an idea of ​​athletics terminology and competition rules.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  To create an idea of ​​athletics among those involved:  - familiarization of students with the content of educational material;  - organization of classes at the stadium, in the gym;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes.  - give a brief description of athletics terminology:athlete, 10-second barrier, running pace, false start, fartlek, relay race, photo finish, pacemaker, etc.  - Familiarize yourself with the rules of athletics competitions:start, distance running and walking, hurdling, hurdling, relay race, race walking, finish.  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a semi-squat, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for long jumps, running, throwing.

**Module 1**.Teaching technical actions in basic sports.

**Topic 2**Training in the technique of movements of the legs and pelvis, hands in combination with the movements of the legs in race walking.

**Type of training session:**practical lesson.

**Target:**To create an idea about the technique of movement of the legs and pelvis in race walking, the movements of the hands in combination with the movements of the legs.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p.: - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal-group method, method of holistically constructive exercise performance, method of strictly regulated exercise performance | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  The pace is low; gently tilt your head to each side with a short pause  The pace is low; move smoothly  The pace is average; during rotation, the shoulder remains motionless, parallel to the floor  The pace is below average; rotation amplitude should be maximum  The pace is average; maximum range of motion; the back is straight; arms and head move in sync with the upper body  The pace is below average; maximum range of motion; back straight  The pace is low; legs at the knees are straight; smooth movements | 3'  10'  4 times  4 times  4 times  4 times  8 times  8 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Teaching the movements of the legs and pelvis during race walking.  Exercise number 1.  Walking is slow and accelerated in segments of 50-60 meters, in which the leg is placed straight on the ground and remains in this position until the moment of the back push.  Exercise number 2.  The same exercise, but pay attention to the movement of the pelvis around the vertical axis.  Exercise #3  The same, but walk along the white lines of the treadmill or along the drawn line. Pay attention to the setting of the foot closer to the line.  Teaching the movements of the arms and shoulder girdle during race walking.  Exercise number 1.  Imitation of the work of hands in place.  Exercise #2  Walking at an average pace, hands clasped behind the back.  Exercise #3  Walking at an average pace, hands down.  Exercise #4  Walking at an average pace with the active work of bent arms and shoulder girdle. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | The main attention should be paid to light, intense exercise, uniformity of walking, low carrying of the leg after the back push and soft setting of it from the heel forward. During all exercises, the arms should be lowered down.  Pay special attention to the relaxed position of the shoulder girdle. The arms move in a straight line, bent at a right or obtuse angle, without crossing the median plane. The exercise is carried out on a segment up to 100 m. | 7'  7'  7'  7'  7'  7'  7' |
| 4  4.1  4.2 | The final part of the lesson  Development of dexterity through outdoor play.  Construction. Error analysis. Summarizing. Grading. | game method  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for long jumps, running.

**Module 1**.Teaching technical actions in basic sports.

**Topic 3.**Improving the movements of the legs and pelvis, arms in combination with the movements of the legs in race walking. Training in sprinting technique: low start, starting acceleration, finishing, distance running.

**Type of training session:**practical lesson.

**Target:**Consolidation of the technique of movements of the legs and pelvis, arms in combination with the movements of the legs in race walking. Create an idea of ​​​​the technique of sprinting: low start, starting acceleration, finishing, distance running

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p.: - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal-group method, method of holistically constructive exercise performance, method of strictly regulated exercise performance | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  The pace is low; gently tilt your head to each side with a short pause  The pace is low; move smoothly  The pace is average; during rotation, the shoulder remains motionless, parallel to the floor  The pace is below average; rotation amplitude should be maximum  The pace is average; maximum range of motion; the back is straight; arms and head move in sync with the upper body  The pace is below average; maximum range of motion; back straight  The pace is low; legs at the knees are straight; smooth movements | 3'  10'  4 times  4 times  4 times  4 times  8 times  8 times |
| 3  3.1  3.2  3.3  3.4  3.5 | Development of practical skills and abilities, testing of practical skills.  Improving the movements of the legs and pelvis during sports walking.  Exercise number 1.  Walking is slow and accelerated in segments of 50-60 meters, in which the leg is placed straight on the ground and remains in this position until the moment of the back push.  Exercise number 2.  The same exercise, but pay attention to the movement of the pelvis around the vertical axis.  Exercise #3  The same, but walk along the white lines of the treadmill or along the drawn line. Pay attention to the setting of the foot closer to the line.  Improving the movements of the arms and shoulder girdle during race walking.  Exercise number 1.  Imitation of the work of hands in place.  Exercise #2  Walking at an average pace, hands clasped behind the back.  Exercise #3  Walking at an average pace, hands down.  Exercise #4  Walking at an average pace with the active work of bent arms and shoulder girdle.  SBU  1) running high  lifting the hip;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on  right/left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!”  Distance running training  1. Mining run:  a) in place with support; b) without support; c) with slow progress.  2. Mastering rectilinear movement:  a) running along a “corridor” (narrow path) 20-30 cm wide, made of rubber band, cord or twine; b) running in a straight line 5 cm wide, feet placed along the line and parallel to it; c) running on gymnastic benches .  3. Jumping from foot to foot with the transition to running along the distance.  4. Running at an even, calm pace with the foot placed on the front part, with an increase in speed on a signal with acceleration.  5. Time running on the move (20 m, 30 m).  Finishing technique training  1. Standing in a step, put the left (right) foot forward, hands down. Take a step forward with a quick torso forward and arms back.  2. Tilt forward with the arms back while walking.  3. Tilt forward on the ribbon with the arms pulled back and with slow and fast running.  4. Tilt forward on the ribbon with a turn of the shoulders in slow and fast running individually and in groups.  5. Throw on the ribbon chest forward in small groups of 3-4 people from an accelerating run. When teaching schoolchildren how to finish, it is important to teach them to finish running not at the finish line, but after it. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Stream method  doing the exercise,  competitive  method  Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | The main attention should be paid to light, intense exercise, uniformity of walking, low carrying of the leg after the back push and soft setting of it from the heel forward. During all exercises, the arms should be lowered down.  Pay special attention to the relaxed position of the shoulder girdle. The arms move in a straight line, bent at a right or obtuse angle, without crossing the median plane. The exercise is carried out on a segment up to 400 m.  Do not tilt your back forward / backward, arms work, as when running  back a little  tilted forward, legs - wide stance  Maximum  jump up  Run in  maximum pace  Follow the rectilinear setting of the foot and the full extension of the leg in the knee joint  Pay close attention to changes in exercise  The speed increases as long as the freedom of movement and their correct structure is maintained.  Tilt the torso to carry out at the maximum pace  Accurately perform combinations of movements  Each runner must run at the same level as the others, and 6–8 m before the finish line, on a signal, speed up the run in order to try to touch the ribbon first. | 7'  7'  7'  7'  7'  7'  7'  7'  5'  7'  7'  8'  5'  3'  5'  8' |
| 4  4.1  4.2 | The final part of the lesson  Development of dexterity through outdoor play.  Construction. Error analysis. Summarizing. Grading. | game method  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for long jumps, running.

**Module 1**Teaching tactical actions in basic sports

**Topic 4.**Improving the technique of sprinting. Development of speed abilities. Relay running technique training.

**Type of training session:**practical lesson.

**Target:**Strengthening the technique of sprinting. Create an idea of ​​the technique of relay running

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | "To the right", behind the guide around the hall "Step march!" |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in pairs  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  6) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  7) I.p. – right/left hand on partner’s shoulder  1 - pull up the right / left leg by the ankle joint, hold;  2 - i.p.;  3 - 4 - the same, change the leg  "Stand in one line!" | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive performance of the exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Perform with maximum amplitude | 3'  10'  4 times  4 times  4 times  4 times  4 times  4 times  4 times  1' |
| 3  3.1  3.2  3.3  3.4 | Development of practical skills and abilities, testing of practical skills.  SBU  1) running high  lifting the hip;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on  right/left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!”  Improving distance running technique  1. Mining run:  a) in place with support; b) without support; c) with slow progress.  2. Improving rectilinear motion:  a) running along a “corridor” (narrow path) 20-30 cm wide, made of rubber band, cord or twine; b) running in a straight line 5 cm wide, feet placed along the line and parallel to it; c) running on gymnastic benches .  3. Jumping from foot to foot with the transition to running along the distance.  4. Running at an even, calm pace with the foot placed on the front part, with an increase in speed on a signal with acceleration.  5. Time running on the move (20 m, 30 m).  Improving Finishing Technique  1. Standing in a step, put the left (right) foot forward, hands down. Take a step forward with a quick torso forward and arms back.  2. Tilt forward with the arms back while walking.  3. Tilt forward on the ribbon with the arms pulled back and with slow and fast running.  4. Tilt forward on the ribbon with a turn of the shoulders in slow and fast running individually and in groups.  5. Throw on the ribbon chest forward in small groups of 3-4 people from an accelerating run. When teaching how to finish, it is important to teach them to finish their run not at the finish line, but after it.  Relay running technique training.  1. Transferring the stick from the right hand to the left in a slow run at the signal of the transmitter.  2. Transferring the stick from the right hand to the left and from the left to the right in a slow run in a column one at a time at the signal of the transmitter.  3. Transfer of the stick from the right hand to the left and from the left to the right while running at an average speed at the signal of the transmitter.  4. Transferring the stick from the right hand to the left and from the left to the right while running, followed by the acceleration of the receiver.  5. Transfer of the stick from the right hand to the left and from the left to the right while running at an average speed at the signal of the transmitter in restricted areas.  6. Start with support on one hand on a straight line and on a turn.  7. Start with support on one hand at the turn with a baton in hand.  8. Start with support on one hand with a run-out from a turn to a straight line.  9. Start with support on one hand with a run-out from a straight line to a turn.  10. Start on a separate track at the moment the transmitter reaches 1 control mark.  11. Relay race 2 x 50 m with different partners.  12. Relay race 4 x 100 m with different partners. | Stream method  doing the exercise,  competitive  method  Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Do not tilt your back forward / backward, arms work, as when running  back a little  tilted forward, legs - wide stance  Maximum  jump up  Run in  maximum pace  Follow the rectilinear setting of the foot and the full extension of the leg in the knee joint  Pay close attention to changes in exercise  The speed increases as long as the freedom of movement and their correct structure is maintained.  Tilt the torso to carry out at the maximum pace  Accurately perform combinations of movements  Each runner must run at the same level as the others, and 6–8 m before the finish line, on a signal, speed up the run in order to try to touch the ribbon first.  Perform in pairs, change after each transfer (the transmitter overtakes the receiver).  Perform in a column one at a time, the last running overtakes the column and becomes the first. You can use two or three relay races (depending on the number of students).  Perform in pairs, change after each transfer (the transmitter overtakes the receiver). Try to pass the wand at the maximum distance.  Perform under the command of the transmitter in pairs, change after each transmission.  Perform running in a circle in pre-marked zones (10 m each) every 50 m. The receiver should not look back when taking the stick.  Run at full speed without looking back.  Pay attention to the rapid increase in speed.  Run along the outside of the track.  Run along the inside of the track.  Perform in pairs, run at full strength, without looking back.  Carry out taking into account the transfer zone.  Take into account the degree of fatigue of the partner and his speed qualities. | 7'  5'  7'  7'  8'  5'  3'  5'  8'  3'  3'  5'  5'  5'  3'  3'  3'  3'  3'  10'  10' |
| 4  4.1  4.2 | The final part of the lesson  Development of dexterity through outdoor play.  Construction. Error analysis. Summarizing. Grading. | Game  method  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- material and technical: chronometers, track and field equipment and inventory, starting blocks, practice areas for long jumps, running.

**Module 1**Teaching tactical actions in basic sports

**Theme 5**Improving the technique of relay race. Development of motor qualities through circular training. Training in the long jump technique from a place (repulsion; flight; landing).

**Type of training session:**practical lesson.

**Target:**Anchoringrelay running techniques. Create an idea of ​​​​the technique of a long jump from a place (repulsion; flight; landing)

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in a circle  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - o.s., arms in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  7) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  8) I.p. - in a full squat position, hands on partner's shoulders  Toe jumps:  - to the right;  - to the left  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Hands // semi, active movements  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Jumps are small, the back is straight | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times |
| 3  3.1  3.2  3.3 | Development of practical skills and abilities, testing of practical skills.  Improving the technique of relay race.  1. Transferring the stick from the right hand to the left in a slow run at the signal of the transmitter.  2. Transferring the stick from the right hand to the left and from the left to the right in a slow run in a column one at a time at the signal of the transmitter.  3. Transfer of the stick from the right hand to the left and from the left to the right while running at an average speed at the signal of the transmitter.  4. Transferring the stick from the right hand to the left and from the left to the right while running, followed by the acceleration of the receiver.  5. Transfer of the stick from the right hand to the left and from the left to the right while running at an average speed at the signal of the transmitter in restricted areas.  6. Start with support on one hand on a straight line and on a turn.  7. Start with support on one hand at the turn with a baton in hand.  8. Start with support on one hand with a run-out from a turn to a straight line.  9. Start with support on one hand with a run-out from a straight line to a turn.  10. Start on a separate track at the moment the transmitter reaches 1 control mark.  11. Relay race 4 x 100 m with different partners.  12. Development of motor qualities through circular training.  Long jump training  1. Long jump starting from the ground from any place.  2. The same, starting from a bar or from a certain zone.  3. Imitation of movements during repulsion in place with active lifting of the pelvis up and forward at the moment of the end of repulsion with the rise of the fly leg and arms.  4. Jumping from a place and transition to running.  5. Standing long jumps with active lifting of the legs up and throwing the legs as far as possible.  6. Long jumps from a short run-up through a bar set at a height of 20–40 cm half a meter before the intended landing site.  7. Long jump in full coordination  Development of speed due to the relay race 4x100 m. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Competitive Method | Perform in pairs, change after each transfer (the transmitter overtakes the receiver).  Perform in a column one at a time, the last running overtakes the column and becomes the first. You can use two or three relay races (depending on the number of students).  Perform in pairs, change after each transfer (the transmitter overtakes the receiver). Try to pass the wand at the maximum distance.  Perform under the command of the transmitter in pairs, change after each transmission.  Perform running in a circle in pre-marked zones (10 m each) every 50 m. The receiver should not look back when taking the stick.  Run at full speed without looking back.  Pay attention to the rapid increase in speed.  Run along the outside of the track.  Run along the inside of the track.  Perform in pairs, run at full strength, without looking back.  Carry out taking into account the transfer zone.  Take into account the degree of fatigue of the partner and his speed qualities.  Students go clockwise through 6 stations with exercises.  In repeated jumps, try to push off harder.    Those involved in all jumping exercises should feel elasticity in the ankle, knee, hip joints when setting and bending the push leg, followed by active extension in all joints. Correctly perform movements and stability in the air.  In the landing technique, to achieve a clear, precise execution of all movements. | 3'  3'  5'  5'  5'  3'  3'  3'  3'  3'  10'  10'  45'  10' |
| 4  4.1  4.2 | The final part of the lesson  Development of dexterity through outdoor play.  Construction. Error analysis. Summarizing. Grading. | game method  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- material and technical: chronometers, track and field equipment and inventory, mats, weights, places for long jumps, running.

**Module 1**Teaching tactical actions in basic sports

**Theme 6**Improving the technique of the long jump from a place. Training in the technique of a long jump from a run (run-up technique; technique of the last rhythmic steps of the run; repulsion; flight; landing)

**Type of training session:**practical lesson.

**Target:**consolidationstanding long jump technique. Create an idea of ​​​​the technique of a long jump from a run (running technique; technique of the last rhythmic steps of the run; repulsion; flight; landing)

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear with stuffed balls  1) I.p. – o.s., the ball is down  1 - head tilt forward;  2 - back;  3 - to the right;  4 - left  2) I.p. – o.s., ball at chest level  1 - raise your hands up;  2 - i.p.;  3 - 4 - the same  3) I.p. – o.s., the ball is down  1 - hands forward;  2 - hands up;  3 - hands forward;  4 - i.p.  4) I.p. - wide stance, ball down  1 - tilt, put the ball on the floor;  2 - SP, hands on the belt;  3 - tilt, take the ball;  4 - i.p.  5) I.p. – o.s., the ball is down  1 - right on the toe, the ball is at the top, bend;  2 - tilt, touch the floor with the ball;  3 - squat, ball forward;  4 - i.p.  1 - 4 - the same from the left leg  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Do the exercise at a slow pace  Watch the ball  Follow the ball with your eyes  The slope is deeper, do not bend the legs at the knee joint  First, do the exercise at a slow pace, then at an accelerated pace. | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times |
| 3  3.1  3.2  3.3  3.4 | Development of practical skills and abilities, testing of practical skills.  Improving the technique of the long jump  1. Long jump starting from the ground from any place.  2. The same, starting from a bar or from a certain zone.  3. Imitation of movements during repulsion in place with active lifting of the pelvis up and forward at the moment of the end of repulsion with the rise of the fly leg and arms.  4. Jumping from a place and transition to running.  5. Standing long jumps with active lifting of the legs up and throwing the legs as far as possible.  6. Long jumps from a short run-up through a bar set at a height of 20–40 cm half a meter before the intended landing site.  7. Long jump in full coordination  Acceptance of the control exercise  Long jump training  1. Long jump from an average run-up (10-12 running steps), starting from the ground from any place.  2. The same, starting from a bar or from a certain zone.  3. Imitation of movements during repulsion in place with active lifting of the pelvis up and forward at the moment of the end of repulsion with the rise of the fly leg and arms.  4. Jumping from a place with a push of one leg and a swing of the other leg with a landing on the fly leg and the transition to a run.  5. The same with landing on both legs.  6. Jumps from 1, 2, 3 run steps.  7. Jumping in the "step", pushing off when running slowly after 1 step, after 2 steps on  3rd, with a faster run - after 4 to the 5th step (60–80 cm along the track).  8. Long jumps from a short run-up over a bar set at a height of 50–60 cm or more at a distance equal to half the jump.  9. Standing long jumps with active lifting of the legs up and throwing the legs as far as possible.  10. Long jumps with 2, 3, 5 run steps. In the middle of the flight of this exercise, take the pushing leg forward  11. Long jumps with a short run-up through a bar set at a height of 20–40 cm half a meter before the intended landing site.  12. The same through a paper tape (rope, twig) placed at the intended landing site.  13. Long jumps with 2, 3, 5 take-off steps, emphasizing the accelerated, active setting of the leg at the place of the push.  14. Performing the full part of the jump in the "scissors" or "bending over" method.  Development of speed through relay races. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Strictly regulated exercise method  Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Competitive Method | In repeated jumps, try to push off harder.    Those involved in all jumping exercises should feel elasticity in the ankle, knee, hip joints when setting and bending the push leg, followed by active extension in all joints. Correctly perform movements and stability in the air.  In the landing technique, to achieve a clear, precise execution of all movements.  Submitted to FOS  In repeated jumps, try to run faster and push harder. At the same time, start the run from a common mark, push off anywhere, run in a comfortable rhythm. Amendments to the mark of the start of the run of each student. The length of the run is measured in feet and is remembered by everyone.  Those involved in all jumping exercises should feel elasticity in the ankle, knee, hip joints when setting and bending the push leg, followed by active extension in all joints. Correctly perform movements and stability in the air.  In the landing technique, to achieve a clear, precise execution of all movements.  Performing an accelerated rhythm of the last steps in the run.  To perform an accurate takeoff, it should always be started from the same position. | 45'  10'  45'  10' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for long jumps, running.

**Module 1**Teaching tactical actions in basic sports

**Theme 7**Improving the technique of the long jump with a run. Training in the technique of running for medium distances, cross-country training.

**Type of training session:**practical lesson.

**Target:**consolidation of the technique of the long jump with a run. Create an idea of ​​​​the technique of running for medium distances, cross-country training

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear with stuffed balls  1) I.p. – o.s., the ball is down  1 - head tilt forward;  2 - back;  3 - to the right;  4 - left  2) I.p. – o.s., ball at chest level  1 - raise your hands up;  2 - i.p.;  3 - 4 - the same  3) I.p. – o.s., the ball is down  1 - hands forward;  2 - hands up;  3 - hands forward;  4 - i.p.  4) I.p. - wide stance, ball down  1 - tilt, put the ball on the floor;  2 - SP, hands on the belt;  3 - tilt, take the ball;  4 - i.p.  5) I.p. – o.s., the ball is down  1 - right on the toe, the ball is at the top, bend;  2 - tilt, touch the floor with the ball;  3 - squat, ball forward;  4 - i.p.  1 - 4 - the same from the left leg  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Do the exercise at a slow pace  Watch the ball  Follow the ball with your eyes  The slope is deeper, do not bend the legs at the knee joint  First, do the exercise at a slow pace, then at an accelerated pace. | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times |
| 3  3.1  3.2  3.3  3.4 | Development of practical skills and abilities, testing of practical skills.  Improving the technique of the long jump with a run  1. Long jump from an average run-up (10-12 running steps), starting from the ground from any place.  2. The same, starting from a bar or from a certain zone.  3. Imitation of movements during repulsion in place with active lifting of the pelvis up and forward at the moment of the end of repulsion with the rise of the fly leg and arms.  4. Jumping from a place with a push of one leg and a swing of the other leg with a landing on the fly leg and the transition to a run.  5. The same with landing on both legs.  6. Jumps from 1, 2, 3 run steps.  7. Jumping in the "step", pushing off when running slowly after 1 step, after 2 steps on  3rd, with a faster run - after 4 to the 5th step (60–80 cm along the track).  8. Long jumps from a short run-up over a bar set at a height of 50–60 cm or more at a distance equal to half the jump.  9. Standing long jumps with active lifting of the legs up and throwing the legs as far as possible.  10. Long jumps with 2, 3, 5 run steps. In the middle of the flight of this exercise, take the pushing leg forward  11. Long jumps with a short run-up through a bar set at a height of 20–40 cm half a meter before the intended landing site.  12. The same through a paper tape (rope, twig) placed at the intended landing site.  13. Long jumps with 2, 3, 5 take-off steps, emphasizing the accelerated, active setting of the leg at the place of the push.  14. Performing the full part of the jump in the "scissors" or "bending over" method.  Development of speed through relay races.  1. Imitation of the positions of the legs, arms, torso, head, standing at the gymnastic wall.  2. Imitation of the movement of the hands, standing still on the toes (one leg in front, the other behind), the torso is vertical.  3. Slow running on the forefoot.  4. Running with a high lift of the hip with the transition to a regular run.  5. Minching run with the transition to normal running.  6. Accelerations on segments of 60-80 m.  7. Acceleration with speed retention on segments of 60-100 m.  8. Running 100-200 meters at a uniform speed on the instructions of the teacher.  9. Run for 100-200 meters at a variable speed on the instructions of the teacher.  10. Quick set of speed and transition to free running for 80-120 m.  11. Running from 400 to 1200 m  Cross training: 2km. girls, 3 km. young men | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Competitive Method  Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | In repeated jumps, try to run faster and push harder. At the same time, start the run from a common mark, push off anywhere, run in a comfortable rhythm. Amendments to the mark of the start of the run of each student. The length of the run is measured in feet and is remembered by everyone.  Those involved in all jumping exercises should feel elasticity in the ankle, knee, hip joints when setting and bending the push leg, followed by active extension in all joints. Correctly perform movements and stability in the air.  In the landing technique, to achieve a clear, precise execution of all movements.  Performing an accelerated rhythm of the last steps in the run.  To perform an accurate takeoff, it should always be started from the same position.  Perform in a frontal way, paying attention to the moments of setting the legs, the vertical, the end of the repulsion.  Maintain an upright position of the head and torso. Perform the exercise in a frontal way. Maintain a rhythmic pace of movement.  Perform in a column one at a time. Do not touch the surface with your heels.  When performing the exercise, maintain a vertical position of the body, arms bent at the elbows; the transition to normal running is smooth, almost imperceptible.  Perform in a column one at a time. Follow the elastic roll from toe to heel and a gradual increase in the amplitude of the hip lift.  Pay attention to the gradual increase in speed.  Pay attention to the rapid increase in speed and smooth holding.  Keep the average running speed - 5 m / s, in case of deviation from the set time by more than 1 s, repeat the run.  Perform in a group running in a circle on the whistle. Monitor the smooth increase and decrease in running speed.  Watch for a smooth transition from fast to slow running.  To achieve the ability to maintain the desired uniform speed of movement and try not to deviate from the desired result  Show maximum result. | 45'  10'  5'  5'  5'  3'  3'  7'  7'  7'  8'  7'  10'  15' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for long jumps, running.

**Module 1**Teaching tactical actions in basic sports

**Theme 8**Improving the technique of running at medium distances. Teaching the technique of shuttle running.

**Type of training session:**practical lesson.

**Target:**Fix the technique of running at medium distances. Create an idea of ​​​​the technique of shuttle running

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal-group method, method of holistically constructive exercise performance, method of strictly regulated exercise performance | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  The pace is low; gently tilt your head to each side with a short pause  The pace is low; move smoothly  The pace is average; during rotation, the shoulder remains motionless, parallel to the floor  The pace is below average; rotation amplitude should be maximum  The pace is average; maximum range of motion; the back is straight; arms and head move in sync with the upper body  The pace is below average; maximum range of motion; back straight  The pace is low; legs at the knees are straight; movements are smooth. | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  8 times  8 times  6-8 times |
| 3  3.1  3.2  3.3  3.4 | Development of practical skills and abilities, testing of practical skills.  Improving middle distance running technique  1. Imitation of the positions of the legs, arms, torso, head, standing at the gymnastic wall.  2. Imitation of the movement of the hands, standing still on the toes (one leg in front, the other behind), the torso is vertical.  3. Slow running on the forefoot.  4. Running with a high lift of the hip with the transition to a regular run.  5. Minching run with the transition to normal running.  6. Accelerations on segments of 60-80 m.  7. Acceleration with speed retention on segments of 60-100 m.  8. Running 100-200 meters at a uniform speed on the instructions of the teacher.  9. Run for 100-200 meters at a variable speed on the instructions of the teacher.  10. Quick set of speed and transition to free running for 80-120 m.  11. Running from 400 to 1200 m  Stretching exercises for all muscle groups.  SBU  1) running high  lifting the hip;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on  right/left leg  6) shuttle run  Training in the technique of shuttle running  1) starts from different starting positions;  2) starts under the command and without;  3) movement by jumping into a squat position with the right and left sides, with and without support by hands;  4) stop step, like in basketball, etc.  5) lean forward with the hands moved back while walking;  6) leaning forward with moving the arms back in slow and fast running;  7) tilt forward with a turn of the shoulders in slow and fast running;  8) finishing individually or in a group. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Stream method  doing the exercise,  competitive  method  Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Perform in a frontal way, paying attention to the moments of setting the legs, the vertical, the end of the repulsion.  Maintain an upright position of the head and torso. Perform the exercise in a frontal way. Maintain a rhythmic pace of movement.  Perform in a column one at a time. Do not touch the surface with your heels.  When performing the exercise, maintain a vertical position of the body, arms bent at the elbows; the transition to normal running is smooth, almost imperceptible.  Perform in a column one at a time. Follow the elastic roll from toe to heel and a gradual increase in the amplitude of the hip lift.  Pay attention to the gradual increase in speed.  Pay attention to the rapid increase in speed and smooth holding.  Keep the average running speed - 5 m / s, in case of deviation from the set time by more than 1 s, repeat the run.  Perform in a group running in a circle on the whistle. Monitor the smooth increase and decrease in running speed.  Watch for a smooth transition from fast to slow running.  To achieve the ability to maintain the desired uniform speed of movement and try not to deviate from the desired result  Show maximum result.  Do not tilt your back forward / backward, arms work, as when running  back a little  tilted forward, legs - wide stance  Maximum  jump up  Run in  maximum pace  Pay special attention to the correct initial starting position, foot placement, the correct first step of the fly leg, the set of initial speed and the correct turn in compliance with safety regulations on outdoor and indoor sports grounds.  Show maximum score  Show the best result | 5'  5'  5'  3'  3'  7'  7'  7'  8'  7'  10'  10'  7'  5'  3'  5'  7'  3'  3'  3'  7' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for jogging, gymnastic mats.

**Module 1**Teaching tactical actions in basic sports

**Theme 9**Improving the technique of shuttle running, relay race. Gymnastics. Safety precautions, injury prevention, insurance, gymnastic terminology.

**Type of training session:**practical lesson.

**Target:**consolidate the shuttle running technique. Gymnastics. Safety precautions, injury prevention, insurance, gymnastic terminology.

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear with balls in motion  1) Rotation of the ball around the head, right, left; 2) Throwing the ball from hand to hand;  3) Running with high knees, ball overhead;  4) Running with overrunning of the lower leg, the ball behind the back;  5) Running backwards, the ball in front of the chest;  6) Jumping with a side step with the right and left side, rotating the ball around the body. 7) Dribbling: - right, left hand; - back forward; - right side with left hand; - left side with right hand; 8) Passing the ball into the wall from the chest and catching after a rebound in motion. | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontally - group method, method of dissected - constructive performance of the exercise, method of strictly - regulated performance of the exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Observe the interval of 2 steps (exercises are performed diagonally on the w / w site).  Monitor the amplitude of movements, the rhythm of execution, posture,  breathing;  follow the correct combination of movements of the legs, torso and arms;  don't let the ball hit the floor.  Leading to perform around the perimeter of the hall.  Dribble the ball without visual control, push the ball down, do not slap the ball with the brush, dampen the movement of the arms and legs when catching | 3'  10'  7' |
| 3  3.1  3.2  3.3 | Development of practical skills and abilities, testing of practical skills.  Improving shuttle running technique  1) starts from different starting positions;  2) starts under the command and without;  3) movement by jumping into a squat position with the right and left sides, with and without support by hands;  4) stop step, like in basketball, etc.  5) lean forward with the hands moved back while walking;  6) leaning forward with moving the arms back in slow and fast running;  7) tilt forward with a turn of the shoulders in slow and fast running;  8) finishing individually or in a group.  Relays with hoop, ball.   * oral survey (questions for conducting an oral survey are presented in the FOS); * summarizing the lesson;   presenting current grades in the educational journal. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Pay special attention to the correct initial starting position, foot placement, the correct first step of the fly leg, the set of initial speed and the correct turn in compliance with safety regulations on outdoor and indoor sports grounds.  Show maximum score  Show the best result | 7'  5'  3'  5'  7'  3'  3'  3'  7' |
| 4  4.1  4.2 | The final part of the lesson  Develop flexibility through stretching exercises.  Construction. Error analysis. Summarizing. Grading. | The method of strictly regulated exercise  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5'  5' |

**Means of education:**

- material and technical: chronometers, track and field equipment and inventory, places for jogging, balls, hoops.

**Module 1**Teaching tactical actions in basic sports

**Theme 10**Drill exercises: learning to build in one, two, three lines; turns in place (left, right, round).

**Type of training session:**practical lesson.

**Target:**create an idea of ​​​​combat exercises (building, turns)

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive**  **nye)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Stay where you are!”, “Left!”, “nine, six, three, on the spot” pay off! According to the calculation - "Step march!", "To the right!"  switchgear in place  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - o.s., right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  6) I.p. - o.s., arms in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  7) I.p. - stand legs apart, right hand at the top, left - on the belt  1,2,3 - torso tilt to the left, springy swaying;  4 - change of hands;  1 - 4 - the same to the right  8) I.p. - wide stance, arms to the sides, half tilt  1 - 4 - exercise "Mill"  9) I.p. - right lunge, hands on the right thigh  1 - 3 - springy swings  4- change legs with a jump  1 - 4 - the same - left lunge  “To the right!”, According to the calculation “Step march!”, “Circle!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Keep your back straight, do not bend your arms at the elbow joint  Hands // semi, active movements  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Do not bend the legs at the knee joint, turn the torso more actively  Lunge deeper | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Learning to turn on the spot  1 - "To the right";  2 - "To the left";  3 - "Round"  4 - a combination of commands ("Right", "Left", "Circle", "Circle", "Circle", "Left", "Right", "Left", "Circle", "Right", "Circle")  Learning to build from one line to two, to three  “On the first, the second, pay!”  "In two lines - line up!"  "In one line - line up!"  “On the first, second, third, pay!”  "Three lines - line up!" | Verbal methods (story, explanation, explanation)  Visual method (display)  Strictly regulated exercise  Verbal methods (story, explanation, explanation), demonstration | All turns are performed over the left shoulder.  Hands along the body, the back is straight, perform turns on the heel and on the toe  On this command, the second numbers take a step back with their left foot (account "times"); with the right foot, without placing it, step to the right (count "two") and, standing at the back of the head of the first, put the left foot (count "three")  On this command, the second numbers stand still, the first numbers take a step back with their right foot, without placing their foot, step with their left to the side and, placing their right foot, stand in the back of the head of the second numbers. The third numbers take a step with their left foot forward, step with their right foot to the side and, placing their left foot, stand in front of the second numbers | 2'  8'  10'  20' |
| 4  4.1  4.2 | The final part of the lesson  mobile game  Construction. Error analysis. Summarizing. Grading. | game method.  Verbal methods (explanations, explanations) | Make sure the rules of the game are understood by everyone involved. Reveal the winners  View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

-material and technical: chronometers, places for gymnastics, balls.

**Module 1**Teaching tactical actions in basic sports

**Topic 11**Drill exercises: improving the construction in one, two, three lines; turns in place; rebuilding training on the spot and on the move from a column one by one to a column of two, three, four.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​​​combat exercises (rebuilding on the spot and on the move); consolidation of drill exercises (building, turns).

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive**  **nye)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Bypassing the hall Step by step!”, “Stay where you are!”, “To the left!”  outdoor switchgear in a circle  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - o.s., arms in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  7) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  8) I.p. - in a full squat position, hands on partner's shoulders  Toe jumps:  - to the right;  - to the left  “To the right!”, “Step march!”, “Stay where you are!”, “Left!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Hands // semi, active movements  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Jumps are small, the back is straight | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Improving Turns in Place  1 - "To the right";  2 - "To the left";  3 - "Round"  4 - a combination of commands ("Right", "Left", "Circle", "Circle", "Circle", "Left", "Right", "Left", "Circle", "Right", "Circle")  Improving the construction from one line to two, to three  “On the first, the second, pay!”  "In two lines - line up!"  "In one line - line up!"  “On the first, second, third, pay!”  "Three lines - line up!"  Learning to rebuild on the spot and on the move from a column one by one to a column of two, three, four  “On the first - third, pay off!”  Rebuilding from one column to three ledges  “Bypassing the hall with a step march!”  Rebuilding from a column one at a time to a column of two (three, etc.) by turning in motion  “In a column of two (3, 4, etc.) to the left - march!”  For the reverse rebuilding, the following commands are given:  1. "To the right!"  2. “Into the column one by one to the right (left) bypassing step by step - march!” | Verbal methods (story, explanation, explanation)  Visual method (display)  Strictly regulated exercise  Verbal methods (story, explanation, explanation), demonstration  Strictly regulated exercise. Demonstration  Strictly regulated exercise | All turns are performed over the left shoulder.  Hands along the body, the back is straight, perform turns on the heel and on the toe  On this command, the second numbers take a step back with their left foot (account "times"); with the right foot, without placing it, step to the right (count "two") and, standing at the back of the head of the first, put the left foot (count "three").  On this command, the second numbers stand still, the first numbers take a step back with their right foot, without placing their foot, step with their left to the side and, placing their right foot, stand in the back of the head of the second numbers. The third numbers take a step with their left foot forward, step with their right foot to the side and, placing their left foot, stand in front of the second numbers  “The first numbers - two (3, 4, etc.) steps to the right, the third numbers - two (3, 4, etc.) steps to the left with a step - a march!”. The second numbers remain in place. For the reverse rebuilding, the command “To your places with a step - march!” Is given. Rebuilding is done in incremental steps.  Take two paces  The command is given when the guide is at the top or bottom of the hall. After turning the first two (three, four, etc.), the next turn under the command of their trailer in the same place as the first. Here you can give an indication of the interval and distance, so as not to open the column later on purpose. | 2'  2'  5'  10'  10'  20' |
| 4  4.1  4.2 | The final part of the lesson  relay races  Construction. Error analysis. Summarizing. Grading. | competitive method.  Verbal methods (explanations, explanations) | Make sure the rules are understood by everyone involved. Reveal the winners  View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

-material and technical: chronometers, places for gymnastics, balls.

**Module 1**Teaching tactical actions in basic sports

**Topic 12**Combat exercises: improve rebuilding on the spot and on the move from a column one by one to a column of two, three, four; training in closing, opening in columns, lines.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​drill exercises (closing, opening); consolidation of drill exercises (rebuilding on the spot and on the move).

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive**  **nye)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in pairs  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  6) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  7) I.p. – right/left hand on partner’s shoulder  1 - pull up the right / left leg by the ankle joint, hold;  2 - i.p.;  3 - 4 - the same, change the leg  "Stand in one line!" | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Perform with maximum amplitude | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1' |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Improving rebuilding on the spot and on the move from a column one by one to a column of two, three, four  “On the first - third, pay off!”  Rebuilding from one column to three ledges  “Bypassing the hall with a step march!”  Rebuilding from a column one at a time to a column of two (three, etc.) by turning in motion  “In a column of two (3, 4, etc.) to the left - march!”  For the reverse rebuilding, the following commands are given:  1. "To the right!"  2. “Into the column one by one to the right (left) bypassing step by step - march!”  Learning to close and open  Opening by side steps is carried out along the front. “From the middle (to the right, to the left) for two (three, etc.) steps with side steps One-Knee!”  For closing, the command “To the middle (to the right, to the left) with side steps Som-Knis!” | Verbal methods (story, explanation, explanation)  Visual method (display)  Strictly regulated exercise  Verbal methods (story, explanation, explanation), demonstration  Strictly regulated exercise. Demonstration | “The first numbers - two (3, 4, etc.) steps to the right, the third numbers - two (3, 4, etc.) steps to the left with a step - a march!”. The second numbers remain in place. For the reverse rebuilding, the command “To your places with a step - march!” Is given. Rebuilding is done in incremental steps.  Take two paces  The command is given when the guide is at the top or bottom of the hall. After turning the first two (three, four, etc.), the next turn under the command of their trailer in the same place as the first. Here you can give an indication of the interval and distance, so as not to open the column later on purpose.  The extreme ones begin to open in the line (lines), then sequentially, every two counts, the rest enter  Closing all start at the same time | 5'  10'  20'  15' |
| 4  4.1  4.2 | The final part of the lesson  mobile game  Construction. Error analysis. Summarizing. Grading. | game method.  Verbal methods (explanations, explanations) | Make sure the rules of the game are understood by everyone involved. Reveal the winners  View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

-material and technical: chronometers, places for gymnastics, balls.

**Module 1**Teaching tactical actions in basic sports

**Topic 13**Drill exercises: improvement of closing, opening in columns, lines; learning to move on a gymnastic bench (balance exercise).

**Type of training session:**practical lesson.

**Target:**consolidation of combat exercises, to create an idea of ​​​​balance exercises.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive**  **nye)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in pairs  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  6) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  7) I.p. – right/left hand on partner’s shoulder  1 - pull up the right / left leg by the ankle joint, hold;  2 - i.p.;  3 - 4 - the same, change the leg  "Stand in one line!" | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Perform with maximum amplitude | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1' |
| 3  3.1  3.2  3.3 | Development of practical skills and abilities, testing of practical skills.  Perfection  close and open.  Opening by side steps is carried out along the front. “From the middle (to the right, to the left) for two (three, etc.) steps with side steps One-Knee!”  For closing, the command “To the middle (to the right, to the left) with side steps Som-Knis!”  Learning to move on a gymnastic bench (balance exercise).  1. Step without a task  2.Right / left side side step, hands on the belt  3. Right / left side cross step, arms to the sides  4. Sharp step, hands behind the back  5. High step, arms to the sides  6. With jumps, hands on the belt  Acceptance of the control exercise | Verbal methods (story, explanation, explanation)  Visual method (display)  Strictly regulated exercise  Verbal methods (story, explanation, explanation), demonstration  Stream method of doing the exercise  The method of strictly regulated exercise | The extreme ones begin to open in the line (lines), then sequentially, every two counts, the rest enter  Closing all start at the same time  The back is straight, do not lower the head, look forward. Run at an average pace  Submitted to FOS | 5'  5'  20'  20-25' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10' |

**Means of education:**

-material and technical: chronometers, places for gymnastics, balls.

**Module 1**Teaching tactical actions in basic sports

**Topic 14**Acrobatics: learning to roll forward / backward over the head on a gymnastic mat, bending over; training in the acrobatic element "bridge" (girls), "handstand" (boys).

**Type of training session:**practical lesson.

**Target:**create a forward/backward roll view; create an idea of ​​​​the acrobatic element "bridge" (girls), "handstand" (boys)

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  Outdoor switchgear at / on the gymnastic wall  1) I.p. – o.s., right hand on the gymnastic wall at the level of the shoulder girdle  1 - head tilt forward;  2 - back;  3 - to the right;  4 - left  2) I.p. - Same as #1  1 - 4 - circular movements of the left hand in the shoulder joint forward;  1 - 4 - also back  3) The same as No. 2 only circular movements - with the right hand  4) I.p. - wide stance, two steps from the gymnastic wall, hands on a support at the level of the hip joint  1 - 3 - tilt, springy swings;  4 - i.p.  5) I.p. - left on the support, as high as possible  1 - tilt to the right;  2 - i.p.;  3 - tilt to the left;  4 - i.p.  6) Same as No. 5, only on the right support  7) I.p. – o.s., back to the gymnastic wall, arms up, holding on to the support  1 - step right, bend over;  2 - i.p.;  3 - left, bend over;  4 - i.p.  8) I.p. - o.s., hands up, holding on to the support  Climb and descend the gymnastic wall | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Do the exercise at a slow pace  Do not bend the arm in the elbow joint, perform with maximum amplitude  The slope is deeper, do not bend the legs at the knee joint  Do not bend your legs at the knee joint, pull your torso to your legs with your hands  Perform at a slow pace. Bending down, look at the gymnastic wall  Perform the exercise only with the help of hands | 3'  10'  4 times  4 times  4 times  4 times  4 times  4 times  2 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Learning the technique of somersaults forward / backward on gymnastic mats in a group  1) I.p. - lying on your back, in a group  Rolls on the back  2) I.p. - emphasis sitting  roll forward  3) I.p. - emphasis sitting  Roll back  Training in the technique of performing the acrobatic element "bridge" from the position lying on the back / kneeling / standing on the mat - girls;  Training in the technique of performing the acrobatic element "handstand" - young men | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | The chin is pressed to the chest, during the somersault, have time to group, clasping the shin with your hands  "Bridge" - put arms and legs as close as possible  "Handstand" - to maintain balance without support | 40'  20'  20' |
| 4  4.1  4.2 | The final part of the lesson  Relaxation exercises  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5'  10' |

**Means of education:**

- material and technical: chronometers, places for gymnastics, gymnastic rugs, mats.

**Module 1** Teaching tactical actions in basic sports

**Topic 15** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 1.1.Performing specially running exercises (10 exercises).  Control exercise: 1.2.Implementation of the outdoor switchgear complex on site (exercise 10-15).(presented in the FOS). |
| 3 | **Final part of the lesson:**  - an exercise in attention;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

-logistics: stopwatch, mats, gymnastic mats.

**Module 1** Teaching tactical actions in basic sports

**Topic 16** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 1.3.Implementation of the outdoor switchgear complex on the move (exercise 10-15).(presented in the FOS). |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

-logistics: stopwatch, mats, gymnastic mats.

**Module 1** Teaching tactical actions in basic sports

**Topic 17**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, the table "Control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**-logistics: stopwatch, starting blocks, whistle.

**Module 1** Teaching tactical actions in basic sports

**Topic 18**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, the table "Control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**-logistics: stopwatch, starting blocks, whistle.

**Module 1** Teaching tactical actions in basic sports.

**Subject**Athletics.

**Target**control of independent work.

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson. |
| 2 | **The main part of the lesson.**  Checking the control work on the studied topic |
| 3 | **Final part of the lesson:**   * summarizing the lesson; * announcement of points for the performance of control work. |

**Module 1**Teaching tactical actions in basic sports.

**Topic 19**Ski training. Safety briefing. Training in the technique of performing combat techniques with skis and on skis on the spot.

**Type of training session:**practical lesson.

**Target:**instruct on safety in ski training classes. To create an idea about the technique of performing combat techniques with skis and on skis on the spot.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  Create an idea about ski training among those involved:  - familiarization of students with the content of educational material;  - organization of classes in the open area;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes;  -risk of injury.  **The basic techniques of drill training on skis and the issuance of commands**  All formations of the group for classes (with skis and on skis), setting on skis, moving, stopping and rebuilding must be carried out according to generally accepted commands.  **Ski binding**performed by the command "Ski fasten!" Skis are applied to each other by sliding surfaces and fastened with special locks or straps; in their absence, the skis are tightly squeezed by hand.  **drill stand**with skis is accepted by the command "Become!" or "Quiet!" Skis are placed at the toe of the right foot, the right hand holds the skis by the cargo platforms. Ski toes lean forward slightly. At the command "Equal!" skis are pressed to the shoulder, the head is turned to the right. At the command "At ease!" you should, without fail, stand up freely, alternately relaxing your legs.  **Setting up skis**carried out on the command "Stand on the skis!" At this command, you should attach the skis to the legs, take the sticks.  **ski rack**performed at the command "Attention!" The sticks are placed on the snow near the mounts, sticks, the upper ends of the sticks are moved away from themselves (the angle between the shoulder and forearm is approximately 90 °), the head is straight. At the command "Equal!" (“Align to the left!”) Turn your head to the right (left), pull the upper ends of the folders near your chest so that they do not interfere with seeing the chest of the fourth person.  **Removing skis**performed by the command "Take off the skis!" At this command, the sticks are placed on the snow on the right, the skis are unfastened and placed on the snow on the left. To start skiing, the command "Group (squad) behind the guide (behind me) on the right (left) one (two) march!"  **To change direction**the movement of the column is given the command "Right (left) shoulder forward - march!" To turn around, the command "Circle march!" On a preliminary command, the trainees stop, resorting to the emphasis with sticks, and on the executive command, they make a turn in a swoop around. All executive commands are drawn out.  **Turns in place**are performed according to the corresponding commands "Turn by stepping over (jump) to the right", etc.  The stepover turn can be done in two ways around the heels or around the toes of the skis in 4 counts.  To perform turns on the spot, it is necessary to open the group by the command "Group, to the right (left, from the middle) open 5 steps!" When the group opens from the middle, it is indicated who is the middle one, he raises his left hand forward and lowers it. |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * check and delivery of ski equipment; * summarizing the lesson; * presenting current grades in the educational journal. * Combat techniques with skis in place. * Combat techniques on skis on the spot. * Skiing without poles: * a) walking step * b) sliding step |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 1**Teaching tactical actions in basic sports.

**Topic 20** Teaching a simultaneous two-step move.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​a simultaneous two-step move.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 20' |
| 2  2.1  2.2 | The main part is the development of practical skills, testing practical skills.  Side steps on level ground to the right (left) side.  Climbing the slope with a "ladder", turning to it first with the left, then with the right side.  Imitation of herringbone rise on level ground.  Imitation of a herringbone climb along the trail left by the teacher.  Passing a distance of 3000 m mainly using the technique of simultaneous skiing. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Students move in a circle, the teacher is in the center.  Exercises on the spot are processed in a single-rank formation with an interval of 2 m. | 30-35'  25-30' |
| 4  4.1  4.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 10' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 1**Teaching tactical actions in basic sports.

**Topic 21.**Teaching the technique of an alternate one-step move.Improving the simultaneous two-step move.

**Type of training session**practical

**Target**Create an idea about the technique of alternating moves. To consolidate the idea of ​​​​the technique of a simultaneous two-step move.

**Lesson plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Issuance of inventory.  Passing warm-up circles | Verbal methods (story, explanation)  Visual methods (display) | | Check for the appropriate form  Organize students for class.  Moving with a sliding step, with an average pace. Keeping a distance of 3-4 m | 3'  3 laps |
| 2  2.1 | Preparatory part  1. Walking in place.  I. p .: about. With. - on skis, sticks at the feet.  2. Marching with hands.  I. p .: about. With. - on skis, sticks at the feet,  semi-squat, body slightly forward, arms bent at the elbows.  3. Rise on socks.  I. p .: o.s. - on skis, sticks at the feet.  4. Movement for the joints of the legs.  I. p .: o.s. – on skis, semi-  sitting, sticks at the feet.  5.Twisting of the spine.  I. p .: about. With. - by ski. Sticks  together behind the back under the elbows.  6. Tilt forward.  I. p .: o.s. - on skis, sticks behind the back under  elbows.  7. Tilts to the sides.  I. p .: the same.  8. Circular body rotation.  I.p.: the same.  9. Squats.  I. p .: o.s. - on skis, sticks at the feet.  10. Swing your legs.  I. p .: o.s. - on skis, sticks at the feet. | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal-group method, the method of holistically constructive exercise performance, the method of strictly regulated exercise performance | | The distance between the skis is 10 - 15 cm.  Check:  1 - raise the left leg (ski toe in the snow);  2 - i. P.;  3 - raise the right leg (ski toe in the snow);  4 - i. P.  Check:  1 - left hand back, right hand forward;  2 is the opposite.  The pace is fast  Check:  1 - rise on toes (stretch);  2 - i. P.  Check:  1 - forward movement with the left knee;  2 - left knee - in and. p., right - forward;  3 - right knee - in and. p., left - forward;  4 - left knee - in and. P.  It is better to work at the expense of "one-two" at a fast pace.  Check:  1 - turning the body to the left;  2 - turn the body to the right.  1 - body tilt forward, legs straight;  2 - straighten up, bend in the back.  Check:  1 - body tilt to the left;  2 - i.p.;  3 – body tilt to the right;  4 - i.p.  On eight accounts - rotation to the left.  For eight counts - rotation to the right.  Check:  1 - deep gray, feet are on skis;  2 - i.p.  Body weight on the right ski. The body is slightly tilted forward.  Put your hands firmly on the sticks. | 18 times  18 times  10 times  18 times  10 times  10 times  10 times  10 times  10 times  10 times |
| 3  3.1  3.2 | Development of practical skills, testing of practical skills  Teaching Alternating Steps  Exercise number 1.  And. p. - standing on one leg  Exercise #2  i.p. - standing on the left leg, the right leg is laid back, the right hand is moved forward, the left is laid back  Exercise #3  the same exercise, but with a slight squat.  Repeat exercises 1 - 3, but with sticks.  SKIING EXERCISES ON THE SITE.  Exercises 1 - 3, but with sticks and on skis.  Improving the simultaneous two-step move. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | | at the expense of 1 - right  move your hand forward, and the left back; on account 2 - change  hand position; raise your arms forward to shoulder level, behind  - to failure, do not turn your shoulders.  on  count 1 - change the position of the arms and legs; on count 2 - return  in i.p. | 25' |
| 4  4.1 | The final part of the lesson  Building in one line, breathing exercises, debriefing. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | | 10' |

**Means of education:**stopwatch, equipment for ski training: skis, ski poles, boots.

**Module 1**Teaching tactical actions in basic sports.

**Topic 22**Teaching the alternating two-step move. Improving the simultaneous one-step move.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​an alternating two-step move. To consolidate the idea of ​​​​the technique of a simultaneous one-step move.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 20' |
| 2  2.1  2.2  2.3 | The main part is the development of practical skills, testing practical skills.  Alternate two-step training:  Learning the technique of sliding step when walking without sticks.  Learning to alternate two-step move using sticks.  Teaching technology in general.  Passing a distance of 3.000 m using the learned technique.  Improving the simultaneous one-step move. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Students move in a circle, the teacher is in the center. Exercises on the spot are processed in a single-rank formation with an interval of 2 m. | 10-15'  10-15'  10'  15-20' |
| 4  4.1  4.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 10' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 1**Teaching tactical actions in basic sports.

**Topic 23**Teaching stepless walking. Improving the alternating two-step motion.

**Type of training session:**practical lesson.

**Target:**Create an idea about the technique of stepless running. To consolidate the idea of ​​​​the technique of an alternating two-step move.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 20' |
| 2  2.1  2.2  2.3 | The main part is the development of practical skills, testing practical skills:  Teaching Simultaneous Walking  Training on the spot.  Teaching stroke technique in general.  Passing a distance of 3000 m mainly using the technique of simultaneous skiing.  Improvement of the alternating two-step move. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Students move in a circle, the teacher is in the center. Exercises on the spot are processed in a single-rank formation with an interval of 2 m. | 10-15'  15-20' |
| 4  4.1  4.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 10' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 1**Teaching tactical actions in basic sports.

**Topic 24** Learning to brake with a “plow”, “emphasis”; Improving the alternating two-step stroke

**Type of training session:**practical lesson.

**Target:**to create an idea of ​​the descent from the slope and braking. To consolidate the idea of ​​​​the technique of an alternating two-step move.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 5' |
| 2  2.1  2.2 | Development of practical skills and abilities, testing of practical skills.  1.Descent from the slope in the main rack.  2. Descent from the slope to the landmark.  3. Descent from the slope, gently springing with your feet.  4. Descent from the slope, observing certain intervals.  5. Descent into the gate formed by ski poles.  6. Free descent.  7. Descent with turning and crossing the skis to the right (left) side  8. Descent, holding hands.  9. Descent from the slope, crouching low.  10. Descent with shifting from hand to hand of some object.  11. Descent, together with throwing the ball to each other.  12. Descent from the slope, trying to hit the target with a snowball (hoop)  13. Descending a slope using plow braking.  14. Descending a slope using stop braking.  Improvement of the alternating two-step stroke | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Students move in a circle, the teacher is in the center.  Exercises on the spot are processed in a single-rank formation with an interval of 2 m.  keep your distance | 5'  5'  5'  5'  5'  5'  5'  5'  5'  5'  5'  5'  5'  5' |
| 3  3.1  3.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 5' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 1**Teaching tactical actions in basic sports.

**Topic 25** Learning to turn in motion with stepping; Improving the stepless move.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​the technique of turns in motion. Fix the stepless technique

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 5' |
| 2  2.1  2.2 | Development of practical skills and abilities, testing of practical skills.  1. Learning to turn by stepping around the heels of the skis.  2. Stepping turn around the toes of the skis.  3. Turn with a swing of the right to the right and a swing of the left to the left.  4. Descent from the slope in the main rack.  5. Descent into the gate formed by ski poles.  6. Free descent.  7.Side steps on level ground to the right (left) side.  8.Climbing the slope with a "ladder", turning to it first with the left, then with the right side.  9. Imitation of herringbone rise on level ground.  10. Herringbone climb on a gentle slope.  11. Herringbone rise, accelerating the pace of movement.  12. When descending from a slope, use various types of braking (plow, stop, fall).  Improving the stepless move. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Verbal methods (story, explanation, explanation), demonstration | Exercises on the spot are processed in a single-rank formation with an interval of 2 m.  Those involved move one after another, keeping their distance.  Those involved move one after another, keeping their distance. | 7'  7'  7'  7'  7'  7'  7'  7'  7'  7'  7'  7' |
| 3  3.1  3.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 10' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 1**Teaching tactical actions in basic sports.

**Topic 26** Improving the methods of braking, turning in motion with stepping. Descent training in the main stance, with a turn to the right / left

**Type of training session:**practical lesson.

**Target:**To fix the methods of braking, turns in motion with stepping. Create a representation of the descent in the main stance, with a turn to the right / left

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 5' |
| 2  2.1  2.2 | Development of practical skills and abilities, testing of practical skills.  1. Improving the turn by stepping around the heels of the skis.  2. Stepping turn around the toes of the skis.  3. Turn with a swing of the right to the right and a swing of the left to the left.  4. Descent from the slope in the main rack.  5. Descent into the gate formed by ski poles.  6. Free descent.  7.Side steps on level ground to the right (left) side.  8.Climbing the slope with a "ladder", turning to it first with the left, then with the right side.  9. Imitation of herringbone rise on level ground.  10. Herringbone climb on a gentle slope.  11. Herringbone rise, accelerating the pace of movement.  12. When descending from a slope, use various types of braking (plow, stop, fall).  Descent training in the main stance, with a turn to the right / left | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Verbal methods (story, explanation, explanation), demonstration | Exercises on the spot are processed in a single-rank formation with an interval of 2 m.  Those involved move one after another, keeping their distance.  Those involved move one after another, keeping their distance. | 7'  7'  7'  7'  7'  7'  7'  7'  7'  7'  7'  7' |
| 3  3.1  3.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 10' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 1**Teaching tactical actions in basic sports.

**Topic 27** Safety briefing for basketball lessons. Rules of the game. Basketball terminology. Referee gestures.

**Type of training session:**practical lesson.

**Target:**instruct on safety precautions in basketball lessons, familiarize with the rules of the game and referee gestures.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  Create an idea of ​​basketball among those involved:  - familiarization of students with the content of educational material;  - organization of classes in the gym and outdoors;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes;  - rules of the game;  - give a brief description of the terminology in basketball: basket, shield, out, eight seconds, foul, dribble, heavily guarded player, etc.  - Familiarize with referee gestures.  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a semi-squat, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 1**Teaching tactical actions in basic sports.

**Topic 28** The main stance of a basketball player; training in the movements of a basketball player (walking, running, jumping). Learning stopping techniques (step, jump); double-sided educational game.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​the basketball player’s stance and his movements around the court, stopping techniques

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  switchgear in place  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - o.s., right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  6) I.p. - o.s., arms in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  7) I.p. - stand legs apart, right hand at the top, left - on the belt  1,2,3 - torso tilt to the left, springy swaying;  4 - change of hands;  1 - 4 - the same to the right  8) I.p. - wide stance, arms to the sides, half tilt  1 - 4 - exercise "Mill"  9) I.p. - right lunge, hands on the right thigh  1 - 3 - springy swings  4- change legs with a jump  1 - 4 - the same - left lunge  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Keep your back straight, do not bend your arms at the elbow joint  Hands // semi, active movements  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Do not bend the legs at the knee joint, turn the torso more actively  Lunge deeper | 3'  10'  4 times  4 times  4 times  4 times  4 times  4 times  4 times  4 times |
| 3  3.1  3.2  3.3 | Development of practical skills and abilities, testing of practical skills.  Movement technique:  1) side step - jerk;  2) moving sideways with side steps with a “snake” back forward;  3) running "snake" facing forward  4) moving with added steps along a triangle  6x 6 meters:  - backwards;  - face forward;  - right side;  - backwards;  facing forward;  left side.  Stopping technique training:  - step;  - jump. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Order of execution:  1) explanation;  2) showing to students. Follow the correct movements, the work of arms and legs in a protective stance.  Follow the correct setting of the feet, keep the distance between the legs.  Pay attention to the implementation of newly learned elements | 8 times  8 times  8 times  15'  10'  8 times |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10' |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 1**Teaching tactical actions in basic sports.

**Topic 29**Teaching the technique of passing the ball: from a place, in motion and in a jump. Teaching the technique of dribbling (right, left, alternately); double-sided educational game.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​​​the technique of passing the ball: from a place, in motion and in a jump; dribbling technique (right, left, alternately)

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  outdoor switchgear in motion  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise  Flow method of performing the exercise, competitive method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do not bend your arms at the elbow joint  Keep your back straight, abduct your arms more actively  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Standing leg in front - straightened at the knee joint, standing behind - slightly bent at the knee joint. Touch with both hands the sock in front of the standing leg  The lunge is deeper, the rotation of the torso is more active  Perform the exercise at a fast pace, lunge deeper, turn the torso more actively  Do not tilt your back forward / backward, arms work, as when running  The back is slightly inclined forward, the legs are a wide stance  Jump as high as possible  Run at your fastest pace  Take one ball per pair | 3'  10'  4 times  4 times  4 times  4 times  4 times  4 times  4 times  4 times  4 times  1'  1'  1'  1'  1'  1' |
| 3  3.1  3.2  3.3  3.4 | Development of practical skills and abilities, testing of practical skills.  Ball catching technique:  1)throwing the ball up and catching it with both hands, with one hand;  2) throwing the ball up and catching it with two hands, with one hand in motion;  Ball passing technique:  1) transfer by two from the chest;  2) transfer by two from the chest with a rebound from the floor;  3) transfer of one from the shoulder;  4) transmission of one from the shoulder with a rebound from the floor  Ball handling technique:  1) Dribble with right hand - circle the stance - dribble with left hand  2) Dribbling with medicine balls  3) Leading, moving back forward to the rack with the right hand, back - with the left hand  4) Leading, moving with side steps there with the right side, leading with the left hand, back with the left side, leading with the right hand.  Technique for combining techniques: dribbling, throwing, picking up the ball:  1) Dribble, 2 steps, throw;  2) Dribbling (outlining the three-second zone) with the right hand, 2 steps, throw with one hand (right) from the shoulder;  3) Rebounding the ball, dribbling with the left hand (driving) 2 steps, throwing with one hand (left) from the shoulder. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Throw the ball over your head.  Throw the ball up, forward, left, right.  Stand opposite your partner, pass the ball exactly to the chest, parallel to the floor.  Cover the ball from above, fingers wide apart.  The exercise is performed on one half. Correct dribbling, throwing, rebounding, dribbling without running, correct throwing are judged. | 8 times  8 times  10'  10'  10'  5'  5'  5  10'  5'  10'  5'  5'  15' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10' |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 1**Teaching tactical actions in basic sports.

**Topic 30**Turning technique training; Teaching ball tackling techniques (knocking out, pulling out, interception) is a two-sided educational game.

**Type of training session:**practical lesson.

**Target:**to create an idea of ​​the technique of turns in basketball; about the technique of selecting the ball (knocking out, pulling out, interception)

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  outdoor switchgear in motion  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise  Flow method of performing the exercise, competitive method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do not bend your arms at the elbow joint  Keep your back straight, abduct your arms more actively  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Standing leg in front - straightened at the knee joint, standing behind - slightly bent at the knee joint. Touch with both hands the sock in front of the standing leg  The lunge is deeper, the rotation of the torso is more active  Perform the exercise at a fast pace, lunge deeper, turn the torso more actively  Do not tilt your back forward / backward, arms work, as when running  The back is slightly inclined forward, the legs are a wide stance  Jump as high as possible  Run at your fastest pace  Take one ball per pair | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1'  1'  1'  1' |
| 3  3.1  3.2  3.3  3.4 | Development of practical skills and abilities  Throws in threes after the second transfer with the organization of the rebound:  1) throws into the basket at an angle of 90º;  2)throws into the basket at an angle of 45º;  3)Throwing the ball from the foul line.  Turning technique training  - turns on the spot without the ball;  - turns on the spot with the ball;  - turns in motion without the ball;  - turns in motion without the ball.  Tackling technique training  - knocking the ball out of the opponent's hands  - knocking out from below at the moment of catching the ball by the attacker  - knocking out while dribbling  - kicking the ballwhen catching, passing or taking the rebound  Game "10 betrayals" | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  game method | Pick up the ball before it bounces on the floor.  1- throws, 2- only passes to the thrower, 3- rebounds and reserves the passer.  the movement of the player around the toe of the supporting leg is relaxed, devoid of stiffness;  performing a turn by transferring the weight of the body from the forward leg to the rear (supporting) leg, repulsion and stepping over the front with simultaneous rotation on the supporting one;  performing the movement on bent legs.  The game is played throughout the site. The group is divided into two teams. The team needs to complete 10 passes without errors and loss of the ball. The opposing team has the task of intercepting the ball. After an interception or technical error by the opponent, the team in possession of the ball begins its "10 passes". | 5'  5'  5'  5'  5'  5'  5'  20'  25' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10' |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 1**Teaching tactical actions in basic sports.

**Topic 31**Teaching the technique of throwing the ball into the basket from a place / in motion; relay races with throws into the ring from a place; double sided game.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​​​the technique of throwing from a place.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  outdoor switchgear in motion  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise  Flow method of performing the exercise, competitive method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do not bend your arms at the elbow joint  Keep your back straight, abduct your arms more actively  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Standing leg in front - straightened at the knee joint, standing behind - slightly bent at the knee joint. Touch with both hands the sock in front of the standing leg  The lunge is deeper, the rotation of the torso is more active  Perform the exercise at a fast pace, lunge deeper, turn the torso more actively  Do not tilt your back forward / backward, arms work, as when running  The back is slightly inclined forward, the legs are a wide stance  Jump as high as possible  Run at your fastest pace  Take one ball per pair | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1'  1'  1'  1' |
| 3  3.1  3.2  3.3  3.4  3.5 | Development of practical skills and abilities, testing of practical skills.  Passing the ball on the spot:  1) transfer by two from the chest;  2) transfer by two from the chest with a rebound from the floor;  3) transfer of one from the shoulder;  4) transmission of one from the shoulder with a rebound from the floor  Passing the ball in motion:  1) transfer by two from the chest;  2) transfer by two from the chest with a rebound from the floor;  3) transfer of one from the shoulder;  4) transmission of one from the shoulder with a rebound from the floor  Teaching the technique of throwing the ball from a place:  1) showing a throw with one hand from the shoulder;  2) imitation of a throw on the spot, over oneself;  3) throws through the volleyball net in pairs;  4) throws into the basket at a right angle;  5) throws into the basket at an angle of 45 º  Teaching the technique of throwing the ball in motion:  1) Showing and telling the cast in motion;  2) Imitation of a throw in motion without attacking the ring;  3) Throw in motion at an angle of 45º  Relay races with throws into the ring from a place. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Verbal methods (story, explanation, explanation), demonstration  game method | Stand opposite your partner, pass the ball exactly to the chest, parallel to the floor.  Transfers are performed on the run from the front line to the opposite.  The basic requirements for throwing are as follows: throw quickly, keep the ball close to the body in the initial position, direct the elbow of the throwing hand to the basket, release the ball through the index finger, accompany the throw with the arm and hand, constantly keep your eyes on the target, monitor the softness and ease of the throw To maintain balance, keep your shoulders parallel.  Follow the rules for doing exercises.  From basketball stance, left foot forward;  1 - step with the right foot  2 - step with the left foot  3 jump up with right knee up and throw | 8 times  8 times  8 times  8 times  3'  3'  3'  3'  3'  3'  3'  3'  3'  3'  3'  5'  15' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10' |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 1**Teaching tactical actions in basic sports.

**Subject**32 Teaching the technique of hitting the ball into the ring, the technique of free throw; two-sided educational streetball game.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​​​the technique of finishing the ball into the ring, free throw

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  outdoor switchgear in motion  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise  Flow method of performing the exercise, competitive method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do not bend your arms at the elbow joint  Keep your back straight, abduct your arms more actively  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Standing leg in front - straightened at the knee joint, standing behind - slightly bent at the knee joint. Touch with both hands the sock in front of the standing leg  The lunge is deeper, the rotation of the torso is more active  Perform the exercise at a fast pace, lunge deeper, turn the torso more actively  Do not tilt your back forward / backward, arms work, as when running  The back is slightly inclined forward, the legs are a wide stance  Jump as high as possible  Run at your fastest pace  Take one ball per pair | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1'  1'  1'  1'  1'  1' |
| 3  3.1  3.2  3.3  3.4  3.5 | Development of practical skills and abilities, testing of practical skills.  Passing the ball in motion:  1) transfer by two from the chest;  2) transfer by two from the chest with a rebound from the floor;  3) transfer of one from the shoulder;  4) transmission of one from the shoulder with a rebound from the floor  Throwing the ball in motion:  1) Showing and telling the cast in motion;  2) Imitation of a throw in motion without attacking the ring;  3) Throw in motion at an angle of 45º  Teaching the technique of hitting the ball into the ring  - hitting the ball with one hand  hitting the ball with two hands  Free throw technique training:  1) showing a throw with one hand from the shoulder;  2) imitation of a throw on the spot, over oneself;  3) throws through the volleyball net in pairs;  4) throws into the basket at a right angle;  5) throws into the basket at an angle of 45 º  Educational streetball game. | Verbal methods (story, explanation, explanation), demonstration  Verbal methods (story, explanation, explanation), demonstration  game method | Transfers are performed on the run from the front line to the opposite.  From basketball stance, left foot forward;  1 - step with the right foot  2 - step with the left foot  3 jump up with right knee up and throw  The basic requirements for throwing are as follows: throw quickly, keep the ball close to the body in the initial position, direct the elbow of the throwing hand to the basket, release the ball through the index finger, accompany the throw with the arm and hand, constantly keep your eyes on the target, monitor the softness and ease of the throw To maintain balance, keep your shoulders parallel.  Follow the rules of the game | 3'  3'  3'  3'  3'  3'  3'  15'  3'  3'  3'  3'  3'  15' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10' |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 1**Teaching tactical actions in basic sports.

**Topic 33**Training in defensive stance technique (stance with the leg forward, on the same line); Training in tactical actions in an attack (barriers, movements, rebound); educational double-sided game.

**Type of training session:**practical lesson.

**Target:**create an idea about the technique of a protective rack; create an idea of ​​tactical actions in the attack.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  outdoor switchgear in motion  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise  Flow method of performing the exercise, competitive method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do not bend your arms at the elbow joint  Keep your back straight, abduct your arms more actively  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Standing leg in front - straightened at the knee joint, standing behind - slightly bent at the knee joint. Touch with both hands the sock in front of the standing leg  The lunge is deeper, the rotation of the torso is more active  Perform the exercise at a fast pace, lunge deeper, turn the torso more actively  Do not tilt your back forward / backward, arms work, as when running  The back is slightly inclined forward, the legs are a wide stance  Jump as high as possible  Run at your fastest pace  Take one ball per pair | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1'  1'  1'  1' |
| 3  3.1  3.2  3.3  3.4  3.5  3.6 | Development of practical skills and abilities, testing of practical skills.  Passing the ball on the spot:  1) transfer by two from the chest;  2) transfer by two from the chest with a rebound from the floor;  3) transfer of one from the shoulder;  4) transmission of one from the shoulder with a rebound from the floor  Passing the ball in motion:  1) transfer by two from the chest;  2) transfer by two from the chest with a rebound from the floor;  3) transfer of one from the shoulder;  4) transmission of one from the shoulder with a rebound from the floor  Defensive stance training  - left and right racks,  - high stand  - middle stand  - low stand.  Training in tactical actions in attack: barriers, movements, rebound.  Acceptance of the control exercise  Educational two-way game | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Verbal methods (story, explanation, explanation), demonstration  Strictly regulated exercise method  game method | Stand opposite your partner, pass the ball exactly to the chest, parallel to the floor.  Transfers are performed on the run from the front line to the opposite.  The player's legs are bent at the knees, for stability, one leg is in front and the other is behind. Body weight is evenly distributed on the soles of both feet. The defender's head is turned so that he has a clear view of both the player he is holding and the surroundings.  Provided to FOS  Monitor compliance with the rules. | 8 times  8 times  8 times  8 times  3'  3'  3'  3'  3'  3'  3'  3'  10'  10-15  15-20' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10' |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 1**Teaching tactical actions in basic sports.

**Topic 34**Improving technical and tactical actions in a two-sided game.

**Type of training session:**practical lesson.

**Target:**create an idea of ​​​​the technique of throwing the ball into the ring in motion.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  outdoor switchgear in motion  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise  Flow method of performing the exercise, competitive method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do not bend your arms at the elbow joint  Keep your back straight, abduct your arms more actively  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Standing leg in front - straightened at the knee joint, standing behind - slightly bent at the knee joint. Touch with both hands the sock in front of the standing leg  The lunge is deeper, the rotation of the torso is more active  Perform the exercise at a fast pace, lunge deeper, turn the torso more actively  Do not tilt your back forward / backward, arms work, as when running  The back is slightly inclined forward, the legs are a wide stance  Jump as high as possible  Run at your fastest pace  Take one ball per pair | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1'  1'  1'  1'  1'  1' |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Improving tactical actions in the attack: screening, movement, rebound.  Improving technical and tactical actions in a two-sided game. | Strictly regulated exercise method  game method | Work in pairs, triplets  Follow the rules of the game | 10'  45' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10' |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 1**Teaching tactical actions in basic sports.

**Subject**35 Safety rules for swimming lessons. Personal hygiene requirements.

**Type of training session:**practical lesson.

**Target:**instruct about safety in swimming lessons.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  Create an idea about swimming among those involved:  - familiarization of students with the content of educational material;  - organization of classes in the pool;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes;  - give a brief description;  - familiarize with the rules of swimming competitions;  - Andsources of danger in the basin;  - contraindications for swimming lessons;  - personal hygiene in swimming lessons.  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a semi-squat, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- logistical: swimming pool, boards, fins.

**Module 1**Teaching tactical actions in basic sports.

**Topic 36**Training in crawl technique on the chest, on the back, crawl breathing technique on the chest.

**Type of training session:**practical lesson.

**Target:**to create an idea about the technique of swimming technique in the crawl on the chest.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.3 | Preparatory part  O.R.U.  Dry warm-up:  1) s.p. - a narrow stance, hands down are connected in a lock 1 - raise your hands, stand on your toes, look at your hands, 2 - starting position, 3 - 4 - repeat the exercise  2) sp - narrow stance, hands on the belt. Turning the head to the left, right.  3) ip - stand, feet shoulder-width apart, arms to shoulders 1-8 - circular movements in front in the shoulder joints, 1-8 - circular movements back in the shoulder joints  4) ip - stand, feet shoulder-width apart, hands on the belt 1- tilt forward, 2- tilt to the left, 3 - bend back, 4 - tilt to the right.  5) i.p. - stand, legs shoulder-width apart, hands to the top are connected in the “arrow” position 1-2-3- deep slope with springy movements, 4 - i.p.  6) ip - narrow stance, hands on the belt. Squat. | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace | 8-10 times  8-10 times  8-10 times  8-10 times  8-10 times  8-10 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Breathing and footwork exercises in water:  1) improving sliding on the chest/back with footwork and holding the breath;  2) perfection of sliding on the chest/back with footwork with the board and exhalation into the water;  3) imitation of the work of hands crawl on the chest / back on land with a turn of the head;  4) training in the work of hands with a front crawl on the chest / back, with a board, without footwork;  5) learning to inhale and exhale when swimming crawl on the chest / back at the bridges;  6) swimming with a crawl board with the work of arms and legs;  7) training in coordinating the work of arms and legs with a crawl on the chest / back;  8) swimming short sections in full front crawl coordination on the front/back;  Game "Fifteen"  One player leads with the ball, the rest must hide under the water. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Hold the breath  Pay attention to the work of the legs.  Pay attention to the implementation of newly learned elements  It is necessary to hide under the water, whoever did not have time, will be stained with a ball. | 6-8'  6-8'  6-8'  6-8'  6-8'  6-8'  6-8'  6-8'  10' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- logistical: swimming pool, boards, fins.

**Module 1** Teaching tactical actions in basic sports.

**Topic 37** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 1.4.Performing an alternating two-step ski run (passing a distance of 500m).  Control exercise: 1.5.Performing dribbling in basketball with a snake (distance 20m.).(presented in the FOS). |
| 3 | **Final part of the lesson:**  - an exercise in attention;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

-logistics: stopwatch, mats, gymnastic mats.

**Module 1** Teaching tactical actions in basic sports.

**Topic 38** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 1.6.Performing a free throw in basketball for accuracy (10 shots).(presented in the FOS). |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

-logistics: stopwatch, mats, gymnastic mats.

**Module 1** Teaching tactical actions in basic sports.

**Topic 39**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, "Table of control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

-logistics: stopwatch, starting blocks, whistle.

**Module 1** Teaching tactical actions in basic sports.

**Topic 40**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, the table "Control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**-logistics: stopwatch, starting blocks, whistle.

**Module 1** Teaching tactical actions in basic sports.

**Subject**Basketball

**Target**control of independent work.

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson. |
| 2 | **The main part of the lesson.**  Checking the control work on the studied topic |
| 3 | **Final part of the lesson:**   * summarizing the lesson; * announcement of points for the performance of control work. |

**Module 1**Teaching tactical actions in basic sports.

**Subject**Offset.

**Target**determination of the success of students in achieving learning outcomes in the academic discipline.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson. |
| 2 | **The main part of the lesson.**  Self workout.  The answer of students on credit cards (presented in the FOS):  Practical tasks:  - control exercises,  - control standards. |
| 3 | **Final part of the lesson:**   * summarizing the lesson; * announcement of the disciplinary rating; * issuing an account. |

**Means of education:**

- material and technical: gym, gymnastic mats, gymnastic rugs, gymnastic benches, hoops, gymnastic sticks, skipping ropes, weights for arms and legs, medicine balls, mats, stopwatches.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 1**Athletics. Safety briefing.

**Type of training session:**practical lesson.

**Target:**Instruct on safety in athletics classes.

**Lesson plan**

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| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  To create an idea of ​​athletics among those involved:  - familiarization of students with the content of educational material;  - organization of classes at the stadium, in the gym;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes.  - repeat the characteristics of athletics terminology:athlete, 10-second barrier, running pace, false start, fartlek, relay race, photo finish, pacemaker, etc.  - repeat the rules of athletics competitions:start, distance running and walking, hurdling, hurdling, relay race, race walking, finish.  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a semi-squat, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * attention exercise; * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for long jumps, running, throwing.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 2**Improving the technique of movements of the legs and pelvis, arms in combination with the movements of the legs in race walking.

**Type of training session:**practical lesson.

**Target:**to fixthe technique of movements of the legs and pelvis, arms in combination with the movements of the legs in race walking.

**Lesson plan**

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| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p.: - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal-group method, method of holistically constructive exercise performance, method of strictly regulated exercise performance | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  The pace is low; gently tilt your head to each side with a short pause  The pace is low; move smoothly  The pace is average; during rotation, the shoulder remains motionless, parallel to the floor  The pace is below average; rotation amplitude should be maximum  The pace is average; maximum range of motion; the back is straight; arms and head move in sync with the upper body  The pace is below average; maximum range of motion; back straight  The pace is low; legs at the knees are straight; smooth movements | 3'  10'  4 times  4 times  4 times  4 times  8 times  8 times |
| 3  3.1  3.2 | Development of practical skills and abilities  Improve the movements of the legs and pelvis during race walking.  Exercise number 1.  Walking is slow and accelerated in segments of 50-60 meters, in which the leg is placed straight on the ground and remains in this position until the moment of the back push.  Exercise number 2.  The same exercise, but pay attention to the movement of the pelvis around the vertical axis.  Exercise #3  The same, but walk along the white lines of the treadmill or along the drawn line. Pay attention to the setting of the foot closer to the line.  Improving the movements of the arms and shoulder girdle during race walking.  Exercise number 1.  Imitation of the work of hands in place.  Exercise #2  Walking at an average pace, hands clasped behind the back.  Exercise #3  Walking at an average pace, hands down.  Exercise #4  Walking at an average pace with the active work of bent arms and shoulder girdle. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | The main attention should be paid to light, intense exercise, uniformity of walking, low carrying of the leg after the back push and soft setting of it from the heel forward. During all exercises, the arms should be lowered down.  Pay special attention to the relaxed position of the shoulder girdle. The arms move in a straight line, bent at a right or obtuse angle, without crossing the median plane. The exercise is carried out on a segment up to 100 m. | 7'  7'  7'  7'  7'  7'  7' |
| 4  4.1  4.2 | The final part of the lesson  Development of dexterity through outdoor play.  Construction. Error analysis. Summarizing. Grading. | game method  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for long jumps, running, throwing.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 3**Improving the technique of sprinting: low start, starting acceleration, finishing, distance running.

**Type of training session:**practical lesson.

**Target:**to fixsprinting technique: low start, starting acceleration, finishing, distance running

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | "To the right", behind the guide around the hall "Step march!" |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in pairs  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  6) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  7) I.p. – right/left hand on partner’s shoulder  1 - pull up the right / left leg by the ankle joint, hold;  2 - i.p.;  3 - 4 - the same, change the leg  "Stand in one line!" | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive performance of the exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Perform with maximum amplitude | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1' |
| 3  3.1  3.2  3.3  3.4 | Development of practical skills, testing of practical skills  SBU  1) running high  lifting the hip;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on  right/left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!”  Improving the technique of low start, starting acceleration.  -Tennis ball acceleration  - Running over small barriers  - Running out of I.P. emphasis  lying.  - Run in place in I.P. emphasis  lying down followed  running out.  - Running from the start with support on one hand.  -Running out from a low start from the starting blocks, starting acceleration.  Improving the technique of distance running  1. Mining run:  a) in place with support; b) without support; c) with slow progress.  2.Improvement by rectilinear movement:  a) running along a “corridor” (narrow path) 20-30 cm wide, made of rubber band, cord or twine; b) running in a straight line 5 cm wide, feet placed along the line and parallel to it; c) running on gymnastic benches .  3. Jumping from foot to foot with the transition to running along the distance.  4. Running at an even, calm pace with the foot placed on the front part, with an increase in speed on a signal with acceleration.  5. Time running on the move (20 m, 30 m).  Improving Finishing Technique  1. Standing in a step, put the left (right) foot forward, hands down. Take a step forward with a quick torso forward and arms back.  2. Tilt forward with the arms back while walking.  3. Tilt forward on the ribbon with the arms pulled back and with slow and fast running.  4. Tilt forward on the ribbon with a turn of the shoulders in slow and fast running individually and in groups.  5. Throw on the ribbon chest forward in small groups of 3-4 people from an accelerating run. When teaching schoolchildren how to finish, it is important to teach them to finish running not at the finish line, but after it. | Stream method  doing the exercise,  competitive  method  Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Do not tilt your back forward / backward, arms work, as when running  back a little  tilted forward, legs - wide stance  Maximum  jump up  Run in  maximum pace  Keep your torso in the first steps of the run  Maintain correct starting position  Follow the rectilinear setting of the foot and the full extension of the leg in the knee joint  Pay close attention to changes in exercise  The speed increases as long as the freedom of movement and their correct structure is maintained.  Tilt the torso to carry out at the maximum pace  Accurately perform combinations of movements  Each runner must run at the same level as the others, and 6–8 m before the finish line, on a signal, speed up the run in order to try to touch the ribbon first. | 7'  5'  7'  7'  8'  5'  5'  5'  7'  7'  8'  5'  3'  5'  8' |
| 4  4.1  4.2 | The final part of the lesson  Development of dexterity through outdoor play.  Construction. Error analysis. Summarizing. Grading. | Game  method  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- logistical: chronometers, track and field equipment and inventory, training places for long jumps, running

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 4**Improving the technique of relay race.

**Type of training session:**practical lesson.

**Target:**to fixrelay running technique.

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in a circle  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - o.s., arms in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  7) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  8) I.p. - in a full squat position, hands on partner's shoulders  Toe jumps:  - to the right;  - to the left  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Hands // semi, active movements  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Jumps are small, the back is straight | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times |
| 3  3.1 | Development of practical skills, testing of practical skills  Improving the technique of relay race.  1. Transferring the stick from the right hand to the left in a slow run at the signal of the transmitter.  2. Transferring the stick from the right hand to the left and from the left to the right in a slow run in a column one at a time at the signal of the transmitter.  3. Transfer of the stick from the right hand to the left and from the left to the right while running at an average speed at the signal of the transmitter.  4. Transferring the stick from the right hand to the left and from the left to the right while running, followed by the acceleration of the receiver.  5. Transfer of the stick from the right hand to the left and from the left to the right while running at an average speed at the signal of the transmitter in restricted areas.  6. Start with support on one hand on a straight line and on a turn.  7. Start with support on one hand at the turn with a baton in hand.  8. Start with support on one hand with a run-out from a turn to a straight line.  9. Start with support on one hand with a run-out from a straight line to a turn.  10. Start on a separate track at the moment the transmitter reaches 1 control mark.  11. Relay race 4 x 100 m with different partners.  12. Development of motor qualities through circular training. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Perform in pairs, change after each transfer (the transmitter overtakes the receiver).  Perform in a column one at a time, the last running overtakes the column and becomes the first. You can use two or three relay races (depending on the number of students).  Perform in pairs, change after each transfer (the transmitter overtakes the receiver). Try to pass the wand at the maximum distance.  Perform under the command of the transmitter in pairs, change after each transmission.  Perform running in a circle in pre-marked zones (10 m each) every 50 m. The receiver should not look back when taking the stick.  Run at full speed without looking back.  Pay attention to the rapid increase in speed.  Run along the outside of the track.  Run along the inside of the track.  Perform in pairs, run at full strength, without looking back.  Carry out taking into account the transfer zone.  Take into account the degree of fatigue of the partner and his speed qualities.  Students go clockwise through 6 stations with exercises. | 3'  3'  5'  5'  5'  3'  3'  3'  3'  3'  10'  10' |
| 4  4.1  4.2 | The final part of the lesson  Development of dexterity through outdoor play.  Construction. Error analysis. Summarizing. Grading. | game method  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- material and technical: chronometers, track and field equipment and inventory, training places for long jumps, running.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 5**Improving the technique of the long jump (repulsion; flight; landing).

**Type of training session:**practical lesson.

**Target:**to fixlong jump technique.

**Lesson plan**

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| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear with stuffed balls  1) I.p. – o.s., the ball is down  1 - head tilt forward;  2 - back;  3 - to the right;  4 - left  2) I.p. – o.s., ball at chest level  1 - raise your hands up;  2 - i.p.;  3 - 4 - the same  3) I.p. – o.s., the ball is down  1 - hands forward;  2 - hands up;  3 - hands forward;  4 - i.p.  4) I.p. - wide stance, ball down  1 - tilt, put the ball on the floor;  2 - SP, hands on the belt;  3 - tilt, take the ball;  4 - i.p.  5) I.p. – o.s., the ball is down  1 - right on the toe, the ball is at the top, bend;  2 - tilt, touch the floor with the ball;  3 - squat, ball forward;  4 - i.p.  1 - 4 - the same from the left leg  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Do the exercise at a slow pace  Watch the ball  Follow the ball with your eyes  The slope is deeper, do not bend the legs at the knee joint  First, do the exercise at a slow pace, then at an accelerated pace. | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Improving the technique of the long jump  1. Long jump starting from the ground from any place.  2. The same, starting from a bar or from a certain zone.  3. Imitation of movements during repulsion in place with active lifting of the pelvis up and forward at the moment of the end of repulsion with the rise of the fly leg and arms.  4. Jumping from a place and transition to running.  5. Standing long jumps with active lifting of the legs up and throwing the legs as far as possible.  6. Long jumps from a short run-up through a bar set at a height of 20–40 cm half a meter before the intended landing site.  7. Long jump in full coordination  Development of speed due to the relay race. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Competitive Method | In repeated jumps, try to push off harder.    Those involved in all jumping exercises should feel elasticity in the ankle, knee, hip joints when setting and bending the push leg, followed by active extension in all joints. Correctly perform movements and stability in the air.  In the landing technique, to achieve a clear, precise execution of all movements. | 45'  10' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- material and technical: chronometers, track and field equipment and inventory, training places for long jumps, running.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 6**Improving the technique of running at medium distances, cross-country training.

**Type of training session:**practical lesson.

**Target:**to fixmedium distance running technique.

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal-group method, method of holistically constructive exercise performance, method of strictly regulated exercise performance | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  The pace is low; gently tilt your head to each side with a short pause  The pace is low; move smoothly  The pace is average; during rotation, the shoulder remains motionless, parallel to the floor  The pace is below average; rotation amplitude should be maximum  The pace is average; maximum range of motion; the back is straight; arms and head move in sync with the upper body  The pace is below average; maximum range of motion; back straight  The pace is low; legs at the knees are straight; movements are smooth. | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  8 times  8 times  6-8 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Improving middle distance running technique  1. Imitation of the positions of the legs, arms, torso, head, standing at the gymnastic wall.  2. Imitation of the movement of the hands, standing still on the toes (one leg in front, the other behind), the torso is vertical.  3. Slow running on the forefoot.  4. Running with a high lift of the hip with the transition to a regular run.  5. Minching run with the transition to normal running.  6. Accelerations on segments of 60-80 m.  7. Acceleration with speed retention on segments of 60-100 m.  8. Running 100-200 meters at a uniform speed on the instructions of the teacher.  9. Run for 100-200 meters at a variable speed on the instructions of the teacher.  10. Quick set of speed and transition to free running for 80-120 m.  Cross training. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Perform in a frontal way, paying attention to the moments of setting the legs, the vertical, the end of the repulsion.  Maintain an upright position of the head and torso. Perform the exercise in a frontal way. Maintain a rhythmic pace of movement.  Perform in a column one at a time. Do not touch the surface with your heels.  When performing the exercise, maintain a vertical position of the body, arms bent at the elbows; the transition to normal running is smooth, almost imperceptible.  Perform in a column one at a time. Follow the elastic roll from toe to heel and a gradual increase in the amplitude of the hip lift.  Pay attention to the gradual increase in speed.  Pay attention to the rapid increase in speed and smooth holding.  Keep the average running speed - 5 m / s, in case of deviation from the set time by more than 1 s, repeat the run.  Perform in a group running in a circle on the whistle. Monitor the smooth increase and decrease in running speed.  Watch for a smooth transition from fast to slow running.  To achieve the ability to maintain the desired uniform speed of movement and try not to deviate from the desired result  Show maximum result. | 5'  5'  5'  3'  3'  7'  7'  7'  8'  7'  10  15-20' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- material and technical: chronometers, track and field equipment and inventory, training places for long jumps, running.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 7**Gymnastics. Safety precautions, injury prevention.

**Type of training session:**practical lesson.

**Target:**Instruct on safety in gymnastics classes.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  To create an idea of ​​gymnastics among those involved:  - familiarization of students with the content of educational material;  - organization of classes in the gym;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes.  - to consolidate the characteristics of gymnastic terminology: brevity,requirements for gymnastic terms (max, swing, sit, step, run, hang, grip, etc.)  - remember the rules of insurance and self-insurance:techniques of insurance and assistance, physical assistance in teaching the technique of various elements, wiring, support, pushing.  Building techniques:  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left"  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a semi-squat, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Tilts of the torso forward alternately to the left leg, between the feet, to the right leg. |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- material and technical: chronometers, places for gymnastics, gymnastic equipment.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 8**Drill exercises: improving the construction in one, two, three lines; turns in place.

**Type of training session:**practical lesson.

**Target:**To fix drill exercises: building in one, two, three lines; turns in place.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive**  **nye)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Stay where you are!”, “Left!”, “nine, six, three, on the spot” pay off! According to the calculation - "Step march!", "To the right!"  switchgear in place  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - o.s., right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  6) I.p. - o.s., arms in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  7) I.p. - stand legs apart, right hand at the top, left - on the belt  1,2,3 - torso tilt to the left, springy swaying;  4 - change of hands;  1 - 4 - the same to the right  8) I.p. - wide stance, arms to the sides, half tilt  1 - 4 - exercise "Mill"  9) I.p. - right lunge, hands on the right thigh  1 - 3 - springy swings  4- change legs with a jump  1 - 4 - the same - left lunge  “To the right!”, According to the calculation “Step march!”, “Circle!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Keep your back straight, do not bend your arms at the elbow joint  Hands // semi, active movements  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Do not bend the legs at the knee joint, turn the torso more actively  Lunge deeper | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times |
| 3  3.1  3.2  3.3 | Development of practical skills and abilities, testing of practical skills.  Improving Turns in Place  1 - "To the right";  2 - "To the left";  3 - "Round"  4 - a combination of commands ("Right", "Left", "Circle", "Circle", "Circle", "Left", "Right", "Left", "Circle", "Right", "Circle")  Improving the construction from one line to two, to three  “On the first, the second, pay!”  "In two lines - line up!"  "In one line - line up!"  “On the first, second, third, pay!”  "Three lines - line up!"  Acceptance of the control exercise | Verbal methods (story, explanation, explanation)  Visual method (display)  Strictly regulated exercise  Verbal methods (story, explanation, explanation), demonstration  Strictly regulated exercise method | All turns are performed over the left shoulder.  Hands along the body, the back is straight, perform turns on the heel and on the toe  On this command, the second numbers take a step back with their left foot (account "times"); with the right foot, without placing it, step to the right (count "two") and, standing at the back of the head of the first, put the left foot (count "three")  On this command, the second numbers stand still, the first numbers take a step back with their right foot, without placing their foot, step with their left to the side and, placing their right foot, stand in the back of the head of the second numbers. The third numbers take a step with their left foot forward, step with their right foot to the side and, placing their left foot, stand in front of the second numbers  Provided to FOS | 2'  8'  10'  20'  10-15' |
| 4  4.1  4.2 | The final part of the lesson  mobile game  Construction. Error analysis. Summarizing. Grading. | game method.  Verbal methods (explanations, explanations) | Make sure the rules of the game are understood by everyone involved. Reveal the winners  View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- material and technical: chronometers, places for gymnastics, gymnastic equipment.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Theme 9** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 2.1.Performing a long jump in full coordination.  Control exercise: 2.2.Performing drills, formations, rebuildings are presented in the FOS. |
| 3 | **Final part of the lesson:**  - an exercise in attention;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

-logistics: stopwatch, mats, gymnastic mats.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Theme 10** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 2.3.Performing a simultaneous two-step move (passing a distance of 500m).(presented in the FOS). |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

-logistics: stopwatch, mats, gymnastic mats.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Topic 11**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, the table "Control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**-logistics: stopwatch, starting blocks, whistle.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Topic 12**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, the table "Control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**-logistics: stopwatch, starting blocks, whistle.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Subject**Gymnastics

**Target**control of independent work.

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson. |
| 2 | **The main part of the lesson.**  Checking the control work on the studied topic |
| 3 | **Final part of the lesson:**   * summarizing the lesson; * announcement of points for the performance of control work. |

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 13**Acrobatics. Learning the acrobatic complex.

**Type of training session:**practical lesson.

**Target:**To create an idea about the technique of performing an acrobatic complex.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  "Step march!"  outdoor switchgear in the stalls  1) I.p. – o.s., hands on the belt  1 - head tilt forward;  2 - back;  3 - to the right;  4 - left  2) I.p. - o.s., right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - change of hands, the same  3) I.p. - sitting on the mat, widely spaced  1 - tilt to the right;  2 - i.p.;  3 - 4 - the same to the left  4) I.p. - sitting on the mat, the right one is bent at the knee joint and placed under the buttock  1 - 3 - tilt to the left, springy wiggle  4 - i.p.  1 - 4 - the same  5) I.p. - the same as No. 4, only the left leg is bent  1 - 4 - the same as in No. 4  6) I.p. - lying on your back on the mat, legs connect  1 - max right, cotton;  2 - i.p.;  3 - 4 - the same - left  7) I.p. - lying on your back, legs bent at the knee joint, hands behind the head  Raising and lowering the body | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Take mats along the way  Do the exercise at a slow pace  Abduction is more active, do not bend your arms at the elbow joint  Do not bend the legs at the knee joint, touch the knee joint with the forehead  Touch forehead to knee joint  The max is more active, do not bend the legs at the knee joint  Touch the knee joint on the rise with the elbows, on the lowering - the mat | 3'  10'  2'  4 times  4 times  4 times  4 times  10 times  Dev - 30  once  Yun -  50 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Learning the acrobatic complex "Roll back stand on the shoulder blades, somersault back over the head, exit to half split"  Learning the acrobatic complex "By force, headstand with support by hands, somersault forward over the head, arched jump" | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | "Stand on the shoulder blades" - back, pelvis, legs - one line, the stand is perpendicular to the floor  "Headstand" - keep balance, legs, torso - one line  Back, pelvis, legs - one line, the stand is perpendicular to the floor, a smooth transition to a somersault, the chin is pressed to the chest, grouping, half split - arms to the sides  Maintain balance, legs, torso - one line, smooth transition into a somersault, chin pressed to chest, grouping, jump - arms up, bend | thirty'  thirty' |
| 4  4.1  4.2 | The final part of the lesson  mobile game  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | Make sure that the rules of the game were understood by all students, identify the winner  View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

material and technical: chronometers, places for gymnastics, gymnastic rugs, mats.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 14**Acrobatics. Improvement of the acrobatic complex.

**Type of training session:**practical lesson.

**Target:**To fix the technique of performing an acrobatic complex.

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  "Step march!"  outdoor switchgear in the stalls  1) I.p. – o.s., hands on the belt  1 - head tilt forward;  2 - back;  3 - to the right;  4 - left  2) I.p. - o.s., right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - change of hands, the same  3) I.p. - sitting on the mat, widely spaced  1 - tilt to the right;  2 - i.p.;  3 - 4 - the same to the left  4) I.p. - sitting on the mat, the right one is bent at the knee joint and placed under the buttock  1 - 3 - tilt to the left, springy wiggle  4 - i.p.  1 - 4 - the same  5) I.p. - the same as No. 4, only the left leg is bent  1 - 4 - the same as in No. 4  6) I.p. - lying on your back on the mat, legs connect  1 - max right, cotton;  2 - i.p.;  3 - 4 - the same - left  7) I.p. - lying on your back, legs bent at the knee joint, hands behind the head  Raising and lowering the body | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Take mats along the way  Do the exercise at a slow pace  Abduction is more active, do not bend your arms at the elbow joint  Do not bend the legs at the knee joint, touch the knee joint with the forehead  Touch forehead to knee joint  The max is more active, do not bend the legs at the knee joint  Touch the knee joint on the rise with the elbows, on the lowering - the mat | 3'  10'  2'  4 times  4 times  4 times  4 times  10 times  Dev - 30  once  Yun -  50 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Improvement of the acrobatic complex "Roll back stand on the shoulder blades, somersault back over the head, exit to half split"  Improving the acrobatic complex "By strength, headstand with support by hands, somersault forward over the head, arched jump" | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | "Stand on the shoulder blades" - back, pelvis, legs - one line, the stand is perpendicular to the floor  "Headstand" - keep balance, legs, torso - one line  Back, pelvis, legs - one line, the stand is perpendicular to the floor, a smooth transition to a somersault, the chin is pressed to the chest, grouping, half split - arms to the sides  Maintain balance, legs, torso - one line, a smooth transition into a somersault, the chin is pressed to the chest, grouping, jump - arms up, bend. | thirty'  thirty' |
| 4  4.1  4.2 | The final part of the lesson  mobile game  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | Make sure that the rules of the game were understood by all students, identify the winner  View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

material and technical: chronometers, places for gymnastics, gymnastic rugs, mats.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 15**Ski training. Safety briefing.

**Type of training session:**practical lesson.

**Target:**Instruct on safety in ski training.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  Create an idea about ski training among those involved:  - familiarization of students with the content of educational material;  - organization of classes in the open area;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes;  -risk of injury.  **The basic techniques of drill training on skis and the issuance of commands**  All formations of the group for classes (with skis and on skis), setting on skis, moving, stopping and rebuilding must be carried out according to generally accepted commands.  **Ski binding**performed by the command "Ski fasten!" Skis are applied to each other by sliding surfaces and fastened with special locks or straps; in their absence, the skis are tightly squeezed by hand.  **drill stand**with skis is accepted by the command "Become!" or "Quiet!" Skis are placed at the toe of the right foot, the right hand holds the skis by the cargo platforms. Ski toes lean forward slightly. At the command "Equal!" skis are pressed to the shoulder, the head is turned to the right. At the command "At ease!" you should, without fail, stand up freely, alternately relaxing your legs.  **Setting up skis**carried out on the command "Stand on the skis!" At this command, you should attach the skis to the legs, take the sticks.  **ski rack**performed at the command "Attention!" The sticks are placed on the snow near the mounts, sticks, the upper ends of the sticks are moved away from themselves (the angle between the shoulder and forearm is approximately 90 °), the head is straight. At the command "Equal!" (“Align to the left!”) Turn your head to the right (left), pull the upper ends of the folders near your chest so that they do not interfere with seeing the chest of the fourth person.  **Removing skis**performed by the command "Take off the skis!" At this command, the sticks are placed on the snow on the right, the skis are unfastened and placed on the snow on the left. To start skiing, the command "Group (squad) behind the guide (behind me) on the right (left) one (two) march!"  **To change direction**the movement of the column is given the command "Right (left) shoulder forward - march!" To turn around, the command "Circle march!" On a preliminary command, the trainees stop, resorting to the emphasis with sticks, and on the executive command, they make a turn in a swoop around. All executive commands are drawn out.  **Turns in place**are performed according to the corresponding commands "Turn by stepping over (jump) to the right", etc.  The stepover turn can be done in two ways around the heels or around the toes of the skis in 4 counts.  To perform turns on the spot, it is necessary to open the group by the command "Group, to the right (left, from the middle) open 5 steps!" When the group opens from the middle, it is indicated who is the middle one, he raises his left hand forward and lowers it. |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * check and delivery of ski equipment; * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 16** Improving the simultaneous two-step move; simultaneous single step

**Type of training session:**practical lesson.

**Target:**to fix the technique of a simultaneous two-step move; simultaneous one-step move.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 20' |
| 2  2.1  2.2  2.3  2.4 | The main part is the development of practical skills, testing practical skills.  Improving the simultaneous two-step move.  Side steps on level ground to the right (left) side.  Climbing the slope with a "ladder", turning to it first with the left, then with the right side.  Imitation of herringbone rise on level ground.  Imitation of a herringbone climb along the trail left by the teacher.  Passing the distance  predominantly using the technique of simultaneous skiing.  Improving the simultaneous one-step move  Acceptance of the control exercise | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Strictly regulated exercise method | Students move in a circle, the teacher is in the center.  Exercises on the spot are processed in a single-rank formation with an interval of 2 m.  Provided to FOS | 30-35'  10-15'  10-15' |
| 3  3.1  3.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 10' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 17** Improvement of the alternating two-step course;stepless move.

**Type of training session:**practical lesson.

**Target:**fixing techniquealternating two-step course;stepless move.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group. | 10' |
| 2  2.1  2.2  2.3 | The main part is the development of practical skills, testing practical skills.  Improvement of the alternating two-step stroke  Improving the stepless move  - hand work  - footwork.  Passing a distance of 3000 m mainly using the technique of alternate skiing. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Students move in a circle, the teacher is in the center.  Exercises on the spot are processed in a single-rank formation with an interval of 2 m. | thirty'  25-30' |
| 3  3.1  3.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 10' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 18** Improvement of braking methods; descent in the main rack

**Type of training session:**practical lesson.

**Target:**to fix the technique of braking methods; descent in the main rack

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 5' |
| 2  2.1 | Development of practical skills and abilities, testing of practical skills.  1.Descent from the slope in the main rack.  2. Descent from the slope to the landmark.  3. Descent from the slope, gently springing with your feet.  4. Descent from the slope, observing certain intervals.  5. Descent into the gate formed by ski poles.  6. Free descent.  7. Descent with turning and crossing the skis to the right (left) side  8. Descent, holding hands.  9. Descent from the slope, crouching low.  10. Descent with shifting from hand to hand of some object.  11. Descent, together with throwing the ball to each other.  12. Descent from the slope, trying to hit the target with a snowball (hoop)  13. Descending a slope using plow braking.  14. Descending a slope using stop braking. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Students move in a circle, the teacher is in the center.  Exercises on the spot are processed in a single-rank formation with an interval of 2 m.  keep your distance | 5'  5'  5'  5'  5'  5'  5'  5'  5'  5'  5'  5'  5'  5' |
| 3  3.1  3.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 5' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 19**Volleyball. Safety precautions, rules of the game, referee gestures in the sports game "Volleyball".

**Type of training session:**practical lesson.

**Target:**Instruct on safety in volleyball classes, familiarize with the rules of the game and referee gestures.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  To create an idea about volleyball among those involved:  - familiarization of students with the content of educational material;  - organization of classes in the gym;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes.  - give a brief description of the rules of the game, familiarize with referee gestures.  Building techniques:  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left"  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a semi-squat, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Tilts of the torso forward alternately to the left leg, between the feet, to the right leg. |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 20**Technique for passing the ball in a training game

**Type of training session:**practical lesson.

**Target:**to create an idea of ​​the top gear technique in volleyball; lower gear

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  switchgear in place  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - o.s., right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  6) I.p. - o.s., arms in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  7) I.p. - stand legs apart, right hand at the top, left - on the belt  1,2,3 - torso tilt to the left, springy swaying;  4 - change of hands;  1 - 4 - the same to the right  8) I.p. - wide stance, arms to the sides, half tilt  1 - 4 - exercise "Mill"  9) I.p. - right lunge, hands on the right thigh  1 - 3 - springy swings  4- change legs with a jump  1 - 4 - the same - left lunge  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Keep your back straight, do not bend your arms at the elbow joint  Hands // semi, active movements  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Do not bend the legs at the knee joint, turn the torso more actively  Lunge deeper  Take one ball per pair | 3'  10'  4 times  4 times  4 times  4 times  4 times  4 times  4 times  4 times  1' |
| 3  3.1  3.2  3.4  3.5 | Development of practical skills and abilities, testing of practical skills.  Warm-up exercises in pairs with balls:  1) throwing the ball with two hands from behind the partner's head;  2) throwing the ball with the right / left hand from behind the partner's head;  3) throwing the ball with two hands from behind the head to the floor to the partner;  4) throwing the ball with two hands from behind the head to the floor in a jump to a partner  Top gear training:  1 - top gear above you;  2 - top gear at the wall;  3 - top gear above yourself, then to a partner  Lower Straight Feed Technique Training  1 - in pairs;  2 - in the middle of the site through the net;  3 - through the net from the end line  Lower Gear Technique Training:  I.p. - wide stance, legs bent at the knee joint, feet //, arms straightened at the elbow joint, with the left hand grasp the right hand, closed into a fist  1) one of the partners throws the ball with two hands to the second, the second makes a pass with two hands from below;  2) the same as exercise No. 1, only vice versa;  3) lower gear from below above yourself, from below to a partner;  4) lower gear above yourself, upper - to a partner;  5) top gear above yourself, lower gear to a partner.  Development of dexterity through two-sided play:  3 games up to 15 points. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  game method | Perform exercises more actively, perform the throw more accurately at a distance of 9m.  Come within 5m.  Sit down, keep your hands just above your forehead, thumb pointing “towards you”  Throw the ball not high, sit down, step left  Sit down under the ball, move only with side steps  Pay attention to the implementation of newly learned elements | 8 times  8 times  8 times  8 times  2.5'  2.5'  2.5'  10'  10'  10'  5'  3'  3'  3'  3'  3'  10' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10' |

**Means of education:**

- material and technical: equipment and inventory for sports games, a game gym.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Topic 21** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 2.4.Performing top and bottom passes in volleyball (in pairs, 20 passes).  Control exercise: 2.5.Performing a bottom serve in volleyball (over the net, 6 innings) is presented in the FOS. |
| 3 | **Final part of the lesson:**  - an exercise in attention;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

- material and technical: stopwatch, mats, gymnastic mats, sports equipment and equipment for sports games.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Topic 22** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 2.6. Performing an overhead serve in volleyball (over the net, 6 innings),(presented in the FOS). |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

- material and technical: stopwatch, mats, gymnastic mats, sports equipment and equipment for sports games.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Topic 23**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, "Table of control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**

-logistics: stopwatch, starting blocks, whistle,sports equipment and equipment for athletics and gymnastics.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Topic 24**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**Comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, the table "Control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**stopwatch, starting blocks, whistle,sports equipment and equipment for athletics and gymnastics.

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Subject**Volleyball

**Target**control of independent work.

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson. |
| 2 | **The main part of the lesson.**  Checking the control work on the studied topic |
| 3 | **Final part of the lesson:**   * summarizing the lesson; * announcement of points for the performance of control work. |

**Module 2** Training in tactical actions and improvement of technical actions in basic sports.

**Subject**Offset.

**Target**determination of the success of students in achieving learning outcomes in the academic discipline.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson. |
| 2 | **The main part of the lesson.**  Self workout.  The answer of students on credit cards (presented in the FOS):  Practical tasks:  - control exercises,  - control standards. |
| 3 | **Final part of the lesson:**   * summarizing the lesson; * announcement of the disciplinary rating; * issuing an account. |

**Means of education:**

- material and technical: gym, gymnastic mats, gymnastic rugs, gymnastic benches, hoops, gymnastic sticks, skipping ropes, weights for arms and legs, medicine balls, mats, stopwatches.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 1**Athletics safety briefing.

**Type of training session:**practical lesson.

**Target:**Instruct on safety in athletics classes.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  To create an idea of ​​athletics among those involved:  - familiarization of students with the content of educational material;  - organization of classes at the stadium, in the gym;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes.  - brief description of athletics terminology:athlete, 10-second barrier, running pace, false start, fartlek, relay race, photo finish, pacemaker, etc.  - athletics competition rules:start, distance running and walking, hurdling, hurdling, relay race, race walking, finish.  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a semi-squat, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. n. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * summarizing the lesson; * presenting current grades in the educational journal. * improving the technique of movements of the legs and pelvis, hands in combination with the movements of the legs in race walking * improving the technique of the long jump |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for long jumps, running, throwing.

**Module 3**Improving tactical and technical actions in basic sports.

**Theme 2**Improving the technique of movements of the legs and pelvis, hands in combination with the movements of the legs in race walking; long jump.

**Type of training session:**practical lesson.

**Target:**to fixsports walking and long jump from a place.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p.: - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal-group method, method of holistically constructive exercise performance, method of strictly regulated exercise performance | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  The pace is low; gently tilt your head to each side with a short pause  The pace is low; move smoothly  The pace is average; during rotation, the shoulder remains motionless, parallel to the floor  The pace is below average; rotation amplitude should be maximum  The pace is average; maximum range of motion; the back is straight; arms and head move in sync with the upper body  The pace is below average; maximum range of motion; back straight  The pace is low; legs at the knees are straight; smooth movements | 3'  10'  4 times  4 times  4 times  4 times  8 times  8 times |
| 3  3.1  3.2  3.3 | Development of practical skills and abilities, testing of practical skills.  Improving the movement of the legs and pelvis during race walking.  Exercise number 1.  Walking is slow and accelerated in segments of 50-60 meters, in which the leg is placed straight on the ground and remains in this position until the moment of the back push.  Exercise number 2.  The same exercise, but pay attention to the movement of the pelvis around the vertical axis.  Exercise #3  The same, but walk along the white lines of the treadmill or along the drawn line. Pay attention to the setting of the foot closer to the line.  Improving the movements of the arms and shoulder girdle during race walking.  Exercise number 1.  Imitation of the work of hands in place.  Exercise #2  Walking at an average pace, hands clasped behind the back.  Exercise #3  Walking at an average pace, hands down.  Exercise #4  Walking at an average pace with the active work of bent arms and shoulder girdle.  Improving the long jump from a place. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | The main attention should be paid to light, intense exercise, uniformity of walking, low carrying of the leg after the back push and soft setting of it from the heel forward. During all exercises, the arms should be lowered down.  Pay special attention to the relaxed position of the shoulder girdle. The arms move in a straight line, bent at a right or obtuse angle, without crossing the median plane. The exercise is carried out on a segment up to 100 m.  Perform crouching from the stop with maximum forward movement | 7'  7'  7'  7'  7'  7'  7'  7' |
| 4  4.1  4.2 | The final part of the lesson  Development of dexterity through outdoor play.  Construction. Error analysis. Summarizing. Grading. | game method  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- material and technical: chronometers, track and field equipment and inventory, training places for long jumps, running.

**Module 3**Improving tactical and technical actions in basic sports.

**Theme 3**Improving the technique of sprinting; relay race.

**Type of training session:**practical lesson.

**Target:**to fixsprint technique; relay race.

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | "To the right", behind the guide around the hall "Step march!" |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in pairs  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  6) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  7) I.p. – right/left hand on partner’s shoulder  1 - pull up the right / left leg by the ankle joint, hold;  2 - i.p.;  3 - 4 - the same, change the leg  "Stand in one line!" | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive performance of the exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Perform with maximum amplitude | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1' |
| 3  3.1  3.2  3.3  3.4  3.5  3.6 | Development of practical skills, testing of practical skills  SBU  1) running high  lifting the hip;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on  right/left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!”  Improving the technique of distance running  1. Mining run:  a) in place with support; b) without support; c) with slow progress.  2.Improvement by rectilinear movement:  a) running along a “corridor” (narrow path) 20-30 cm wide, made of rubber band, cord or twine; b) running in a straight line 5 cm wide, feet placed along the line and parallel to it; c) running on gymnastic benches .  3. Jumping from foot to foot with the transition to running along the distance.  4. Running at an even, calm pace with the foot placed on the front part, with an increase in speed on a signal with acceleration.  5. Time running on the move (20 m, 30 m).  Improving the technique of relay race.  1. Transferring the stick from the right hand to the left in a slow run at the signal of the transmitter.  2. Transferring the stick from the right hand to the left and from the left to the right in a slow run in a column one at a time at the signal of the transmitter.  3. Transfer of the stick from the right hand to the left and from the left to the right while running at an average speed at the signal of the transmitter.  4. Transferring the stick from the right hand to the left and from the left to the right while running, followed by the acceleration of the receiver.  5. Transfer of the stick from the right hand to the left and from the left to the right while running at an average speed at the signal of the transmitter in restricted areas.  6. Start with support on one hand on a straight line and on a turn.  7. Start with support on one hand at the turn with a baton in hand.  8. Start with support on one hand with a run-out from a turn to a straight line.  9. Start with support on one hand with a run-out from a straight line to a turn.  10. Start on a separate track at the moment the transmitter reaches 1 control mark.  11. Relay race 4 x 100 m with different partners.  12. Development of motor qualities through circular training.  Improving middle distance running technique  1. Imitation of the positions of the legs, arms, torso, head, standing at the gymnastic wall.  2. Imitation of the movement of the hands, standing still on the toes (one leg in front, the other behind), the torso is vertical.  3. Slow running on the forefoot.  4. Running with a high lift of the hip with the transition to a regular run.  5. Minching run with the transition to normal running.  6. Accelerations on segments of 60-80 m.  7. Acceleration with speed retention on segments of 60-100 m.  8. Running 100-200 meters at a uniform speed on the instructions of the teacher.  9. Run for 100-200 meters at a variable speed on the instructions of the teacher.  10. Quick set of speed and transition to free running for 80-120 m.  11. Running from 400 to 1200 m  Improving shuttle running technique  1) starts from different starting positions;  2) starts under the command and without;  3) movement by jumping into a squat position with the right and left sides, with and without support by hands;  4) stop step, like in basketball, etc.  5) lean forward with the hands moved back while walking;  6) leaning forward with moving the arms back in slow and fast running;  7) tilt forward with a turn of the shoulders in slow and fast running;  8) finishing individually or in a group.  Acceptance of the control exercise | Stream method  doing the exercise,  competitive  method  Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Strictly regulated exercise method | Do not tilt your back forward / backward, arms work, as when running  back a little  tilted forward, legs - wide stance  Maximum  jump up  Run in  maximum pace  Follow the rectilinear setting of the foot and the full extension of the leg in the knee joint  Pay close attention to changes in exercise  The speed increases as long as the freedom of movement and their correct structure is maintained.  Tilt the torso to carry out at the maximum pace  Perform in pairs, change after each transfer (the transmitter overtakes the receiver).  Perform in a column one at a time, the last running overtakes the column and becomes the first. You can use two or three relay races (depending on the number of students).  Perform in pairs, change after each transfer (the transmitter overtakes the receiver). Try to pass the wand at the maximum distance.  Perform under the command of the transmitter in pairs, change after each transmission.  Perform running in a circle in pre-marked zones (10 m each) every 50 m. The receiver should not look back when taking the stick.  Run at full speed without looking back.  Pay attention to the rapid increase in speed.  Run along the outside of the track.  Run along the inside of the track.  Perform in pairs, run at full strength, without looking back.  Carry out taking into account the transfer zone.  Take into account the degree of fatigue of the partner and his speed qualities.  Students go clockwise through 6 stations with exercises.  Perform in a frontal way, paying attention to the moments of setting the legs, the vertical, the end of the repulsion.  Maintain an upright position of the head and torso. Perform the exercise in a frontal way. Maintain a rhythmic pace of movement.  Perform in a column one at a time. Do not touch the surface with your heels.  When performing the exercise, maintain a vertical position of the body, arms bent at the elbows; the transition to normal running is smooth, almost imperceptible.  Perform in a column one at a time. Follow the elastic roll from toe to heel and a gradual increase in the amplitude of the hip lift.  Pay attention to the gradual increase in speed.  Pay attention to the rapid increase in speed and smooth holding.  Keep the average running speed - 5 m / s, in case of deviation from the set time by more than 1 s, repeat the run.  Perform in a group running in a circle on the whistle. Monitor the smooth increase and decrease in running speed.  Watch for a smooth transition from fast to slow running.  To achieve the ability to maintain the desired uniform speed of movement and try not to deviate from the desired result  Pay special attention to the correct initial starting position, foot placement, the correct first step of the fly leg, the set of initial speed and the correct turn in compliance with safety regulations on outdoor and indoor sports grounds.  Provided to FOS | 7'  3'  5'  5'  5'  5'  3'  3'  5'  5'  5'  3'  3'  3'  3'  3'  10'  10'  5'  5'  5'  3'  3'  7'  7'  7'  8'  7'  10  5'  3'  5'  7'  3'  3'  3'  7'  10-15' |
| 4  4.1  4.2 | The final part of the lesson  Development of dexterity through outdoor play.  Construction. Error analysis. Summarizing. Grading. | Game  method  Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 10'  5' |

**Means of education:**

- material and technical: chronometers, track and field equipment and inventory, training places for long jumps, running.

**Module 3**Improving tactical and technical actions in basic sports.

**Theme 4**Improving the technique of running at medium distances; shuttle run

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal-group method, method of holistically constructive exercise performance, method of strictly regulated exercise performance | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  The pace is low; gently tilt your head to each side with a short pause  The pace is low; move smoothly  The pace is average; during rotation, the shoulder remains motionless, parallel to the floor  The pace is below average; rotation amplitude should be maximum  The pace is average; maximum range of motion; the back is straight; arms and head move in sync with the upper body  The pace is below average; maximum range of motion; back straight  The pace is low; legs at the knees are straight; movements are smooth. | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  8 times  8 times  6-8 times |
| 3  3.1 | Development of practical skills and abilities, testing of practical skills.  Improving the technique of running at medium distances, shuttle running  1. Imitation of the positions of the legs, arms, torso, head, standing at the gymnastic wall.  2. Imitation of the movement of the hands, standing still on the toes (one leg in front, the other behind), the torso is vertical.  3. Slow running on the forefoot.  4. Running with a high lift of the hip with the transition to a regular run.  5. Minching run with the transition to normal running.  6. Accelerations on segments of 60-80 m, shuttle run  7. Acceleration with speed retention on segments of 60-100 m.  8. Running 100-200 meters at a uniform speed on the instructions of the teacher.  9. Run for 100-200 meters at a variable speed on the instructions of the teacher.  10. Quick set of speed and transition to free running for 80-120 m.  11. Run 2 km (min, s) girls; run 3 km (min, s) boys. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Perform in a frontal way, paying attention to the moments of setting the legs, the vertical, the end of the repulsion.  Maintain an upright position of the head and torso. Perform the exercise in a frontal way. Maintain a rhythmic pace of movement.  Perform in a column one at a time. Do not touch the surface with your heels.  When performing the exercise, maintain a vertical position of the body, arms bent at the elbows; the transition to normal running is smooth, almost imperceptible.  Perform in a column one at a time. Follow the elastic roll from toe to heel and a gradual increase in the amplitude of the hip lift.  Pay attention to the gradual increase in speed.  Pay attention to the rapid increase in speed and smooth holding.  Keep the average running speed - 5 m / s, in case of deviation from the set time by more than 1 s, repeat the run.  Perform in a group running in a circle on the whistle. Monitor the smooth increase and decrease in running speed.  Watch for a smooth transition from fast to slow running.  To achieve the ability to maintain the desired uniform speed of movement and try not to deviate from the desired result  Show maximum result. | 5'  5'  5'  3'  3'  7'  7'  7'  8'  7'  10-15' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- material and technical: chronometers, track and field equipment and inventory, training places for long jumps, running.

**Module 3**Improving tactical and technical actions in basic sports

**Theme 5**Tourism. Safety briefing. Tourist life. Tourist equipment. Learning how to tie knots.

**Type of training session:**practical lesson.

**Target:**Instruct on safety. Create an idea about how to knit knots.

**Lesson plan**

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| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  To create an idea of ​​tourism among those involved:  - familiarization of students with the content of educational material;  - organization of classes in open areas, in the gym;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes.  -tourist life: determining places suitable for overnight stays and halts; setting up tents, placing things in them; preparation of firewood, kindling a fire; organization of a fire pit, a garbage pit, a washbasin from under manual means  - tourist equipment: training in putting on an individual safety system; fit to your size; equipment training; backpack packing  - learning how to tie knots  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a semi-squat, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * attention exercise; * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for long jumps, running, throwing.

**Module 3**Improving tactical and technical actions in basic sports

**Theme 6**Improving the methods of knitting knots. Insurance training, self-insurance in tourism.

**Type of training session:**practical lesson.

**Target:**to fix the methods of knitting knots. Create an idea about insurance, self-insurance in tourism

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  outdoor switchgear in motion  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise  Flow method of performing the exercise, competitive method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do not bend your arms at the elbow joint  Keep your back straight, abduct your arms more actively  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Standing leg in front - straightened at the knee joint, standing behind - slightly bent at the knee joint. Touch with both hands the sock in front of the standing leg  The lunge is deeper, the rotation of the torso is more active  Perform the exercise at a fast pace, lunge deeper, turn the torso more actively  Do not tilt your back forward / backward, arms work, as when running  The back is slightly inclined forward, the legs are a wide stance  Jump as high as possible  Run at your fastest pace | 3'  10'  4 times  4 times  4 times  4 times  4 times  4 times  4 times  4 times  4 times |
| 3  3.1  3.2  3.3 | Development of practical skills and abilities, testing of practical skills.  Improving the methods of knitting knots  1) conductor  2) figure eight  4) straight  5) counter  6) grasping  Insurance and self-insurance training in tourism  1) imitation of self-insurance on a flat surface;  2) Fastening the self-insurance on an inclined gymnastic bench to the PG, to the railing of the hanging crossing.  3) imitation of team insurance; team belay through a dry ravine;  4) imitation of a participant’s breakdown and the role of team insurance in this case  Acceptance of the control exercise | storytelling method  Verbal methods (story, explanation, explanation), demonstration  The method of strictly regulated exercise | Name the node, show its appearance and tell about its purpose;  Provide time to learn knot knitting techniques and memorize them;  check the knitting of the knot for each. For example:  *Node "conductor"*  (+) - the knot is easily knitted both at the end of the rope and in the middle;  - can be knitted with one end;  (-) - under load it is strongly tightened;  - "creeps", especially on a hard rope;  (!) - used to attach a rope loop to something;  - when using a knot for organizing ligaments (in mountaineering), a control knot is required;  - not recommended for heavy loads (car towing, etc.).  rope selection, overlaps, knot correctness  Work in microgroups  strictly  TB compliance  Submitted to FOS | 35'  35'  20' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- material and technical: chronometers, tourist equipment and inventory, sports hall, running places.

**Module 3**Improving tactical and technical actions in basic sports

**Theme 7**Improvement of insurance, self-insurance in tourism. Ascent and descent training. Crossing training

**Type of training session:**practical lesson.

**Target:**to consolidate the methods of insurance and self-insurance in tourism. Create an idea of ​​the ascent and descent, of the crossing.

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom | Verbal methods (story, explanation) | Check for the appropriate form | 3' |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  outdoor switchgear in pairs  UPR. #1  ip - standing with your back to your partner, holding hands below.  1-2-stand on toes, arms up;  3-4- i.p.  UPR.№2  ip - standing facing each other, hands on shoulders.  1-3 - springy slopes;  4- i.p.  UPR.№3  ip - standing with their backs to each other, hands in the "lock".  1-3- tilts to the right;  4- i.p.  5-8- also to the left.  CONTROL #4  i.p. - standing facing each other, holding hands at shoulder level.  1-4 - without separating the hands, turn to the right by 360;  5-8 - the same to the left.  UPR.№5  i.p. - st. facing each other, hands on shoulders.  1- half-tilt, swing with the left leg back;  2- i.p.  3-4- the same with the right foot.  UPR.№6  i.p. - 1st in a semi-squat, 2nd in art. behind the back, hands on the shoulders of the partner.  1-2- 1st, unbending the legs, goes into the o.s. 2nd, slightly pushing off, takes emphasis on the shoulders of the partner;  3-4- i.p.  UPR.№7  i.p. - sitting with his back to each other, holding hands.  1 - sitting with legs bent;  2- unbending legs, lie on the partner’s back, bend over (the partner performs a tilt)  3-4- i.p.  5-8 - the partner does the same;  UPR.№8  i.p. - st. back to back, holding hands.  1-2- squat;  3-4- i.p.  UPR.№9  i.p. - st. on one face to each other, with the right hand supporting the partner’s left leg raised forward.  1-4- jumping in a circle to the left;  5-8 - the same to the right;  then change SP (change legs).  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Legs straight, look up  Do not take your heels off the floor  Back straight  Do not bend your knees  Higher leg up  Execute slowly  Back straight  simultaneously  Do not tilt your back forward / backward, arms work, as when running  The back is slightly inclined forward, the legs are a wide stance  Jump as high as possible  Run at your fastest pace | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8' |
| 3  3.1  3.2  3.3 | Development of practical skills and abilities, testing of practical skills.  Ascent and descent training  1) imitation of climbing on an inclined bench;  2) imitation of descent on an inclined bench;  3) descent ascent through a dry ravine  4) descent ascent on time  Improving insurance and self-insurance in tourism  1) Fastening the self-insurance on an inclined gymnastic bench to the PG, to the railing of the hanging crossing.  2) team belay through a dry ravine  Crossing training  1) training of the crossing: hinged, parallel, along the railing, along the log, across the ford;  2) crossing without special tourist equipment;  3) crossing with special tourist equipment | Strictly regulated exercise method individual approach | Correct rope grip  Perform tasks with gloves  With insurance  Work in microgroups  strictly  TB compliance  Perform only with insurance | 35'  20' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- material and technical: chronometers, tourist equipment and inventory, sports hall, running places.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 8, 9**Acceptance of control standards.

**Type of training session:**practical lesson.

**Target:**Comprehensive physical development and health promotion of students.

**Lesson plan**

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| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive**  **nye)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 10'' |
| 2  2.1  2.2  2.3 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Bypassing the hall Step by step!”, “Stay where you are!”, “To the left!”  outdoor switchgear in a circle  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - o.s., arms in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  7) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  8) I.p. - in a full squat position, hands on partner's shoulders  Toe jumps:  - to the right;  - to the left  “To the right!”, “Step march!”, “Stay where you are!”, “Left!” | Verbal methods (explanations, explanations), the method of holistic performance of the exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Hands // semi, active movements  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Jumps are small, the back is straight | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  SBU  1) running high  lifting the hip;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on  right/left leg  6) shuttle run  Boys: 100m run (s). flexion and extension of the arms in emphasis lying on the floor (number of times).  Girls: 100m run (s). flexion and extension of the arms in emphasis lying on the floor (number of times).  Boys: 3000m run (min, s).  Girls: 2000m run (min, s). | Stream execution method  Strictly regulated exercise | Do not tilt your back forward / backward, arms work, as when running  back a little  tilted forward, legs - wide stance  Maximum  jump up  Run in  maximum pace.  Comply with technical standards. | 10'  45' |
| 4  4.2 | The final part of the lesson.  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of those involved at the end of the lesson. | 10' |

**Means of education:**

- material and technical: chronometers, athletics equipment and inventory, places for running.

**Module 3**Improving tactical and technical actions in basic sports.

**Theme 10**Ski training. Safety briefing.

**Type of training session:**practical lesson.

**Target:**Instruct on safety in ski training.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  Create an idea about ski training among those involved:  - familiarization of students with the content of educational material;  - organization of classes in the open area;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes;  -risk of injury.  **The basic techniques of drill training on skis and the issuance of commands**  All formations of the group for classes (with skis and on skis), setting on skis, moving, stopping and rebuilding must be carried out according to generally accepted commands.  **Ski binding**performed by the command "Ski fasten!" Skis are applied to each other by sliding surfaces and fastened with special locks or straps; in their absence, the skis are tightly squeezed by hand.  **drill stand**with skis is accepted by the command "Become!" or "Quiet!" Skis are placed at the toe of the right foot, the right hand holds the skis by the cargo platforms. Ski toes lean forward slightly. At the command "Equal!" skis are pressed to the shoulder, the head is turned to the right. At the command "At ease!" you should, without fail, stand up freely, alternately relaxing your legs.  **Setting up skis**carried out on the command "Stand on the skis!" At this command, you should attach the skis to the legs, take the sticks.  **ski rack**performed at the command "Attention!" The sticks are placed on the snow near the mounts, sticks, the upper ends of the sticks are moved away from themselves (the angle between the shoulder and forearm is approximately 90 °), the head is straight. At the command "Equal!" (“Align to the left!”) Turn your head to the right (left), pull the upper ends of the folders near your chest so that they do not interfere with seeing the chest of the fourth person.  **Removing skis**performed by the command "Take off the skis!" At this command, the sticks are placed on the snow on the right, the skis are unfastened and placed on the snow on the left. To start skiing, the command "Group (squad) behind the guide (behind me) on the right (left) one (two) march!"  **To change direction**the movement of the column is given the command "Right (left) shoulder forward - march!" To turn around, the command "Circle march!" On a preliminary command, the trainees stop, resorting to the emphasis with sticks, and on the executive command, they make a turn in a swoop around. All executive commands are drawn out.  **Turns in place**are performed according to the corresponding commands "Turn by stepping over (jump) to the right", etc.  The stepover turn can be done in two ways around the heels or around the toes of the skis in 4 counts.  To perform turns on the spot, it is necessary to open the group by the command "Group, to the right (left, from the middle) open 5 steps!" When the group opens from the middle, it is indicated who is the middle one, he raises his left hand forward and lowers it. |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * check and delivery of ski equipment; * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 11**Improving the technique of skiing; braking methods

**Type of training session:**practical lesson.

**Target:**to fix the technique of skiing; braking methods

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 5' |
| 2  2.1 | Development of practical skills and abilities, testing of practical skills.  Improving the technique of skiing, passing a distance of 2 km.  1.Descent from the slope in the main rack.  2. Descent from the slope to the landmark.  3. Descent from the slope, gently springing with your feet.  4. Descent from the slope, observing certain intervals.  5. Descent into the gate formed by ski poles.  6. Free descent.  7. Descent with turning and crossing the skis to the right (left) side  8. Descent, holding hands.  9. Descent from the slope, crouching low.  10. Descent with shifting from hand to hand of some object.  11. Descent, together with throwing the ball to each other.  12. Descent from the slope, trying to hit the target with a snowball (hoop)  13. Descending a slope using plow braking.  14. Descending a slope using stop braking. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Students move in a circle, the teacher is in the center.  Exercises on the spot are processed in a single-rank formation with an interval of 2 m.  keep your distance | 15-20'  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times |
| 3  3.1  3.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 5' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 12**Improving the technique of skiing; braking methods

**Type of training session:**practical lesson.

**Target:**to fix the technique of skiing; braking methods

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 5' |
| 2  2.1 | Development of practical skills and abilities, testing of practical skills.  Improving the technique of skiing, passing a distance of 2 km.  1.Descent from the slope in the main rack.  2. Descent from the slope to the landmark.  3. Descent from the slope, gently springing with your feet.  4. Descent from the slope, observing certain intervals.  5. Descent into the gate formed by ski poles.  6. Free descent.  7. Descent with turning and crossing the skis to the right (left) side  8. Descent, holding hands.  9. Descent from the slope, crouching low.  10. Descent with shifting from hand to hand of some object.  11. Descent, together with throwing the ball to each other.  12. Descent from the slope, trying to hit the target with a snowball (hoop)  13. Descending a slope using plow braking.  14. Descending a slope using stop braking. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Students move in a circle, the teacher is in the center.  Exercises on the spot are processed in a single-rank formation with an interval of 2 m.  keep your distance | 15-20'  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times  3-5 times |
| 3  3.1  3.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 5' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 13** Improvement of turns in movement with stepping over; descent in the main rack

**Type of training session:**practical lesson.

**Target:**Fix the turns in the movement with stepping; descent in the main rack

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Preparatory part - organizational moments:  Construction, report, communication of the tasks of the lesson.  Selection and preparation of shoes, skis, poles.  Ski lubricant. | Verbal methods (story, explanation) | Check for the appropriate form  In the preparatory part of the lesson, a flat, compacted area measuring 15 by 30 m is prepared by the group | 5' |
| 2  2.1  2.2 | Development of practical skills and abilities, testing of practical skills.  1. Improving the turn by stepping around the heels of the skis.  2. Stepping turn around the toes of the skis.  3. Turn with a swing of the right to the right and a swing of the left to the left.  4. Descent from the slope in the main rack.  5. Descent into the gate formed by ski poles.  6. Free descent.  7.Side steps on level ground to the right (left) side.  8.Climbing the slope with a "ladder", turning to it first with the left, then with the right side.  9. Imitation of herringbone rise on level ground.  10. Herringbone climb on a gentle slope.  11. Herringbone rise, accelerating the pace of movement.  12. When descending from a slope, use various types of braking (plow, stop, fall).  Descent training in the main stance, with a turn to the right / left | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  Verbal methods (story, explanation, explanation), demonstration | Exercises on the spot are processed in a single-rank formation with an interval of 2 m.  Those involved move one after another, keeping their distance.  Those involved move one after another, keeping their distance. | 7'  7'  7'  7'  7'  7'  7'  7'  7'  7'  7'  7' |
| 3  3.1  3.2 | The final part of the lesson  Summing up the lesson  Checking and handing over ski equipment | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson  Check if the practitioners have signs of frostbite and, if so, take the necessary measures to eliminate them. | 10' |

**Means of education:**

- material and technical: chronometers, places for skiing, ski sets.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 14**Football. Football safety briefing. Referee gestures. Site marking. Rules of the game. Teaching movement techniques in the sports game "Football".**Type of training session:**practical lesson.

**Target:**Instruct on safety precautions in football classes, create an idea of ​​referee gestures, site markings and game rules.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson.  Motivational moment (formation of a complex of motor skills and physical qualities necessary in professional activity) |
| 2 | **The main part of the lesson.**  Create an idea of ​​football among those involved:  - familiarization of students with the content of educational material;  - organization of classes at the stadium, in the gym;  - conduct a safety briefing:general requirements, safety requirements before starting classes, safety requirements during classes, safety requirements in emergency situations, safety requirements at the end of classes.  - give a brief description of the judicial gestures;  - familiarize with the rules of the game of football, the size of the football field, the placement and role of the players.  -to acquaint with the technique of movement in the sports game "Football".  - introduce the technique of passing the ball with the inside of the foot, stopping the rolling ball with the sole in the sports game "Football".  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a semi-squat, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  switchgear in place  1) I. p. - O. s., hands on the belt. Head tilts to the right, forward, left, back  2) I. p. - O. s., hands on the belt. Head rotation left and right  3) I. n. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the elbow joint inward and outward  4) I. p. - O. s., feet shoulder-width apart, arms straight to the sides. Circular rotation of the arms in the shoulder joint forward and backward  5) I. p. - O. s., feet shoulder-width apart, arms bent at the elbows in front of you. Rotation of the upper body to the right and left  6) I. p. - O. s., feet shoulder-width apart, hands on the belt. Circular rotation of the body to the right and left  7) I. n. - O. s., feet shoulder-width apart, hands on the belt. Torso forward alternately to the left leg, between the feet, to the right leg |
| 3 | **Final part of the lesson:**   * oral survey (questions for conducting an oral survey are presented in the FOS); * summarizing the lesson; * presenting current grades in the educational journal. |

**Means of education:**

- material and technical: chronometers, a sports hall, an open area, equipment for a sports game of football.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 15**Football. Teaching movement techniques in the sports game "Football". Teaching the technique of passing the ball with the inside of the foot, stopping the rolling ball with the sole in the sports game "Football".

**Type of training session:**practical lesson.

**Target:**Instruct on safety precautions in football classes, create an idea of ​​referee gestures, site markings and game rules.

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in motion  1) I.p. - hands in front  breasted in the castle  1 - 4 - circular  movements in the beam - the carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular  movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular  movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand above, left - along  torso  1 - 2 - lead  straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front  chest, bent at the elbow joint  1 - 2 - lead  bent arms at the elbow joint, back;  3 - 4 - lead  outstretched arms in  elbow joint, back with a turn of the torso to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, step  right, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front  chest, bent in  elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge,  body turn to the right;  3 - 4 - the same.  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU moving with the ball  1) running high  lifting the hip;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on  right/left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontally - group method, dissected-  constructive performance of the exercise, the method of strictly regulated performance of the exercise  Stream method  doing the exercise,  competitive  method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do not bend your arms at the elbow joint  Keep your back straight, abduct your arms more actively  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Standing leg in front - straightened at the knee joint, standing behind - slightly bent at the knee joint. Touch with both hands the sock in front of the standing leg  The lunge is deeper, the rotation of the torso is more active  Perform the exercise at a fast pace, lunge deeper, turn the torso more actively  Do not tilt your back forward / backward, arms work, as when running  back a little  tilted forward, legs - wide stance  Maximum  jump up  Run in  maximum pace | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  7' |
| 3  3.1  3.2  3.3 | Development of practical skills and abilities, testing of practical skills.  Passing the ball with the inside of the foot in pairs  1) On a stationary ball  2) On a rolling ball in one touch  Passing the ball in fours with a change of place  1) On one side of the site  2) In the middle of the site  3) On the opposite side of the site  Stopping a rolling ball outsole  Development of dexterity through two-sided play. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration  game method | Stop the ball with the sole  Move according to the given direction  Pay attention to the implementation of the newly studied elements. | 15'  10'  5'  thirty' |
| 4  4.1  4.2 | The final part of the lesson  Walking, slow running, recovery exercises  Construction. Error analysis. Summarizing. Grading. | method  holistic  exercise  Verbal methods (explanations, explanations) | Get your breath back, get ready to line up  View and check the status of students at the end of the lesson | 8'  5' |

**Means of education:**

- material and technical: chronometers, a sports hall, an open area, equipment for a sports game of football.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 16**Teaching the technique of transferring the ball with the sole in the sports game "Football". Learning the technique of hitting the inside of the foot in the sports game "Football".

**Type of training session:**practical lesson.

**Target:**create an idea ofthe technique of transferring the ball with the sole; hit with the inside of the foot in the sports game "Football"

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in pairs  1) I.p. – o.s., hands on the belt  1 - head tilt to the right;  2 - to the left;  3 - forward;  4 - back  2) I.p. - o.s., hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  3) I.p. - o.s., arms to the sides  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "outside"  4) I.p. – o.s., hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  5) I.p. - wide stance, hands on partner's shoulders,  1,2,3 - torso tilt, springy swaying;  4 - i.p.;  "Round around!"  6) I.p. – o.s., arms at the top, clasped in the wrist joint with a partner  1 - right lunge;  2 - i.p.;  3 - lunge left;  4 - i.p.  "Round around!"  7) I.p. – right/left hand on partner’s shoulder  1 - pull up the right / left leg by the ankle joint, hold;  2 - i.p.;  3 - 4 - the same, change the leg  "Stand in one line!"  SBU  1) running high  lifting the hip;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on  right/left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontal - group method, method of dissected - constructive exercise, method of strictly - regulated exercise  Stream method  doing the exercise,  competitive  method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Exercise at a slow pace  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do the exercise at a fast pace  Do not bend the legs at the knee joint, tilt deeper  Lunge deeper, do not lower your hands  Perform with maximum amplitude  Do not tilt your back forward / backward, arms work, as when running  back a little  tilted forward, legs - wide stance  Maximum  jump up  Run in  maximum pace | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  1'  7' |
| 3  3.1  3.2  3.4 | Development of practical skills and abilities, testing of practical skills.  Training in the technique of passing the ball with the sole  1) Passing the ball in pairs at a distance of 2-3 m.  2) Passing the ball in threes.  3) Passing the ball in threes in a "triangle"  4) Passing the ball in threes in the "triangle" with the resistance of the defender  5) Passing the ball in fours with the resistance of two defenders  Teaching the technique of hitting with the inside of the foot.  1) Hits-passes in pairs on a stationary ball.  2) Hitting in pairs on a rolling ball.  3) Shots on goal from medium distance:  - on a stationary ball;  - after conducting;  - after the transfer to the partner.  Acceptance of the control exercise | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Keep track of your distance  The player in the middle, having received the ball, passes back and turns 180 degrees.  Follow free partners  The blow is performed only in the middle of the rise  Pick up a run to the ball  Try to hit the gate  Provided to FOS | 3'  3'  5'  5'  3'  10'  15'  thirty'  10-15' |
| 4  4.1  4.2 | The final part of the lesson  Slow running, walking  Construction. Error analysis. Summarizing. Grading. | Method  holistic exercise  Verbal methods (explanations, explanations) | Get your breath back, get ready to line up  View and check the status of students at the end of the lesson | 5'  5' |

**Means of education:**

- material and technical: chronometers, a sports hall, an open area, equipment for a sports game of football.

**Module 3**Improving tactical and technical actions in basic sports

**Topic 17**Teaching the technique of hitting with the inner / outer part of the lift in the sports game "Football". Teaching the technique of passing the ball with a toe in the sports game "Football". Improving the learned techniques in the training game

**Type of training session:**practical lesson.

**Target:**create an idea ofhitting technique with the inside / outside of the lift; passing the ball with the toe

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No. p / p** | **Stages and content**  **Classes** | **Methods used (including interactive)** | **General - methodical instructions** | **Dosage** |
| 1  1.1  1.2  1.3 | Organizing time  Construction, greeting, assessment of student readiness,  Announcement of the topic, purpose, tasks of the lesson  Brief description of the stages and content of the work of students in the classroom  Attention exercise:  1) I.p. : - o.s.  1 - step forward;  2 - turn "to the right";  3 - arms to the sides;  4 - hands up;  5 - cotton;  6 - arms to the sides;  7 - arms along the body;  8 - turn "left" | Verbal methods (story, explanation)  Visual methods (display) | Check for the appropriate form  Organize students for class.  First, execute commands at a slow pace, then at an accelerated pace. | 3'  4 times |
|  | - “To the right”, behind the guide around the hall “Step march!” |  | Gain distance | 2' |
| 2  2.1  2.2  2.3  2.4 | Preparatory part  Walking and its varieties:  1 - on socks, arms up;  2 - on the heels, arms to the sides;  3 - on the outside of the foot, hands behind the head;  4 - on the inside of the foot, hands behind the back;  5 - "high" step, hands forward;  6 - in a half-crouch, hands on the belt  Running and its varieties:  1 - running at a slow pace;  2 - running with straightened legs forward;  3 - running with straightened legs back;  4 - running with straightened legs to the sides  “Step march!”, “Stay where you are!”, “To the left!”, “On the first, second, pay!”  outdoor switchgear in motion  1) I.p. - hands in front  breasted in the castle  1 - 4 - circular  movements in the beam - the carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular  movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular  movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand above, left - along  torso  1 - 2 - lead  straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front  chest, bent at the elbow joint  1 - 2 - lead  bent arms at the elbow joint, back;  3 - 4 - lead  outstretched arms in  elbow joint, back with a turn of the torso to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, step  right, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front  chest, bent in  elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge,  body turn to the right;  3 - 4 - the same.  “Stand on the spot, “to the left”, pay off on 1 - 3!”  SBU  1) running high  lifting the hip;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on  right/left leg  6) shuttle run  “To the right, behind the guide around the hall “step march!” | Verbal methods (explanations, explanations), holistic method  exercise  Holistic exercise method  Frontally - group method, dissected-  constructive performance of the exercise, the method of strictly regulated performance of the exercise  Stream method  doing the exercise,  competitive  method | Keep your distance, keep your posture  Breathing evenly, keep your distance  Perform with maximum amplitude  The first is in place, the second is a step forward. turn to face each other  Perform with maximum amplitude  Perform the exercise with maximum amplitude  Movements are active. Perform at a fast pace  Do not bend your arms at the elbow joint  Keep your back straight, abduct your arms more actively  The slope is deeper, the back is straight, the arm raised up, do not bend at the elbow joint  Standing leg in front - straightened at the knee joint, standing behind - slightly bent at the knee joint. Touch with both hands the sock in front of the standing leg  The lunge is deeper, the rotation of the torso is more active  Perform the exercise at a fast pace, lunge deeper, turn the torso more actively  Do not tilt your back forward / backward, arms work, as when running  back a little  tilted forward, legs - wide stance  Maximum  jump up  Run in  maximum pace | 3'  10'  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  6-8 times  7' |
| 3  3.1  3.2 | Development of practical skills and abilities, testing of practical skills.  Learning the technique of hitting the inside of the lift.  1) Kicks on goal with a stationary ball.  2) Kicks on goal after a pass to a partner.  3) Shots on goal after a long dribbling and dribble of a partner.  4) Shots on goal after the pass due to the end line and change of places.  Teaching kicking techniques.  1) Kicks in pairs on a stationary ball.  2) Kicks in threes with a change of place after the dribbling.  3) Toe passes after a stop in fours with a change of places in the middle.  4) Kicks on goal with a stationary ball.  5) Strikes after passing to a partner. | Strictly regulated exercise method  Verbal methods (story, explanation, explanation), demonstration | Pay attention to the implementation of the newly studied elements.  Hitting the ball with the toe only  Carefully change, follow the movement of the ball and partners | 7'  8'  10'  10'  7'  8'  10'  7'  8' |
| 4  4.1 | The final part of the lesson  Construction. Error analysis. Summarizing. Grading. | Verbal methods (explanations, explanations) | View and check the status of students at the end of the lesson | 5' |

**Means of education:**

- material and technical: chronometers, a sports hall, an open area, equipment for a sports game of football.

**Module 3**Improving tactical and technical actions in basic sports

**Topic 18** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same. |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 3.1.Running short distances (30m in full coordination).  Control exercise: 3.2.Shuttle run (in full coordination 4x10m.),presented in the FOS. |
| 3 | **Final part of the lesson:**  - an exercise in attention;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**logistical: sports hall, stopwatch, mats, gymnastic rugs.

**Module 3**Improving tactical and technical actions in basic sports

**Topic 19** Performing a control exercise.

**Type of lesson**practical lesson.

**Target**comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same. |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - taking control exercises:  Control exercise: 3.3.Perform knitting knots (3 tourist knots at the student's choice),(presented in the FOS). |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**logistical: stopwatch, mats, gymnastic rugs.

**Module 3**Improving tactical and technical actions in basic sports

**Topic 20**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, "Table of control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**logistical: stopwatch, starting blocks, whistle.

**Module 3**Improving tactical and technical actions in basic sports

**Topic 21**Acceptance of control standards.

**Type of lesson**practical lesson.

**Target**comprehensive physical development and health promotion of students.

**Lesson plan**

|  |  |
| --- | --- |
| No. p / p | Stages and content of the lesson |
| 1 | **Organizing time.**  Organizational moment: construction, greeting, assessment of students' readiness.  Announcement of the topic, purpose and objectives of the lesson.  Posture exercises:  - exercises for the head and neck;  - exercises for arms and shoulder girdle;  - exercises for the legs;  outdoor switchgear  1) I.p. - hands in front of the chest in the castle  1 - 4 - circular movements in the beam - carpal joint "to the right";  1 - 4 - the same - "to the left"  2) I.p. - hands to the side  1 - 4 - circular movements in the elbow joint "inside";  1 - 4 - the same - "to the outside"  3) I.p. - hands to shoulders  1 - 4 - circular movements in the shoulder joint "forward";  1 - 4 - the same - "back"  4) I.p. - right hand at the top, left - along the body  1 - 2 - abduction of straightened arms back;  3 - 4 - the same, change of hands  5) I.p. - hands in front of the chest, bent at the elbow joint  1 - 2 - abduction of bent arms in the elbow joint, back;  3 - 4 - abduction of straightened arms in the elbow joint, back with a turn of the body to the right;  1 - 4 the same - to the left  6) I.p. - right hand at the top, left - on the belt  1 - step left, torso tilt to the left;  2 - change of hands, right step, torso tilt to the right;  3 - 4 - the same  7) I.p. - hands on the belt  1 - step left, slope;  2 - i.p.;  3 - step right, tilt;  4 - i.p.  8) I.p. - hands in front of the chest, bent at the elbow joint  1 - lunge left, turn the body to the left;  2- i.p.;  3 - 4 - the same - to the right  9) I.p. - the same as exercise No. 8  1 - lunge left, turn the body to the left;  2 - right lunge, body turn to the right;  3 - 4 - the same.  SBU  1) running with a high hip lift;  2) running with shin overwhelm;  3) right side with a side step, hands on the belt;  4) the same - left side  5) jumps on the right / left leg  6) shuttle run |
| 2 | **The main part of the lesson.**  Development of practical skills, testing of practical skills.  - acceptance of control standards, the table "Control standards" is presented in the FOS. |
| 3 | **Final part of the lesson:**  - stretching exercise;  - summing up the results of the lesson;  - presenting current grades in the educational journal. |

**Means of education:**logistical: stopwatch, starting blocks, whistle.

**Module 3**Improving tactical and technical actions in basic sports

**Subject**Athletics. Tourism.

**Target**control of independent work.

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson. |
| 2 | **The main part of the lesson.**  Checking tests on the topics studied. |
| 3 | **Final part of the lesson:**   * summarizing the lesson; * announcement of points for the performance of control work. |

**Module 3**Improving tactical and technical actions in basic sports

**Topic 21**Offset.

**Target**control of the level of assimilation of educational material.

**Lesson plan**

|  |  |
| --- | --- |
| No.  p/n | Stages and content of the lesson |
| 1 | **Organizing time.**  Announcement of the topic, purpose of the lesson. |
| 2 | **The main part of the lesson.**  Self workout.  The answer of students on credit cards (presented in the FOS):  Practical tasks:  - control exercises,  - control standards. |
| 3 | **Final part of the lesson:**   * summarizing the lesson; * announcement of the disciplinary rating; * issuing an account. |

**Means of education:**

- material and technical: sports hall, balls, gymnastic mats, gymnastic rugs, gymnastic benches, hoops, gymnastic sticks, jump ropes, weights for arms and legs, medical balls, mats, tourist equipment, stopwatches.