

Secondary education students are required to pass 6 years of classes. Each year, they receive 2 hours of physical education per week with the exception of 2º Bachillerato students. These students do not take physical education classes.

The public school system requires physical education teachers to follow a mandatory curriculum. However, we are able to build off of that curriculum and develop our own individual lesson plans.

The mandatory curriculums are as follows:

The contents that are underlined are those difficult to develop.

1st ESO

- 1) Athletics: speed, long jump and javelin.
- 2) Badminton
- 3) Handball
- 4) Hiking
- 5) Body Consciousness
- 6) Postural Hygiene / Hydration

2º ESO

- 1) Gymnastic skills
- 2) Struggle
- 3) Soccer
- 4) Climbing
- 5) Acrossport
- 6) Health / Breathing.

3º ESO

- 1) Athletics: fences, high jump
- 2) Badminton
- 3) Basketball
- 4) Orientation
- 5) Dances
- 6) Energy balance

4º ESO

- 1) Roller skating
- 2) Shovels
- 3) Volleyball
- 4) Climbing
- 5) Choreographic compositions
- 6) Health

While creating these added portions to the curriculum, three main factors influenced this process:

-first is the facilities, the ability to add content depends on the facilities available at each secondary school.

-Second is the philosophy, The department head's philosophy greatly influences lesson plans.

Here, in Las Rozas, Nacho is my head of department, he from the first day showed us the contents that we should develop, the qualification criteria

that we should carry out and everything related to the activities of the department such as trips or extracurricular activities.

On the other hand, in the other secondary school, I do not have any kind of meeting with my department's head, each one does what we want and we do not follow the same line.

We do not have department meetings and this makes the course seem to depend more on what the teacher will think to develop that year than on what the education curriculum suggests us.

This, in my opinion disgrace the subject, students don't know what physical education is.

To finish, for example in Las Rozas, every term students must pass a theoretical test, maybe an exam or a theoretical project

In the other secondary school there is nothing of this, being possible that a teacher does tests in a course and another teacher of that same course does not do it.

This is as if in the subject of History, in 2nd ESO, there was a teacher who taught classes a and b and another that taught c and d, one dedicated to teach prehistory and another to modern history. It doesn't make sense.

- And the third and in my opinion the most important is the current situation of public teachers in the administration., because relationship between teachers and the administration are extremely influential.

Relationships.

When you work in the public education system, teachers are in one of two position.

The first is a secured position. This means that the teacher has passed the required exams and has a secured position within the public school system.

The second position is known as an interim, wherein the teacher has passed the required exams but has yet to receive a secured position within the system.

Today, most teachers are in this second position. This means that every year, teachers can be called in by a new secondary school.

This radically changes not only the teachers's situation, but also their students, colleagues, the materials, and their available facilities each year.

To finish.

In Spain, everyone calls gymnastics rather than physical education.

This concept of the subject comes from time ago, when in Spain existed a dictatorship.

In it, in the schools, Swedish gymnastics was practiced and of that it derives the present situation.

The physical education in Spain has changed a lot over the years, in the dictatorship as I said; the subject only developed all kinds of gymnastics, Swedish, passive, artistic...

Later it was giving way to the practice of the sports; the majority of teachers used the sports like main content and tests of physical capacity.

At the moment, in my opinion, it is trying to do something more with the subject, not only develop sports, also see all kind of games, studying basic physical skills, nutrition or develop unit of work like dance or body expression.

At our secondary school, our goal is to make physical education as dynamic and engaging as possible, while also making it enjoyable for our students and staff.