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| **9. MYTHS FALSE BELIEFS I** |
| **OBJECTIVES:**Differentiate between myths and false beliefs from realities contrasted by scientific evidence.Develop the critical thinking of our students.Deepen the knowledge of certain phenomena associated with the practice of physical activity |
| **RESOURCES:**Article 2: [Mitos y falsas creencias de la práctica deportiva](https://drive.google.com/file/d/1TbGpwFpCJlGxjTqVLkItxASSCxLYiM9I/view?usp=sharing)Article 3: [9 Common Beliefs About Exercise That Aren't True, According to a Scientist](https://www.sciencealert.com/9-things-people-say-about-exercise-that-aren-t-true-according-to-a-scientist)Activity 9: [Health and wellness](https://es.liveworksheets.com/sr1799975dg) |
| **MAIN PART:**We start the class by asking our students the following questions, and start a brief discussion based on their prior knowledge:When we sweat do we lose weight? What is muscle soreness?What is flatus and what causes it? Are top-level athletes in good health? Is high competition sport good for human health?Exercise: We divide the students into groups, distribute a topic of discussion to each group and they carry out a search for information about myths and false beliefs about the exposed topics. We offer students a list of websites where they can find truthful information on the topics. Students work on the topics, and present their conclusions, based on scientific evidence, to their classmates.Activity 9: Students must complete the form individually |
| **BONUS ACTIVITY:**Stretching is a routine accepted by most athletes, but what is its purpose? Is it true that they improve subsequent athletic performance? What impair performance in strength activities? prevent injuries? When to stretch? before? after? both? Can I improve with Yoga, Pilates…?We encourage our students to investigate myths and false beliefs about stretching, and discover what the scientific evidence tells us, and how active stretches such as ballistic, shortening and mixing generate many benefits. |