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PREFACE

WHAT DOES CLIL MEAN?

Literally, it does mean Content and Language Integrated Learning, or AICLE in Spanish language, *Aprendizaje Integrado de Contenidos en Lengua Extranjera*. It is an approach, kind of methodology, to teach specific contents (P.E. in this collection) in a foreign language i.e. English.

It is based on the CLIL 4C's framework (Coyle et al, 2010). The 4 C's are: Content, Communication, Cognition and Culture. They are all interconnected and their knowledge and description is useful for both planning and teaching an integrated learning programme (Coral, 2013).

CONTENT, refers to motor, psychomotor and theoretical learning experiences which correlates with our specific Secondary Physical Education (P.E.) content blocks (RD 1105/2014, 26th December L.O.M.C.E.) B.O.E. 3rd January, 2015. i.e.: Physical Fitness and Health, Games and sports, Body expression, Outdoor and Nature Activities, as Coyle and peers pointed out (2010).

COMMUNICATION in CLIL contexts is described as learning to use language and using language to learn. It does include the following skills: writing, speaking, listening, reading and peer interaction. Specific content should be always the basis and all of the communication stuff (vocabulary, structures...) are dependent on it.

COGNITION, refers to thinking skills (e.g. mathematics reckoning, information analysis and summary, etc.)

CULTURE AND CITIZENSHIP relates to personal development, social interaction, intercultural understanding, cooperation and teamwork).

WHEN DOES IT ARISE? HISTORY AND CLASSIFICATION.

In the last decade, there has been an increased interest in teaching other subjects, different from the linguistic ones, in a foreign language-mainly in English. Cross-curricular teaching and the content-learning in a foreign language are the basis of this approach. So, it is crucial to have a straightforward communication with your school English department, in order to coordinate tasks, pupils' assessment and even corrections of your own papers and procedures.

Every country, and a variety of regions within these ones, has their own policies. For instance, in Valencian Community, it has been recently published the Plurilingual Decree 9/2017, 27th January, which points out year 2021/22 as the one in which multilingual approach has to be mandatory implemented in Secondary Education (DOCV, 6/2/2017).

HOW TO DO IT: EXAMPLES AND RELATIONSHIP WITH THE SUBJECT.

Every teaching unit in this collection (Pupils' and Teacher's book) is going to be based on key competences (Commission of the European Communities, 2006). The majority of PE-in CLIL programmes focus on four key competences:

- Communication in foreign languages.
- Learning to learn.
- Sense of initiative and entrepreneurship.
- Social and civic competences.

As (Coral, 2013) points out first, medium-term teaching aims and learning outcomes should be established according to learner age and curriculum demands. In our book, the contents are described based on the four afore-mentioned 4 C's, as are teaching technique and styles, contents and activity timing, tools, resources and equipment, and assessment criteria.

WHY: LEGAL, CURRICULAR AND THEORETICAL SUBSTANTATION.

Commission of the European Communities, 2006. *Recommendation of the European Parliament and the Council on Key Competences for lifelong learning.*

LOMCE, Ley Orgánica 8/2013, de 9 de Diciembre, para la mejora de la calidad educativa. BOE, 10 de Diciembre de 2013.

RD 1105/2014, de 26 de Diciembre. BOE, 3 de Enero 2015. *Curriculum ESO y Bachiller.*

Orden ECD/65/2015, de 21 de Enero, relaciones entre Competencias básicas, contenidos y Criterios de Evaluación. BOE, 9 de Enero de 2015.

Decreto 9/2017, de 27 de Enero. *Regulación del plurilingüismo en la Comunidad Valenciana.* DOCV, 6 de Febrero de 2017.

CHAPTER 1

STRUCTURING A LESSON

Many times, teachers ask themselves which one is the best way to structure a lesson in a foreign language inside CLIL methodology. At this point, it will be shown a suggested CLIL style of delivering a P.E. lesson.

Aims of a typical CLIL Active English lesson

- To develop one or all aspects of health-related fitness factors: endurance, flexibility, strength, and other fitness factors as speed, coordination, agility...
- To develop sport specific skills: catching, throwing, evasion, team work.
- To be able to understand teacher's instructions.
- To give simple instructions among themselves.
- To have online homework with exercises and games that reinforced the sessions' objectives.

Structure of session

Introduction: 5 min.

Aim: To do the roll call, to communicate pupils the aims of the session and to introduce everyday vocabulary:

- Greetings: hello, how are you today?
- Day, months, seasons; what day is it?
- Weather: sunny, cloudy, windy, raining, hot, cold, nice...

Warm up: 10 min

Aim: To prepare body for the main stage and to connect it, if possible, with the main stage objectives.

To develop an understanding of essential stretches and to have fun.

- Vocabulary: actions e.g. running, walking, jumping, stretch, heel flicks, high knees...
- Parts of the body: legs, arms, head, hands.
- Settings: Line up along the line, don't cross the line, sit on the ground.

Example of warm up activities

- Basic warm ups finishing with races e.g. relays, hops and bounding competitions.
- Moving about in a space and follow instructions. Football kicks, bottom kicks, high knees, side skips, using body parts and action vocabulary (Total physical response T.P.R.; Asher, 1970). Use ball skills e.g. To dribble the ball in a 10 mts space.
- When more experienced, use ladders and hurdles poles to create a dynamic warm up. Use actions e.g. Off you go, numbers, colours and specific vocabulary e.g. Stand face to face. Additional games for older students: wheel barrows (carretilas), fireman lifts (elevar, con salto previo), throne carries (transporte de personas).
- Mini circuits; start one exercise and 30" later change to another, progressing to shouting military commands to see who gets it wrong! e.g. spiderman or commando crawls (Knee to the elbow). This is an important part to check understanding: ask students questions e.g what is he/she doing? What is this? to get to know listening comprehension and speaking skills.

Main stage: 30 min

Aims: To develop technical and physical qualities; to reinforce vocabulary through specific controlled activities; to develop working in a team.

Activities are introduced to reinforce the vocabulary of the day (We do not recommend more than 10 new words each session). These tend to be in small or bigger teams. When playing games the main aim should be leave the children positive and wanting to do it again!. It is important to finish off with something fun, fast and furious to tire the children.

Games should be:

- Competitive/ Cooperative depending on the aim.
- Be simple, unless in the first years of ESO; complex games slow the activity.
- Use vocabulary learnt during the session and previous sessions.
- Involve individual and team tasks.

Cool down: 5/10 min

Static stretching whilst we recap the session objectives individually and as a group. Communication to pupils about the homework and pupils' book tasks to be done.