

## Physical Education and Language Integrated Learning – P.E. in CLIL

*Aprenentatge integrat d'educació física i llengua anglesa – E.F. en AICLE*



### SUPPLEMENTARY MATERIAL:

*Introduction to cooperative learning in P.E.*

*Language Through Learning guidelines*

*Codes for speaking activities used in the teaching notes.*

***“Using cooperative and collaborative learning to improve track and field skills”***

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## **INTRODUCTION TO COOPERATIVE AND COOPERATIVE LEARNING IN PHYSICAL EDUCATION IN CLIL**

### **What is it?**

- It's an approach to organizing learning experiences where learners have to work together in groups.

### **What is required?**

- Helping others and being helped to develop Physical Education and Language skills.

### **What is the aim?**

- Everyone succeeds when the group succeeds.

### **What does it encourage?**

- It encourages and promotes interaction, empathy, teamwork and social relations.

### **Which are the differences between cooperative and collaborative learning?**

- The most important difference lies in the purpose of cooperation. In a cooperative activity learners help each other to improve both. In a collaborative activity besides cooperating they should try to achieve a common goal.

### **What are the criteria for the group formation?**

They have to be heterogeneous and functional. Groups between 3 and 5 people are the best size. In a Physical Education CLIL program some conditions have to be met:

- One group member needs a good level of English.
- One group member needs a good level of motor skills.
- At least one group member has to be of different gender.

### **Some suggested activities to become familiar with this approach:**


- The submarine: Two activities of 30-minutes each: one to become familiar with cooperation; the other to follow up.
- Parachute: Several activities of variable duration that can be used at different times to become familiar with collaboration.



### **To learn more:**

Blanco, A. Huguet, D. i Sabariego T. *Carpeta Sensibilizadora. Centre de Recursos Educatius. ONCE. Barcelona.*

Curto, C. Gelabert, I. González, C. Morales, J. (2009). *Experiencias con éxito de aprendizaje cooperativo en educación física. Barcelona: Inde.*

Lieberman, L.J.i Houston-Wilson C (2009). *Strategies for Inclusion. A handbook for physical educators. Champaign Il: Human Kinetics*

THE SUBMARINE		
Aim	To educate sighted people about blindness. To become familiar with cooperative learning.	
Organization	Start with groups of two players: One is the captain and the other is the submarine. Submarines are blind and captains are sighted. Pair-work to familiarise players with commands for giving directions, kinaesthetic sense and letter recognition. After this, follow up with groups of four players.	
Equipment facilities and rules	3D letters and blindfolds. Gym.	
	Submarines can't talk while they are playing. Captains can't touch submarines.	
Description	Captains guide submarines to find some 3D letters without touching them. At the end, the blind players have to guess the key word. Then they change roles.	
Steps	<ol style="list-style-type: none"> <li>1. They read, memorize and relate the commands to their movements using the word bank below</li> <li>2. Captains tie the blindfold around their partner's head covering their eyes.</li> <li>3. Teacher places some clogs or obstacles around the gym and shows the key words to the captains. Be sure that the key word is shown only to the captain.</li> <li>4. The captains guide the blind players by following the order of the key words.</li> <li>5. When the search is finished the blind players guess the word.</li> </ol>	
COMMANDS WORD BANK	<ul style="list-style-type: none"> <li>• go forward (1,2,3.. steps)</li> <li>• go backwards (1,2,3.. steps)</li> <li>• stop</li> <li>• go right / left (1,2,3.. steps)</li> </ul>	<ul style="list-style-type: none"> <li>• turn a quarter right /left</li> <li>• squat and touch the floor</li> <li>• look for the 3D flashcard</li> <li>• guess the letter</li> </ul>
Follow up	When all the kids have worked in pairs, switch to groups of four players. Now there is one captain and three "submarine" players joined together. The aim is to touch any other submarine. They follow the captain's commands. When the captain says "fire" submarine stops and the first in the row walks straight ahead. If he/she touches another submarine all the players of the 'touched' submarine join them at the end of the line. Game finishes when only one large submarine remains playing.	
Image		
References	This game has been adapted to P.E in CLIL from: <i>Carpeta sensibilizadora 1 – CRE ONCE Barcelona – Departament d'Educació Física – Antonio Blanco i David Huguet.</i>	

THE MUSHROOM		
Aim	To become familiar with collaborative learning. To work for a common goal.	
Organization	Players are standing in a circle holding the edges of the parachutes.	
Equipment facilities and rules	1 large parachute. Court, playground or a large gym.	
	The word stop becomes the safety call. Make sure that players are relaxed after finishing each game. Remind them to take care of the equipment.	
Description	Working together, all the players collaborate to grow a giant mushroom.	
Steps	<p>1.- Pull the parachute and place it on the floor. 2.- Introduce the vocabulary. Check for comprehension. 3.- Say the word “Mushroom” and everyone pulls the parachute upwards without letting it go. At the same time, players take several steps forward towards the centre of the mushroom. 4.- It will fill with air and rise up like a giant mushroom. 5.- It might take several attempts to be successful. 6.- Use different hands grips.(see examples in the word bank)</p>	
WORD BANK	<ul style="list-style-type: none"> <li>• Parachute</li> <li>• Mushroom</li> <li>• Grip</li> <li>• One hand</li> <li>• Both hands</li> <li>• Underhand</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• overhand</li> <li>• crossed hand</li> <li>• inflate</li> <li>• deflate</li> <li>• upwards</li> <li>• downwards</li> </ul>
Follow up games	<p><b>Ask</b> for volunteers to lead the mushroom activity. Check that they remember all the commands in English.</p> <p><b>The igloo:</b> Use the same procedure to make a mushroom. Then take a step underneath the parachute, sit down and pull it down behind yourself at the same time. Several attempts will be needed. Everybody has to move at the same time.</p> <p><b>Ball in the air:</b> Place a soft ball (volleyball or similar) in the middle of the flat parachute. Using the parachute throw the ball in the air as high as they can. Try to get the ball keeping the team together.</p> <p><b>Ask</b> players for another common goal which together they can reach.</p>	
References	<i>Strong T., LeFevre, D. (2006) Parachute games. Human Kinetics Chanpaign Ill.</i>	

## LTL: Language through learning guidelines

### De cortesia / Courtesy:

Bon dia	Good morning
Bona tarda	Good afternoon
Adéu	Good bye
Fins demà!	See you tomorrow!
Bon cap de setmana	Have a nice weekend
Gràcies	Thank you
Si us plau	Please
Com estàs?	How are you?
Be, gràcies	I'm fine, thanks
Hola	Hello
Com et dius?	What's your name?
Ho sento!	Sorry!
Disculpeu...	Excuse me....
D'acord!	All right!

### D'ordre i disciplina / Order and discipline:

Fem la fila	Get in line
Anar a la fila	Go in a row
Pujar les escales	Go upstairs
Baixar les escales	Go downstairs
Si us plau, estem atents!	Pay attention please!
Escolteu si us plau!	Listen please!
Silenci!	Stop talking!

Mireu aquí!	Look here!
Estigueu quiets!	Be quiet!
Veniu aquí!	Come here!
Anem a començar	Let's start now
Acabem ja	Let's finish now
Seieu, si us plau!	Sit down, please.
Aixequen-vos, si us plau	Stand up, please.
Espereu un moment, si us plau	Just a moment, please
Compte!!	Look out!!
Ves amb compte!!	Be careful!!
Ràpid!	Hurry up!

### Preguntes / Asking learners

Estàs/esteu a punt?	Are you ready?
Estàs/esteu segur/s?	Are you sure?
Tothom ho veu bé?	Can you all see?
On és.....?	Where is.....?
Quants de vosaltres...?	How many of you...?
Que estàs/esteu fent?	What are you doing?
On vas/aneu?	Where are you going?
Falta algú avui?	Who isn't here today?
Ho heu entès?	Do you understand?

### Abans de començar la classe / Before starting the lesson:

Aneu al vestidor	Go to the dressing room
Deixeu les bosses a les cadires	Leave your bags on the chairs
Tothom porta la roba de recanvi?	Does everybody have their clean clothes?

Deixeu les bambes al passadís	Leave your sport shoes outside
Que et passa avui?	What's the matter with you today?
Per què arribes tard?	Why are you late?
Procura arribar a l'hora el proper dia	Try to be here on time next lesson
Porta el material de..... a la pista	Bring the ..... equipment to the court
Aneu a buscar....	Look for....



### En la fase inicial o d'escalfament / During the introduction of the lesson

Anem a començar	It's time to start now
Feu un parell de voltes corrent a les pistes	Run two times around the court
Separeu-vos	Split up
Comencem amb un joc	Let's start with a game
No aneu de pressa	Don't hurry
Tots alhora	All together
Anem a jugar!	Let's play!
Mireu aquesta imatge..	Look at this flashcard.

### En la fase principal o d'assoliment d'objectius / Development

Torna-ho a fer	Try it again
Tria/trieu la teva/vostra parella	Choose your partner
Alguna pregunta?	Any questions?
Feu grups de tres, quatre, .....	Get in groups of three, four....
Feu-ho per parelles	Practice in pairs
Et toca a tu	It's your turn

El següent grup, si us plau	Next group, please
Suposa't que ets el/la .....	Imagine you are a.....
El proper dia teniu una prova	There will be a test next lesson
Feu dos....quatre equips	Get into two.....four teams
Sis punts per aquest equip	Six points for this team
Sumeu els vostres punts	Add up your points
Penseu en..	Think about..

## En la fase final, tornada a la calma o conclusió / Conclusion

Endreceu, si us plau	Tidy up now, please
Qui recorda.....	Who remembers.....
És hora d'acabar	It's time to finish
Això és tot per avui	That's all for today
Teniu cinc minuts abans no toqui el timbre	You have five minutes until the bell rings
És l'hora de bescanviar-vos de roba	It's time to change your clothes
Obriu el vostre quadern a la pàgina.....	Open your workbook, page.....
Sense fer soroll	No noise / Silence as you leave
Tothom a fora!	Everybody go out!
Recolliu tot el material	Collect all the equipment

## Imprevistos / Contingency:

Compte!	Be careful!
T'has fet mal?	Are you hurt?
Toc d'emergència! Veniu aquí en ordre.	Emergency signal! Come here in order.



Comença a ploure, recollu tot!	It's starting to rain, collect everything!
No discutiu, parreu tranquilament.	Don't argue, talk quietly.
No us baralleu, sol.lucioneu el problema parlant.	Don't fight, just talk about the problem.
Ves a buscar una mica de gel.	Bring the ice bag, please.

### De reforç positiu / Positive reinforcement:

Millor!	That's better!
Molt bé!	Well done!
Ho pots fer millor!	You can do better!
No et preocupis!	Don't worry!
Anem a provar-ho!	Come on. Have a go!
Tranquil, pren-t'ho amb calma.	Take it easy!
Correcte!	O.K.!
Esteu col·laborant molt bé!	Good collaboration!

### De reforç negatiu / Negative reinforcement:

No està bé.	That's not correct.
No està gaire bé.	That's not very good.
No facis això.	Don't do that.
No estàs col·laborant amb el grup	You aren't collaborating with the group.

Codes for speaking activities used in the teaching notes

## **Codes for speaking activities**

- 1 – Responding to teacher questions
- 2 – Commanding
- 3 – Explaining
- 4 – Asking/answering
- 5 – Correcting
- 6 – Describing
- 7 – Giving opinions
- 8 – Comparing
- 9 – Making predictions
- 0 – Reporting back