

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

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

1

TEACHING RESOURCES

LESSONS: 7,8,9,10,11 and,12,

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

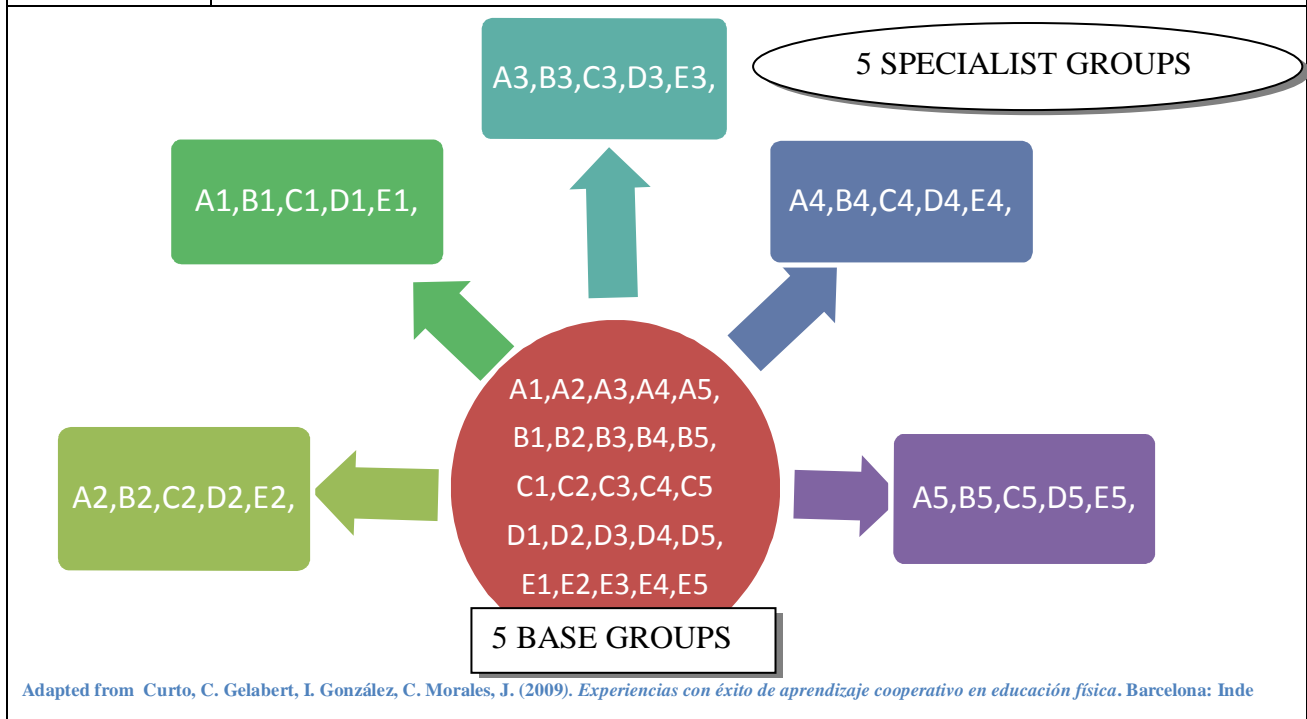
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Name	JIGSAW PROCEDURES
Aims	Provide opportunities to work in cooperation and collaboration to reach common goals.
Description	Jigsaw is composed by base teams and expert team. This jigsaw organization is composed by five base teams and five specialist teams.
Steps	<ol style="list-style-type: none"> 1.- Explain learners the aims of the jigsaw: <ul style="list-style-type: none"> • Cooperate for improving track and field skills. • Collaborate for reaching a common goal. • Helping one to another. 2.- Spread the whole group in teams of 5 players. These are the base groups. Conditions to be accomplished: <ul style="list-style-type: none"> • One of them needs a good level of English. • One of them needs a good level of motor skills. • At least one of them has to be of different genre. 3.- Learners share out the 5 track and field skills (relay, javelin, sprinting, triple jump and hurdles). These are the specialists groups. They work deeply the skill that they have chosen. 4.- When time have finished they come back to the base groups and explain their improvements to their teammates. 5.- They negotiate which skill will be the common goal. 6.- They show the common goal to the whole class and they will be assessed by their classmates. 7.- They assess the common goals of the other groups.



Name	TEACHER COOPERATIVE & COLLABORATIVE ASSESSMENT FOR LEARNING RUBRIC
Aims	Assess cooperative and collaborative working.
Procedures	Write the names of the students in the first column or directly into the correct box.
Assessment for learning	Reflect on the results in introduction of the next lesson Explain how it affects the group and the lesson development. Talk how they can improve their results.

RUBRIC	 1	 2	 3	 4
	VERY POOR	POOR	GOOD	EXCELLENT
COOPERATIVE & COLLABORATIVE WORKING	<p>Usually doesn't work toward group goals. Always talks and doesn't listen to the teacher and to other's ideas. Does not cooperate and argues with teammates. Usually does not respect opinions or decisions of others and wants things his/her way</p>	<p>Sometimes works toward group goals. Sometimes talks too much but listens although not consistently. Sometimes cooperates but argues with some teammates. Usually sides with someone who has a similar opinion or decision. Asks questions to some teammates.</p>	<p>Usually works toward group goals. Accepts and fulfills individual role within group. Listens to other's ideas, but sometimes talks too much. Cooperates with teammates although sometimes argues. Usually respects opinions of teammates and supports their decisions. Asks and discusses questions with some teammates</p>	<p>Consistently and actively works toward group goals. Willingly accepts and fulfills individual role within group. Listens to others' ideas and speaks when appropriate. Cooperates well with others and never argues. Respects opinions of teammates and supports their decisions. Asks and discusses questions with all teammates</p>
X1				
X2				
X3				

Adapted from Giles-Brown L. (2009) Physical Education Assessment Toolkit. Champaign Il.: Human Kinetics

Name	PHRASE GAME		
Aims	Consolidate the most important phrases used in last six lessons.		
Organization	Organize the group in rows of 3 players. Each group choose a leader.		
Equipment and facilities.	Any facility.		
Rules and safety	Respect taking turns.		
Description	All the teams in a row. First team read aloud the phrases (phrase chart number 1). If they read correctly they score one point. When they finish they go back to the row.		
Steps	<ol style="list-style-type: none"> 1.- Organize the teams. 2.- Organize the rows. 3.- Give them the flashcards. 4.- Tell them how much time they have for answering (few seconds) 5.- Start the game. 6.-At least, play two rounds. 7 - Encourage them to practice while they are waiting. 		
Inclusion and differentiation strategies. <small>Based on STEP framework (Doherty & Brennan 2008:167)</small>		<i>Easier</i>	<i>Harder</i>
	<i>Space</i>	---	----
	<i>Task</i>	Use words instead of phrases.	Use sentences. Reduce the time for answering.
	<i>Equipment</i>	---	---
	<i>People</i>	Blind: Flashcards with 3D numbers also first letter of the phrase (in capital) Peer guide helps them to memorize.	Split the rows and do it individually. Use leaders to monitoring the new rows.

Name	PEER ASSESSMENT
Aims	Assess the their partners' skills.
Procedures	Write the performer's name and shade in the bar to the point that represents their work during this unit.
Assessment for learning	Reflect on the results with your partner. Talk how he/she can improve their results. The assessment criteria for special needs learners should be adapted to their personal goals.

Peer assessment

Performer's name: <hr style="border: 1px solid red;"/>	Shade in the bar to the point that represents your work during this unit.			
	Quite badly	Quite well	Well	Very well
My partner teaches a track and field skill. He teaches the _____ skill				
	Never	Sometimes	Very often	Always
My partner listens to the teacher and collaborates with the group.				
My partner encourages to his or her teammates.				
My partner respects the rules and is a fair player.				

Adapted from Coral, J. (2010). *Mou-te i aprèn. Workbook. Clil in Physical Education. Sant Esteve Sesrovires: A3 Editorial.*

Name	GROUP ASSESSMENT RUBRIC
Aims	Assess the performance of other groups..
Procedures	Learners write the names of the members of the base group they are going to assess. They look at the performance of the group. They negotiate the result and the leader writes it.
Assessment for learning	The leader explains the results to the whole class using a language frame if needed. Talk how they can improve their results.

**TRACK AND FIELD GROUP
ASSESSMENT**

Write a cross in the correct box

DATE _____

BASE GROUP PERFORMANCE	1	2	3	4
GROUP FORMED BY. 1.- _____ 2.- _____ 3.- _____ 4.- _____ 5.- _____	They didn't organize the drill correctly.	They organized the drill quickly but incorrectly.	They organized the drill successfully but slowly.	They organized the drill quickly and correctly.
ORGANIZATION	Nobody did the drill correctly.	Some of them did the drill correctly.	Most of them did the drill correctly.	All of them did the drill correctly.
ACTION	The group doesn't work in a cooperative way.	Some of the group don't work in a cooperative way.	Most of the group works in a cooperative way.	All the group works in a cooperative way.
COOPERATION				

Adapted from Coral J. (2010) La evaluación en un programa AICLE en educación física. Inderef (on line) Available at <http://www.inderef.com/content/view/139/110/>. [Accessed 30 November 2010]

Name	ASSESSMENT OF LEARNING
Aims	Summative assessment of the children's learning.
Procedures during the unit	Tick the check list control. Use a sheet for each learner. Start to use it in the middle of the unit.
Procedures at the end of the unit	Use the results of the check list control to give marks. Ensure it checking the learners' personal worksheets of the unit if needed. The assessment criteria for special needs learners should be adapted to their personal goals.

CLIL IN PHYSICAL EDUCATION - UNIT: USING COOPERATIVE & COLLABORATIVE LEARNING TO IMPROVE TRACK AND FIELD SKILLS

DATE _____ GRADE _____ NAME _____

<u>ASSESSMENT OF LEARNING</u>	ASSESSMENT CRITERIA	CHECK LIST CONTROL			MARKS				
		P1	P2	P3	VERY POOR	POOR	GOOD	VERY GOOD	EXCELLENT
		Not	Not enough	Yes					
CONTENT Motor competence <i>KNOWLEDGE AND INTERACTION WITH THE NATURAL WORLD</i>	Can throw the javelin accurately?								
	Can start a sprint correctly?								
	Can coordinate the triple jump correctly?								
	Can run over the hurdles in a coordinated way?								
	Can pass and receive a relay baton with a partner?								
	Does he/she reach his/her personal goal?								
COMMUNICATION <i>COMMUNICATIVE COMPETENCE</i>	Can interpret and understand commands and explanations related to motor development in English?								
	Can explain basic motor skills in English with support?								
	Can explain basic motor skills in English without support?								
	Can make and explain predictions about speed and distance in English?								
COGNITION <i>LEARN TO LEARN COMPETENCE</i>	Can gain, process and assimilate new knowledge skills?								
	Can collaborate to reach a common goal?								
	Can assess his/herself properly as well as his/her partners learning.								
CULTURE <i>CITIZENSHIP</i>	Does he/she support his/her classmates when they need it?								
	Is he/she aware of safety rules and risk evaluation?								
	Is he/she a respectful and responsible class member?								

Adapted from Coral J. (2010) La evaluación en un programa AICLE en educación física. Inderef (on line) Available at <http://www.inderef.com/content/view/full/139/110/>. [Accessed 30 November 2010]

Name	STONE, PAPER, SCISSORS.		
Aims	To develop speed reaction.To memorize rules in English.		
Organization	Divide the whole group into two equal teams.If there are no court lines, place three cones, one on each side of the court and midcourt as line of reference.		
Facilities.	Court or playground without obstacles.		
Rules and safety	They get together in their teams and decide the order of the representatives that are going to play 'rock', 'paper', or 'scissors'.All the players have to memorize the basic rules. The beaten team dodges, the winner chases.If chasers touch dodgers before reaching the end line, they score one point.The touched player can ask their chaser for the “basic rules”. If they can’t say them correctly in English, the point will be taken away.		
Description	One representative of each team plays “stone, paper, scissors” facing each other. The rest of the players stay in midcourt facing each other and react to the representatives’ actions.		
Steps	<p>1.- Each team numbers their players. Give a flashcard with the basic rules to each team. Each team has to memorize them.</p> <p>2.- Place both teams face to face in the midcourt. Put the representatives from each team into the centre. They play the game.</p> <p>5.- The other players react to the result of the game. If team A wins the rest of the players in the team chase their partners in the opposite team. They run in the same direction towards the end line.</p> <p>3.- ‘Touched’ players check knowledge of the rules. Record the scores.</p> <p>5.- Next representatives in the two teams play followed by others until everybody has played.</p> <p>6.- Make changes in the face to face situation. Players all move clockwise one place. These means some players change teams. Avoid repeating the same peers.</p>		
Basic rules	Paper beats stone, stone beats scissors, and scissors beats paper.		
Inclusion and differentiation strategies. Based on STEP framework (Doherty & Brennan 2008:167)		<i>Easier</i>	<i>Harder</i>
	<i>Space</i>	Smaller field	Bigger field
	<i>Task</i>	Chaser alone, dodgers in pairs	Everybody in pairs, shaking hands
	<i>Equipment</i>	----	---
	<i>People</i>	Wheelchair users: play throwing a ball to touch instead of chasing and play with a peer to dodge. Blind: Use a peer guide to help them. Opposite peer plays with one of their foot tied together.	Similar speed.
Follow up	Let the representative be the only chaser. Instead of giving a score, whoever wins, then chases the other team to the end line of the field and catches as many people as they can on the way. Those that are caught now join the other team if the chaser knows the basic rules. The game continues until all the players from one team are caught.		