

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

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

TEACHING RESOURCES

LESSONS: 1, 2, 3, 4, 5 AND 6.

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

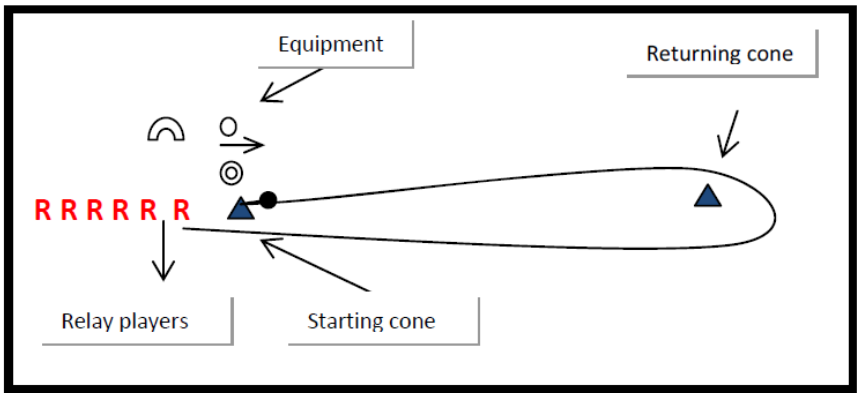
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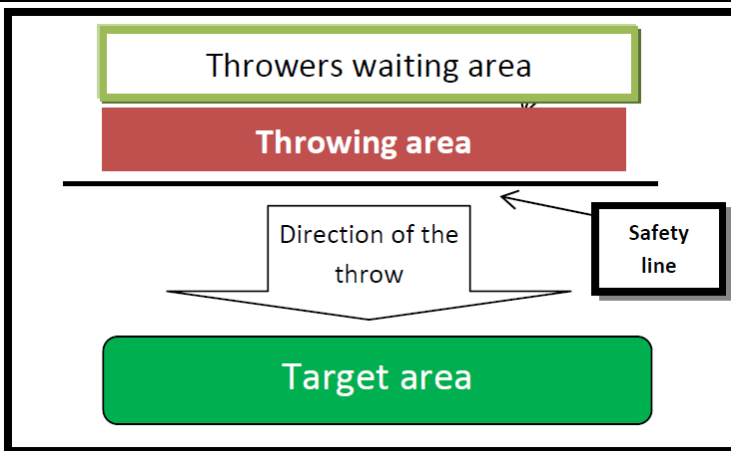
Norwich Institute for Language Education- England

October - December 2010

Name	RUN AND TOUCH		
Aims	To practise running for endurance. To develop perception of distance.		
Organization	Choose four leaders and split the whole group into four teams. Give a different-coloured ball to each team. The name of the team is the colour of the ball.		
Equipment and facilities.	4 balls of different colour. Court or playground without obstacles.		
Rules and safety	Chasers touch dodgers with the ball.		
Description	Players with the ball have to run and touch their teammates holding the ball. Don't throw it.		
Steps	1.- Give the ball to the leaders. 2.- Leaders memorize the members of their team. 3.- They run and try to touch any member of their team. 4.- When any player is touched they take the ball and try to touch anyone else except the previous player they touched.		
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>	A smaller ball that can be grasped with one hand.	A bigger ball that it takes two hands to carry on.
	<i>People</i>	Wheelchair users: play with a peer helper and throwing the ball is allowed. Blind: Peer guide	Similar speed and endurance.
Follow up	To improve throwing for distance and accuracy. Use the same game but throwing the ball is allowed (Run and throw).		

Name	EQUIPMENT RELAY		
Aims	To practise running for speed. To improve body control. To develop cooperation.		
Organization	Split the whole group into 4 teams of 5/6 players. Ask the players of each team to organize themselves in a row. Place two cones in front of each row. One near it (starting cone) and the other (returning cone) ten or more meters farther way. Ask players the names of different equipment they will need (Use TPR to identify it) and place it next to the starting cone.		
Equipment and facilities.	Court or playground without obstacles. 8 Chinese cones as a point of reference. 4 regular cones, 4 balls, 4 batons, 4 hoops, 4 low size hurdles and 4 medium size hurdles.		
Rules and safety	Respect the starting cone. If any players lose the equipment, they can't run. They need to pick it up to continue. They can help their teammates before they start running but nobody can help any running player. First team to finish scores 4 points, second 3 points, third 2 points and fourth 1 point. Every player who has learned all the words adds an extra point for their team. Do several rounds and let them change their position in the row.		
Description	The players of each team carry all the equipment and memorize its names.		
Steps	1.- First in each row chooses one piece of equipment. 2.- When you say "go", they start running to the "returning" cone. 3.- When they reach the cone, they go around it and say the name of the equipment they are carrying, then go back and give the equipment to the next player. 4.- Waiting player in the row takes the relay equipment and picks up a second piece of equipment and carries it, repeats the same action (run and say) but now with two objects. 5.- The game finishes when all the equipment has been carried and all the players have run round the cone. 6.- Leaders of the opposite teams ask for the words of the equipment used.		
Figure			
Inclusion and differentiation strategies. Based on STEP framework (Doherty & Brennan 2008:167)		Easier	Harder
	Space	Shorter distance	Longer distance
	Task	In pairs	Add obstacles.
	Equipment	Smaller-sized equipment	Bigger sized-equipment
	People	Peer tutoring	Piggy-back ride (carried person sitting on the carrier's back)

Name	COLORS REACTION GAME		
Aims	To practise running for speed. To improve body control. To develop sound reaction.		
Organization	Split the whole group into two teams. Ask the players of each team to organize themselves in pairs (the “baton” and the “relay”) If there are no court lines, place three cones, one on each side of the court and in midcourt as line of reference.		
Equipment and facilities.	Court or playground without obstacles.		
Rules and safety	Maintain distance. Chasers touch, don’t grab. If the baton falls, take away one point. If the chasers touch the dodgers before they reach the end line, they score one point which will be added to the team total score.		
Description	Each team has a “life colour”. When the “life colour” is called, that team chases, if a team’s “life colour” is not called, they must dodge.		
Steps	1.- Both teams are organized in pairs. Give a “life colour” to each team. 2.- In both teams, the players holding batons sit in the midcourt, back to back and 1 meter apart. 3.- The relay players in both teams stand three meters apart from their teammates. 4.- If the “life colour” is called, the “baton” player in the “life colour” team stands up as quickly as possible and gives it to the relay player. They must cross the end line before the “relay” player in the opposite team touches them.		
Figure			
Inclusion and differentiation strategies. Based on STEP framework (Doherty & Brennan 2008:167)		Easier	Harder
	Space	Shorter distance	Longer distance
	Task	Standing	Lying down
	Equipment	Bigger baton	Add obstacles
	People	Wheelchair users: baton that could be placed on the knees. Blind: Peer guide	Similar high speed

Name	HEAVY OR LIGHT?		
Aims	Think about how the properties of different throwing implements affect their flight.		
Organization	Set up five different throwing stations in the court. If there are no court lines, place cones as line of reference. Place different targets (hoops, tyres, buckets, etc) 5 meters from the line or cone. In each station place a different kind of implement.		
Equipment and facilities.	Court or playground without obstacles. 1 deflated ball, 1 heavy ball, 1 foam ball, 1 foam javelin, 1 shuttlecock and different targets (hoops, tyres, buckets, etc).		
Rules and safety	Nobody can stand in front of the thrower. The thrower has to recover the implement and place it back on the line. Throwers can choose any station they like but they can't repeat the implement until they have thrown each all of them. Throwers can use any type of forward throwing.		
Description	The students throw these different objects in order to compare them and think about their properties for flying.		
Steps	1.- Prepare the stations. 2.- Explain the different zones of the drill. 3.- Explain the rules. 4.- Explain the group self-assessment procedures. 5.- Let them try all the objects during five minutes.		
Figure			
Inclusion and differentiation strategies. Based on STEP framework (Doherty & Brennan 2008:167)		Easier	Harder
	Space	Shorter distance	Longer distance.
	Task	Underarm throw	Overarm throw
	Equipment	Soft flying equipment	Fast flying equipment.
	People	Blind: Peer guide clapping for direction and giving instructions for the distance.	On their knees. Sitting.

Name	5 BASIC JUMPS (adapted hopscotch)		
Aims	To practise the five basic jumps.		
Organization	Split the whole group into 4 teams of 5/6 players. Ask the players of each team to organize themselves in a row.		
Equipment and facilities.	Court or playground without obstacles. 8 Chinese cones as a point of reference. 4 regular cones, 4 balls, 4 batons, 4 hoops, 4 low size hurdles and 4 medium size hurdles.		
Rules and safety	Respect taking turns.		
Description	The players practise the five basic jumps in the adapted hopscotch.		
Steps	1.- The leader in each row draws the adapted hopscotch on the floor with chalk. 2.- They play the game for 5 minutes. 3.- The group self-assess.		
Figure			
Inclusion and differentiation strategies. Based on STEP framework (Doherty & Brennan 2008:167)		Easier	Harder
	Space	Shorter distance	Longer distance
	Task	----	Add obstacles.
	Equipment	----	----
	People	Wheelchair users: Place cones at different distances. Combine short and long arm movements on the wheel. Short action is equivalent to a single foot jump, long action to a double foot action. Blind: Peer guide saying type of jump and clapping for direction.	Group jumping. All the players jump at the same time following the row order.