

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

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

LESSON PLAN

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

Josep Coral

Escola Pau Boada – Vilafranca del Penedès

NORWICH INSTITUTE FOR LANGUAGE EDUCATION- ENGLAND / OCTOBER - DECEMBER 2010

LESSON PLAN				
NAMEOF THE UNIT:	<i>Using cooperative learning to improve track and field skills</i>	Level 6 12 lessons	Equipment: Cones, batons, foam javelins, balls, flashcards, low and medium hurdles.	Facilities: Court and playground
PREVIOUS KNOWLEDGE:	Teachers and students are familiar with cooperative & collaborative learning strategies. If not, the introductory unit to cooperative & collaborative learning should be developed.			
WHOLE CLASS AIMS:	To know the different kinds of track and field skills and be able to do, teach and assess at least one of them.			
PERSONAL GOALS:	Choose, work to achieve and self-assess a personal skill goal.			
CONTRIBUTION TO COMPETENCES	KNOWLEDGE AND INTERACTION WITH THE NATURAL WORLD	COMMUNICATIVE		LEARNING TO LEARN:
	Can use their body efficiently to develop main movement skills. Can use strategies to improve their motor skills.	Can interpret and understand commands and explanations related to motor development. Can explain basic motor skills and make predictions about speed and distance.		Can gain, process and assimilate new knowledge skills. Can collaborate to reach a common goal, assess his/herself as well as his/her partners learning.
LEARNING OUTCOMES	KNOW	BE ABLE TO		BE AWARE OF
	The skills related to running over hurdles, throwing the javelin, speed, relays and triple jump. The basic track and field vocabulary. How to organize a cooperative group ..	Explain simple instructions to practise track and field skills. Describe different skills. Organize cooperative group learning. Self assess and assess their partners. Create or modify different track and field drills or games.		Safety rules and risk evaluation.
TEACHING STRATEGIES	Physical Education: Aronson’s jigsaw, Mosston’s teaching styles (command, practice, reciprocal and inclusion) and peer teaching (pairs and leader group technique)			English: Total Physical Response and Communication Approach.
ASSESSMENT	FOR LEARNING		CONTRIBUTION TO COMPETENCES	
	Self-assessment: check their personal motor work and goals. Compare individual progress from start till now. Peer-assessment: check the motor development and the comprehension of the tasks of their partners, and the level of cooperation.		Level of development of their basic motor skills. Level of development of their communicative skills. Level of cooperation and collaboration in team work skills.	

4Cs FRAMEWORK				
CONTENT	Concept of track and field. Rules of starting for speed, running over hurdles, throwing the javelin, baton relay and triple jump. Be aware of safety and healthy habits.			
COMMUNICATION	LANGUAGE OF LEARNING		LANGUAGE FOR LEARNING	LANGUAGE THROUGH LEARNING
	Vocabulary: Hurdle, baton, safety, carotid pulsation, lane, ready, on your marks, acceleration, hips, reaction, distance, track and field, speed, set, withdrawal, direction, javelin, Release, approach, land, march, approach, raise, achieve, stride, assess, cooperate, collaborate. Length, delivery, recovery, lead leg, trail leg, triple jump.	Structures: She/he is ready to... Her/his eyes are focused on... Don't look backwards before... She has finished ... In the javelin grip you have to... Her/his lead leg foot is... His/her lead/trail leg is in front of/behind/over..... I think that../ In my opinion.. It's used for.. It's going to... I agree/disagree with...	Responding to teacher questions Commanding Explaining different skills. Asking & answering Correcting Describing skills. Giving Opinions Comparing Making predictions Reporting back Making judgements. Suggesting changes to the skills and games.	Managing behaviour and dealing with behaviour problems. Dealing with bad weather or non planned situations. (Supplementary material)
COGNITION	Lower Order Thinking Skills (LOTs)		Higher Order Thinking Skills (HOTs)	
	Matching Identifying Comparing Giving reasons Analysing		Making predictions. Giving reasons. Developing ideas. Suggesting improvements. Applying evaluation criteria.	
CITIZENSHIP	The importance of collaboration to reach common goals. The importance of perseverance to achieve personal goals. The importance of risks evaluation and healthy habits.			