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

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



TEACHING NOTES

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

Josep Coral

Escola Pau Boada – Vilafranca del Penedès

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Lesson 1 (12) - What do you know about track and field?		Equipment: Balls of different colors			Lesson timing – 50 minutes
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 10 minutes	Show image flashcard 1 . Ask about learners' previous knowledge on track and field. Show the image to encourage and elicit answers.		Listening Speaking (1) (see Codes for speaking activities)	Whole group	Image flashcard num. 1
	Explain track and field group goal. Check for understanding.		Listening	Whole group	
	Learners choose and write track and field personal goal.		Reading and writing sentences	Individual	Substitution table num. 1
	Learners do the warm up.	Dynamic stretch	Reading commands Listening	Whole group using leaders' technique.	Reading flashcard num. 1
DEVELOPMENT 40 minutes	Learners measure pre-effort pulse rate.		Listening Speaking(2) Reading	Cooperative groups of 4/5 learners.	Speaking flashcards num. 1
	Learners play the game: Run and touch . Use a different-colored ball for each team.	Running for endurance	Listening	Groups of 4/5 learners.	
	Learners play the game: Run and throw . Repeat the previous game but this time throwing the ball is allowed.	Running for endurance Throwing for distance and accuracy	Listening	Groups of 4/5 learners.	
CONCLUSION 5 minutes	Learners measure post-effort pulse rate. They compare pre and post results.		Listening Speaking(4,8)	Cooperative groups of 4/5 learners.	Speaking flashcards num. 2

Lesson 2 (12) – Relays		Equipment: 4 balls, 8 regular cones, 12 batons, 4 hoops, 4 low hurdles, 4 medium hurdles and 8 Chinese cones.			Lesson timing – 50 minutes
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 10 minutes	Show image flashcard 2. Ask learners what they know about relays.		Listening Speaking(1)	Whole group	Image flashcard num. 2.
DEVELOPMENT 40 minutes	Explain the equipment relay game and ask the learners to prepare the objects. Learners play the game: Equipment relay	Running for speed Body control	Listening Speaking(4)	Cooperative groups of 5/6 learners.	
	Explain how to give and receive the baton. Learners practise the baton exchange.	Jogging Body control	Listening Speaking (2) Reading	Collaborative groups of 4 learners.	Speaking flashcards num. 3
	Explain the “Colours Reaction” game. Learners play the “Colours Reaction” game.	Running for speed Body control Reaction time	Listening	Pairs	
INTRODUCTION 10 minutes	Learners match relay images with the sentences used in the lesson.		Listening Speaking(4,5) Reading sentences	Collaborative groups of 4/5 learners.	Matching chart num. 1

Lesson 3 (12) – Run over the hurdles		Equipment: 10 low hurdles, 10 medium hurdles , 3 high hurdles and 2 cones.		Lesson timing – 50 minutes	
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 10 minutes	Show image flashcard 3. Ask learners what they know about hurdles and what will happen if the runner touches the hurdle. Explain that the hurdles should be set up so they can fall over if struck.		Listening Speaking(1,9)	Whole group	Image flashcard num. 3
DEVELOPMENT 40 minutes	Use TPR to practice the skills with whole group. After, split them in four groups. Explain how a multi-station circuit works and how long they will work in each station. Station 1 -Learners run knees up and try to maintain a tall body posture as they run. Station 2 - Learners walk next to the hurdles (medium & high) using the trail leg action. Station 3 - Learners run over low size hurdles. Station 4 - Learners walk over medium hurdles lifting their knees to become familiar with the lead leg action.	Rhythm of running Lead leg action Trail leg action Direction of running.	Listening	Multi-station circuit training – 4 groups	
	Explain how a multi-level circuit works. Learners run over hurdles.	Rhythm of running. Direction of running.	Listening	Multilevel circuit.	
CONCLUSION 5 minutes	Learners match images of hurdles with the sentences used in the lesson.		Listening Speaking (4,5) Reading sentences	Collaborative groups of 4/5 players.	Matching chart num. 2

Lesson 4 (12) – Javelin		Equipment: 1 foam ball, 1 heavy ball, 1 shuttlecock, 1 deflated ball, 5 cones, 4 foam javelins, hoops, buckets, tyres or any other receptacle that can be used as a target.		Lesson timing – 50 minutes	
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 10 minutes	Show image flashcard 4. Ask learners what they know about the javelin throw.	Understanding of how the weight of an object affects its flight path in throwing. Throwing for accuracy	Listening Speaking(1)	Whole group	Image flashcard num. 4.
	Explain the “ Heavy or light? ” drill. Learners do the “ Heavy or light? ” drill.		Listening Speaking(4)	Cooperative groups of 4 players	
DEVELOPMENT 40 minutes	Explain the fundamentals of the javelin throw: The grip, the withdrawal, the crossover and the finish.	Body control	Listening Speaking(4)	Whole group.	
	Learners practise the throw. Use reciprocal teaching. Change the roles of the players (reading, doing, assessing)	Throwing for distance and body control	Listening Speaking (2) Reading commands	Cooperative groups of 4 players	Flashcards speaking flashcards num. 4
	Ask learners how far can they throw safely? Use the sentence starters to help them in their answers. They throw and check their predictions. Use a multi-level station challenges.	Throwing for distance. Body control	Listening Speaking (9)	Multi-level challenges	Sentence starters
CONCLUSION 10 minutes	Learners match javelin images with the sentences used in the lesson.		Listening Speaking(4,5) Reading sentences	Collaborative groups of 4/5 learners.	Matching chart num. 3

Lesson 5 (12) – Sprinting			Equipment: 5 cones and 5 stopwatches.		Lesson timing – 50 minutes	
	Procedures		Motor skills	Communication skills	Interaction	Scaffolding
INTRODUCTION 10 minutes	Show image flashcard 5. Ask learners what they know about the stopwatch and sprinting. Ask learners to make predictions about their speed: How far will you run in ... seconds? (About...meters) Learners make predictions and they check the results.		Running for speed	Listening Speaking(1)	Whole group	Image flashcard num. 5.
				Listening Speaking (4)	Cooperative group of 4/5 players	Sentence starters
DEVELOPMENT 40 minutes	Learners do fun sprinting drills starting from different positions: Lying down on back, stomach.. Balanced figures (stork, aircraft, dancer..) On all fours (like a monkey, limping dog ...)		Body control Reaction time Running for speed	Listening Speaking(4)	Whole group. Line up in rows. Work in waves.	
	Learners practise the starting procedure. Use reciprocal teaching. Change the roles of the players (reading, doing, assessing)		Body control Reaction time Running for speed		Cooperative group of 4/5 players	Speaking flashcards num. 5
	How much time for 20 meters? Ask learners to make predictions about their speed. They run and they self-check the results. Use the stopwatches.		Running for speed Perception of distance	Listening Speaking (9)	Cooperative group of 4/5 players.	Sentence starters
CONCLUSION 10 minutes	Learners match starting images with the sentences used in the lesson.			Listening Speaking(4,5) Reading sentences	Collaborative groups of 4/5 learners.	Matching chart num. 4

Lesson 6 (12) – Triple jump		Equipment: 20 markers, 5 cones.		Lesson timing – 50 minutes	
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 10 minutes	Show image flashcard 6. Ask learners how many different ways they are able to jump. Learners do the “ 5 basic jumps .(adapted hopscotch) ”	Basic jumps	Listening Speaking(1,9)	Whole group	Image flashcard num. 6
DEVELOPMENT 40 minutes	Can you explain a safe jumping game? Look for volunteers. Use the language frame. Play the game for 5 minutes.	Jumping Body control Risk evaluation	Speaking (4,3)	Whole group	Language frame num. 1
	Explain the triple jump process: Hop, step and jump.	Jumping for distance Body control	Speaking (2) Listening Reading commands	Cooperative groups of 4/5 players	Speaking flashcards num. 6
	Ask learners how far they can jump safely. Organize a multi-level challenges drill. Learners choose the distance of the jump they want to try.	Jumping for distance Body control Risk evaluation			Sentence starters
CONCLUSION 5 minutes	Group memorizing drill (for consolidation).		Listening Speaking (0,5) Reading commands	Collaborative groups	Speaking flashcards num. 6

Lesson 7 (12) – Jigsaw organization		Equipment: 3 foam javelins, 5 low size hurdles, 5 medium size hurdles, 3 batons, 20 Chinese cones.			Lesson timing – 50 minutes
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 10 minutes	Show image flashcard 7. Ask learners what they know about the meaning of collaboration. Explain the “ Jigsaw organization ”.		Listening Speaking(1,7) Listening Speaking(4)	Whole group	Image flashcard num. 7.
DEVELOPMENT 40 minutes	Show the image flashcard num. 8 Organize the base groups. Group members are divided in specialties. Prepare the specialist stations around the playground and court.		Listening Speaking(3,4)	Collaborative groups of 4/5 players	Image flashcard num. 8.
	Specialist groups go to their stations. Give them the flashcard related to their skill. Assess group collaboration. “ Teacher Cooperation & Collaboration Rubric ” (Assessment for learning)	Running for speed Throwing for distance Jumping for distance	Listening Speaking (2,3,4) Reading commands	Collaborative groups of 4/5 players	Flashcards speaking flashcards num. 1,2,3,4,5
CONCLUSION 5 minutes	“ Phrase game ” Organize the group in rows of 3 players. Give them the phrase chart 1.		Reading phrases	Cooperative groups of 3 players.	Phrase chart num. 1

Lesson 8 (12) – Specialists group feedback		Equipment: Equipment: 3 foam javelins, 5 low size hurdles, 5 medium size hurdles, 3 batons, 20 Chinese cones.			Lesson timing – 50 minutes
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 10 minutes	Reflecting on the results of the assessment for learning done in the last lesson.		Listening Speaking(1,4)	Whole group	
DEVELOPMENT 40 minutes	Learners of the specialist groups review last lesson practice.	Running for speed Throwing for distance Jumping for distance	Listening Speaking(2,3,5) Reading commands	Collaborative groups of 4/5 players	Flashcards speaking flashcards num. 1,2,3,4,5
	Specialists give feedback to the base group members. Each specialist teaches the skill to their teammates. Explain to learners that scaffolding will be withdrawn but they can ask for it if needed.	Running for speed Throwing for distance Jumping for distance	Listening Speaking (2,3,5)	Collaborative groups of 4/5 players	
CONCLUSION 5 minutes	Learners do “Peer assessment” .		Reading sentences	Peers.	Peer assessment rubric.

Lesson 9 (12) – Group assessment		Equipment: Equipment: 3 foam javelins, 5 low size hurdles, 5 medium size hurdles, 3 batons, 20 Chinese cones.			Lesson timing – 50 minutes
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 10 minutes	Explain the procedures for the assessment group and the time frame available for each group. Give learners the “ Group assessment rubric ”. Leaders check their teammates’ understanding.		Listening Reading Speaking(1,3,9)	Whole group	Learners group assessment rubric.
DEVELOPMENT 40 minutes	Base members choose and show one skill to the other groups. The other groups assess the skill using the group assessment rubric. Do the same for each group. Give a new rubric for every new group. Teacher starts to use the checklist “ Assessment of learning ”.	Running for speed Throwing for distance Jumping for distance	Listening Speaking(4,7) Reading sentences	Collaborative groups of 4/5 players	Learners group assessment rubric.
CONCLUSION 5 minutes	Each base group leader explains the results to the whole group and suggests improvements.		Listening Speaking(0,3) Reading sentences	Whole group	Language frame number 3

Lesson 10 (12) – Day to improve		Equipment: 3 foam javelins, 5 low size hurdles, 5 medium size hurdles, 3 batons, 20 Chinese cones.			Lesson timing – 50 minutes	
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>	
INTRODUCTION 10 minutes	Handout learners' personal goal they write in lesson 1. Ask learners to check it. Ask them if they are nearly to reach it. Organize learners into 3 groups according to their personal goal.		Reading Listening Speaking(1,4)	Whole group		
DEVELOPMENT 35 minutes	Make new groups according to what learners want to improve. Each group chooses a leader. Learners work towards personal improvement.	Running for speed Throwing for distance Running over obstacles	Listening Speaking(3,4,9)	Collaborative groups of 4/5 players.		
	Explain the game “ Paper, stone, scissors ”. Learners memorize the basic rules. Learners play the game.	Speed reaction Running for speed	Listening Reading Speaking(3,4)	Whole group.	Phrase chart number 2	
CONCLUSION 10 minutes	Give learners the worksheet for the reflections on their personal work in Physical Education. Collate the results together.		Reading sentences	Individual (with leader help if needed) Whole group	Personal work reflection worksheet.	

Lesson 11 (12) – Day to create		Equipment: Equipment: 3 foam javelins, 5 low size hurdles, 5 medium size hurdles, 3 batons, 20 Chinese cones, foam balls.			Lesson timing – 50 minutes
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 10 minutes	Ask learners if they are able to create a new skill or modify any track and field skill. Divide into 4 groups and give them the substitution table. Give them some minutes to reach an agreement about the skill they want to create or modify.		Listening Speaking(1,4)	Whole group	Substitution table number 3
DEVELOPMENT 35 minutes	Each group chooses a speaker. Give them language frame 4. They explain the drill to the whole class and they do it. Give 5 minutes to each group.	Running? Throwing? Jumping?	Listening Speaking(2,3,5) Reading commands	Collaborative groups of 4/5 players	Language frame number 4
CONCLUSION 10 minutes	Show substitution table 4 with the image. Give learners an example of how to describe the image. Divide into groups. Give the substitution table to help them describe their image.		Speaking (6)	Collaborative groups of 4/5 players	Substitution table number 4

Lesson 12 (12) – Game day		Equipment: Equipment: 3 foam javelins, 5 low size hurdles, 5 medium size hurdles, 3 batons, 20 Chinese cones, foam balls.		Lesson timing – 50 minutes	
	<i>Procedures</i>	<i>Motor skills</i>	<i>Communication skills</i>	<i>Interaction</i>	<i>Scaffolding</i>
INTRODUCTION 5 minutes	Ask learners the game they like most of all games they have done. Ask them if it is original or it has been modified or created. Ask for volunteers to explain it.		Speaking(1,7)	Individual Whole group	
DEVELOPMENT 40 minutes	A volunteer explains the game to the whole class and they play it. Give five minutes per game. Play as many games as they are able to explain.	Running? Throwing? Jumping?	Listening Speaking(3)	Individual Whole group	Language frame number 1
CONCLUSION 10 minutes	Ask learners to summarize what they have done in this unit. Ask how many of them have reached their personal goals. Tell how many of them have reached the common goal using information recorded in Assessment of Learning table . Ask learners to classify phrases of chart number 2.		Listening Speaking(0,1,3) Reading phrases	Whole group Individual at home	Phrase chart number 2