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

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



WORKSHEETS & SCAFFOLDING

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

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LESSON 1

INTRODUCTION

IMAGE FLASHCARD NUMBER 1



I think that it's a...

It's used for....

Track

Lanes

Field

Athletics

Running

Jumping

Throwing

What is this? What is it used for?

LESSON 1	INTRODUCTION – SUBSTITUTION TABLE NUMER 1	NAME: _____ DATE: _____
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UNIT: Track and field

Group goal: To be able to teach a track and field skill.

Personal goal. Choose and write your personal goal:

I'll be able to	throw the javelin	for four minutes.
	run over the hurdles	twenty meters away.
	complete	an four hundred meters relay.

My personal goal on track and field:

I'll be able to _____

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

WARM UP BASIC MOBILITY ACTIVITIES

Standing:

Move your head:

up and down

right to left

Rotate the shoulders:

forward

backwards

Rotate your arms:

Forward swimming

Backward swimming

Rotate your hips:

to the right

to the left

In straddle position:

Touch your feet with the opposite hand.

Bend your right knee

Bend your left knee

Bend and rotate your knees

Rotate your ankle, right and left, inside and outside.

Seated:

Inside leg hurdle rotation.

Outside leg hurdle rotation.

Hip rolls.

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

PULSE RATE MEASURING – PRE-EFFORT



- *Look for the Adam's apple in your throat.*
- *Put pressure on the carotid artery with the index and middle fingers.*
- *Feel the small pulsations.*
- *Wait for me to say "go" to start and then count the pulse rate during 15.*
- *Stop counting when I say "stop".*
- *Are you ready?*
- *"Go"*
- *"Stop"*
- *Multiply the results by four.*
- *Tell me the pulse rate number in English.*

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

PULSE RATE MEASURING POST-EFFORT

- *Look for the Adam’s apple in your throat.*
- *Put pressure on the carotid artery with the index and middle fingers.*
- *Feel the small pulsations.*
- *Wait for me to say “go” to start and then count the pulse rate during 15.*
- *Stop counting when I say “stop”.*
- *Are you ready?...”GO”...”STOP”*
- *Multiply the results by four.*
- *Tell me the pulse rate number in English.*

COMPARE THE RESULTS PRE-EFFORT AND POST-EFFORT

In the and the	pre-effort measuring	I got is	?	pulsations
	post-effort measuring			
	difference			

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

LESSON 2

INTRODUCTION

IMAGE FLASHCARD NUMBER 2



**I think that.....
It can be a.....
They are.....**

**Relay
Race
Baton
Team
Run
Collaboration**

What do you think is happening in this picture?

LESSON 2

DEVELOPMENT – COMMUNICATION
GUIDE

SPEAKING FLASHCARDS NUM. 3



➔ **THE START**

- Stay in ready position.
- Grip the baton with the opposite hand (right) of your forward foot (left).
- Start to run when I say “go”.
- Look at the relay player while running.
- Hand the baton over with the right hand.



➔ **THE RELAY**

- Look at the player who starts.
- When they are near you, start jogging.
- Keep jogging straight ahead.
- Take the baton with your left hand.
- Baton changes to right hand.
- Increase your speed.

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

LESSON 2

CONCLUSION - MATCHING CHART NUM. 1

WORD BANK NUM. 1

MATCH THE SENTENCES WITH THE PICTURES:

**SHE IS READY
TO START THE
RELAY RACE**



**SHE IS RUNNING
AND HER EYES ARE
FOCUSING AHEAD**



**DON'T LOOK
BACKWARDS
BEFORE THE
BATON EXCHANGE**



**HE IS RECEIVING
THE BATON FROM
HIS PARTNER**



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

- **READY**
- **START**
- **RACE**
- **EYES FOCUSED**
- **GRIP**
- **STRAIGHT AHEAD**
- **LOOK BACKWARDS**
- **BEFORE**
- **BATON EXCHANGE**
- **INCREASE**
- **FASTER**
- **AFTER**

Date _____ Name _____

LESSON 3

INTRODUCTION

IMAGE FLASHCARD NUMBER 3



I think that.....

In my opinion...

It's going to.....

Hurdles

Lanes

High size

Medium size

Low size

Run over

Speed

What could happen if you touch the hurdle?

LESSON 4

INTRODUCTION

IMAGE FLASHCARD NUMBER 4

LESSON 3

CONCLUSION - MATCHING CHART NUM. 2

WORD BANK NUM. 2

MATCH THE SENTENCES WITH THE PICTURES:

HE IS WORKING HIS TRAIL LEG



HE IS LIFTING HIS KNEES.

HER LEAD FOOT IS LANDING IN FRONT OF THE HURDLE



HE IS RUNNING OVER THE HURDLE.

THE TRAIL LEG IS OVER THE HURDLE



SHE IS LANDING ON HER LEAD FOOT.

HE IS MOVING HIS KNEES UP



HE IS LIFTING HIS TRAIL LEG.

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

- RUN OVER
- MOVE UP
- LIFT
- LAND
- HURDLE
- TRAIL
- LEAD

Date _____ Name _____

What is this?



What material is it made of?

This is a...

I think that...

It is made of...

**Javelin
Foam
Throwing
Distance
Grip
Heavy
Light**

LESSON 4

DEVELOPMENT – COMMUNICATION GUIDE

SPEAKING FLASHCARDS NUM. 4



Spread your fingers around the javelin and keep the index under it.



Place your arm back and point at the target with the opposite hand.

1 - THE JAVELIN GRIP

2 - THE WITHDRAWAL



Do two strides using a crossover form.



Throw the javelin without crossing the line.

3 - THE CROSSOVER STRIDES

4 - THE FINISH

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

Josep Coral – Norwich - 2010

LESSON 4 - COMMUNICATION GUIDE - SENTENCE STARTERS

Giving opinions

I think that..
In my opinion..
I think I'm able to...

Making predictions

I think that I'll	run	...	meters.
	take		seconds.

Negotiation

Agreement

I agree with you.
I don't see any problem with that.

Disagreement

I disagree with you ...
No, the way I see it is...

LESSON 4

CONCLUSION - MATCHING CHART NUM. 3

WORD BANK NUM. 3

MATCH THE SENTENCES WITH THE PICTURES:

IN THE WITHDRAWAL POSITION YOU ...



GRIP THE JAVELIN, EXTEND YOUR FINGERS AROUND AND KEEP THE INDEX UNDER IT.

IN THE JAVELIN GRIP YOU HAVE TO....



PLACE YOUR ARM AND POINT AT THE TARGET WITH OPPOSITE HAND.

SHE HAS FINISHED ...



RUN TWO OR THREE STEPS USING A CROSSOVER RUNNING FORM.

SHE HAS TO....



THROWING THE JAVELIN WITHOUT CROSSING THE LINE.

- **START**
- **CARRY**
- **WITHDRAWAL**
- **JAVELIN**
- **GRIP**
- **DELIVERY**
- **CROSSOVER**
- **STRIDE**
- **FOAM**
- **RECOVERY**
- **HEAVY**
- **LIGHT**

Adapted

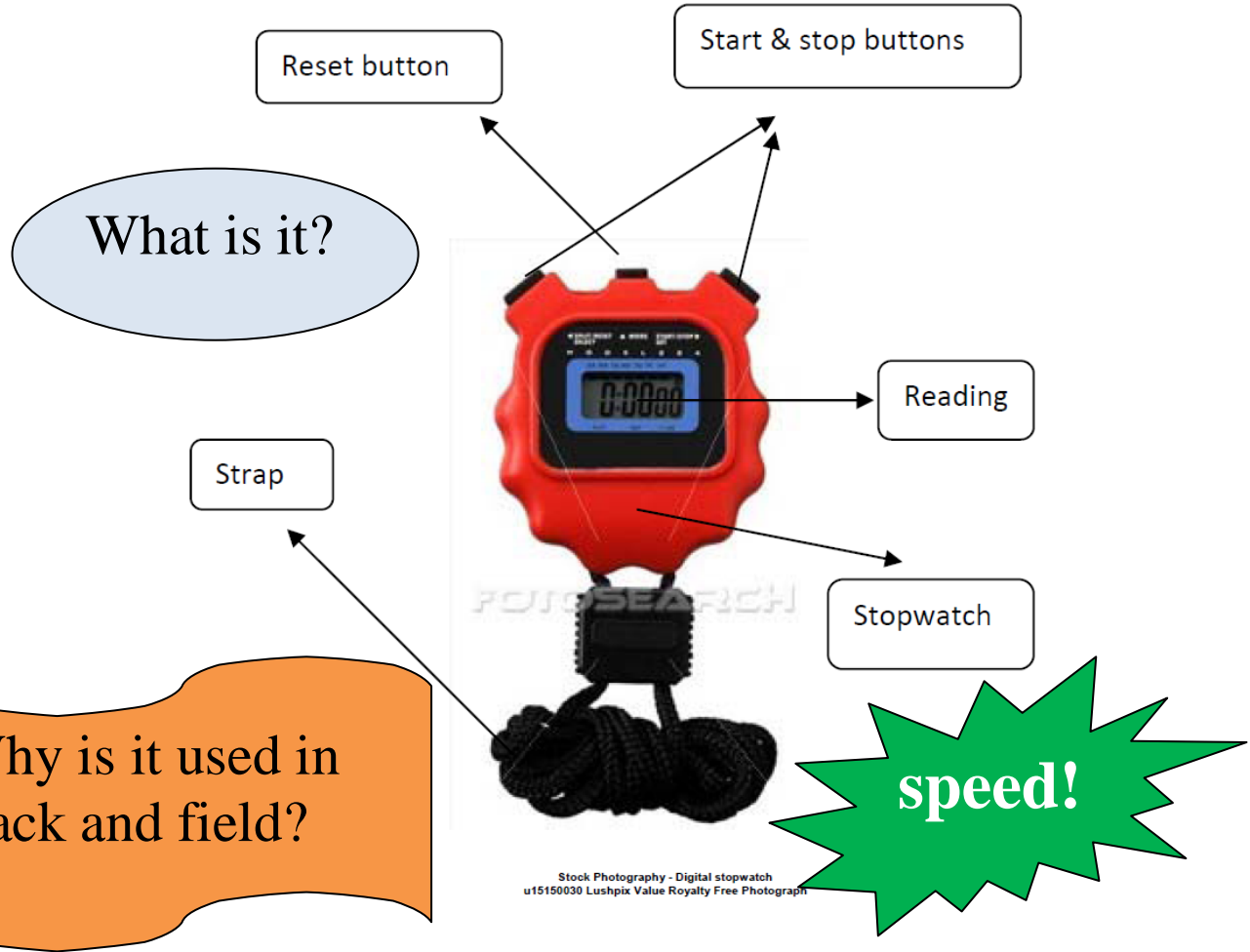
from Coral, J. (2010). Mou-te i aprèn. *Workbook*. Clil in Physical Education. Sant Esteve Sesrovires: A3 Editorial.

Date _____ Name _____

LESSON 5

INTRODUCTION

IMAGE FLASHCARD NUMBER 5



It is ...
I think that...
This is for...
It is used for...

Sprinting
Speed
Reaction

How far will you run
in... seconds?

About..meters

LESSON 5

DEVELOPMENT – COMMUNICATION GUIDE

SPEAKING FLASHCARDS NUM. 5



Place your left knee, your right foot and both hands on the line.



Move your hands forward.

1 – READY

2 – ON YOUR MARKS



Lift your hips.



React to the bang and start to run quickly.

3 - SET

4 – BANG!

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

LESSON 5	CONCLUSION - MATCHING CHART NUM. 4	WORD BANK NUM. 4
<p>MATCH THE SENTENCES WITH THE PICTURES:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 80%;"> <div style="width: 45%;"> <p>SHE IS IN THE READY POSITION</p>  </div> <div style="width: 45%;"> <p>HE PLACES HIS LEFT KNEE, HIS RIGHT FOOT AND BOTH HANDS ON THE LINE.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin-top: 20px;"> <div style="width: 45%;"> <p>THE RUNNER IN ON HIS MARKS</p>  </div> <div style="width: 45%;"> <p>SHE MOVES HER HANDS FORWARD.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin-top: 20px;"> <div style="width: 45%;"> <p>SHE IS IN THE GET SET POSITION</p>  </div> <div style="width: 45%;"> <p>SHE REACTS TO THE BANG AND STARTS TO RUN QUICKLY.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 80%; margin-top: 20px;"> <div style="width: 45%;"> <p>SHE IS REACTING TO THE BANG.</p>  </div> <div style="width: 45%;"> <p>SHE LIFTS HER HIPS.</p> </div> </div> </div>		<ul style="list-style-type: none"> • IN THE READY POSITION • IN THE GET SET POSITION • ON YOUR MARKS • REACT TO THE BANG • LIFT • HIPS • REACT • QUICKLY

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

Date _____ Name _____



How many ways are you able to jump?

I can jump

for distance

for height

I can do

single jumps

combination jumps

LESSON 6

DEVELOPMENT - COMMUNICATION GUIDE

LANGUAGE FRAME NUMBER 1

The
name of
the game
is...

It is
played
by...

You have
to...

After this
you...

and
finally
you...

LESSON 6

DEVELOPMENT - COMMUNICATION GUIDE

LANGUAGE FRAME NUMBER 1

The
name of
the game
is...

It is
played
by...

You have
to...

After this
you...

and
finally
you...

LESSON 7

INTRODUCTION

IMAGE FLASHCARD
NUMBER 7



File: Castellers de Vilafranca

**Are they
collaborating?**

Why?

Joining forces?

What collaboration means?

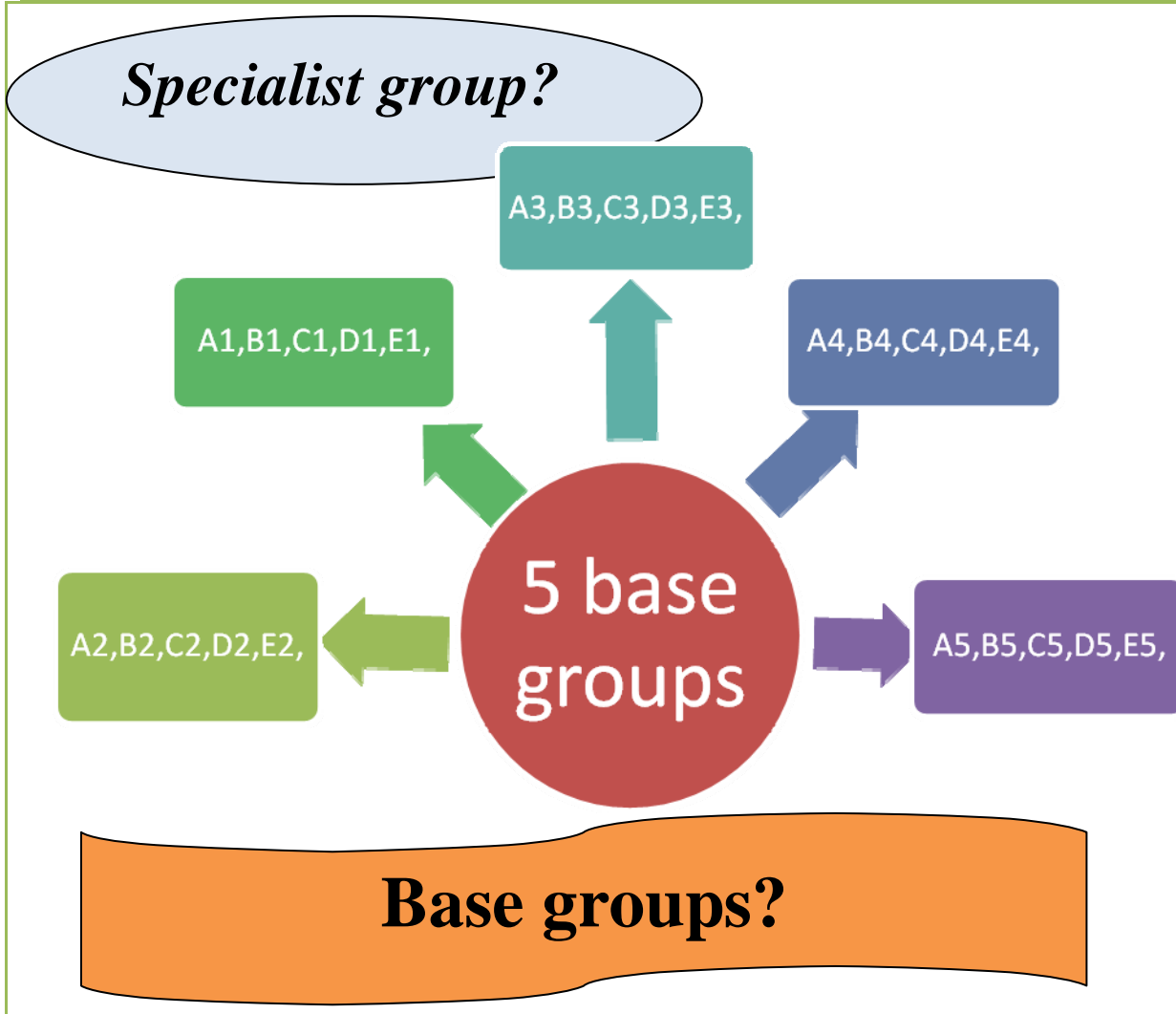
Why?

**Helping each other?
Learning together?**

LESSON 7

INTRODUCTION

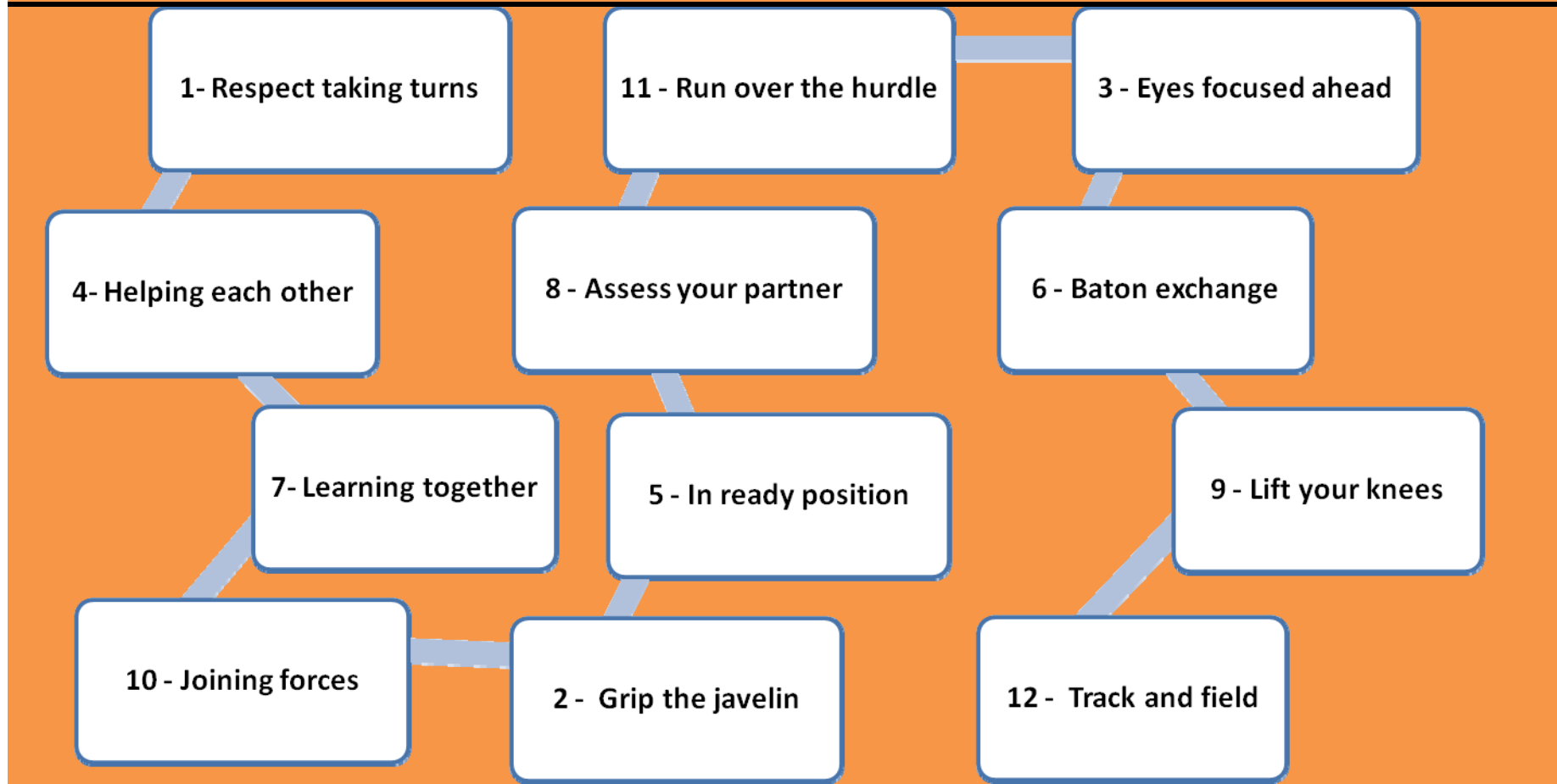
IMAGE FLASHCARD NUMBER 8



What is a	base group?
	specialist group?

Aims:
Description:
Steps:
Conditions:

LESSON 7 – CONSOLIDATION – PHRASE CHART NUMBER 1



LESSON 8	CONCLUSION - PEER ASSESSMENT RUBRIC				
<h2 style="color: red;">Peer assessment</h2>					
Performer's name: <hr style="border: 1px solid red;"/>	Shade in the bar to the point that represents your work during this unit.				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;">Quite badly</td> <td style="width: 25%; border: none;">Quite well</td> <td style="width: 25%; border: none;">Well</td> <td style="width: 25%; border: none;">Very well</td> </tr> </table>	Quite badly	Quite well	Well	Very well
Quite badly	Quite well	Well	Very well		
My partner teaches a track and field skill. He teaches the _____ skill					
	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;">Never</td> <td style="width: 25%; border: none;">Sometimes</td> <td style="width: 25%; border: none;">Very often</td> <td style="width: 25%; border: none;">Always</td> </tr> </table>	Never	Sometimes	Very often	Always
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.					
<p>Adapted from Coral, J. (2010). Mou-te i aprèn. <i>Workbook</i>. Clil in Physical Education. Sant Esteve Sesrovires: A3 Editorial.</p>					

Date _____ Name _____

LESSON 9	INTRODUCTION	-	GROUP ASSESSMENT RUBRIC
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**TRACK AND FIELD GROUP
ASSESSMENT**

Write a cross in the correct box

DATE _____

BASE GROUP PERFORMANCE	1	2	3	4
GRUP 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 succesfully 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) Avalaible at <http://www.inderef.com/content/view/139/110/>. [Accesed November 2010]

LESSON 9

CONCLUSION - COMMUNICATION GUIDE

LANGUAGE FRAME NUMBER 3

In the organization they...

In the action they...

In the cooperation they...

We think that...

LESSON 10 – DEVELOPMENT – PHRASE CHART NUMBER 2

Paper beats stone.



Stone beats scissors.



Scissors beats paper.

LESSON 10	CONCLUSION - PERSONAL WORK REFLECTION WORKSHEET
<h2 style="color: red;">Reflecting on my work in Physical Education</h2>	
Think about...	Shade in the bar to the point that represents your work during this unit.
	Never sometimes very often always
I worked hard to improve skills. The quality of my work was outstanding.	
I was a respectful and responsible class member.	
I used time efficiently. I was a respectful listener.	
I supported my classmates when they needed it.	
I collaborated with the group and the teacher if needed.	
Adapted from Coral, J. (2010). <i>Mou-te i aprèn. Workbook. Clil in Physical Education. Sant Esteve Sesrovires: A3 Editorial.</i>	

Date _____ Name _____

LESSON 11 - COMMUNICATION GUIDE - SUBSTITUTION TABLE NUMBER 3



The name of the skill is...

You have to...

After this you...

and finally you...

LESSON 11 - CONCLUSION - SUBSTITUTION TABLE NUMBER 4

WHICH
SENTENCES
DESCRIBE
THIS
PICTURE?



File: International Meeting l'Hospitalet de Llobregat

<p>It is true that</p>	<p>they are users of wheelchairs they run at full speed they have difficulties</p>	<p>however and but</p>	<p>they are athletes. they use their hands. they work hard for doing their best. these are special for sprinters.</p>
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LESSON 12 – CONSOLIDATION – PHRASE CHART NUMBER 2

CLASSIFY THESE SKILLS IN THESE TWO CATEGORIES:

- | | | |
|----------------------|---------------------|-----------------------------|
| Respect taking turns | Helping each other | Keep jogging straight ahead |
| Joining forces | Grip the javelin | Learning together |
| Assess your partner | Run over the hurdle | Pulse rate measuring |
| Baton exchange | Lift your knees | Crossover running form |

LEARNING SKILLS	MOTOR SKILLS

Date _____ Name _____