## LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Know</th>
<th>Be able to</th>
<th>Be aware of</th>
</tr>
</thead>
</table>
| - What kind of sport floorball is?  
- Number of players and tools needed.  
- Main characteristics of this sport.  
- Where it comes from? | - To identify three types of information.  
- To classify and organise it. | - The usefulness of cooperating with others to achieve an aim. |
| - Short questions to introduce the subject and to show the students pre-knowledge. | - Check the final texts results in the class-group. | - Observe the students behaviour while working. |

## ACTIVITIES

<table>
<thead>
<tr>
<th>Main group</th>
<th>Fast finishers</th>
<th>Learning needs</th>
</tr>
</thead>
</table>
| - Oral questions.  
- Watching a video.  
- Strips/jigsaw.  
- Work in groups.  
- Short reading and listening to summarise. | - Group activity.  
No special needs. | - Idem |

## LANGUAGE OF LEARNING

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Structures</th>
<th>Functions</th>
</tr>
</thead>
</table>
| - Word bank | - It is... sentences | - Asking about Vocabulary  
- Describing |

## THINKING SKILLS

<table>
<thead>
<tr>
<th>Information</th>
<th>Reasoning</th>
<th>Enquiry</th>
<th>Creative thinking</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| □ Finding information  
□ Organising/classifying  
□ Comparing/contrasting  
□ Identifying  
□ Representing | □ Giving opinions  
□ Making deductions  
□ Arguing/explaining  
□ Making judgments  
□ Using precise lang. | □ Asking questions  
□ Defining questions  
□ Finding out process | □ Generating ideas  
□ Developing ideas  
□ Hypothesizing  
□ Applying imagination  
□ Looking for solutions | □ Developing/applying evaluation criteria  
□ Anticipating conseq.  
□ Drawing conclusions |

## ASSESSMENT

<p>| RESOURCES | |
|-----------||</p>
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ACTIVITIES</th>
<th>LANGUAGE OF LEARNING</th>
<th>THINKING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know</td>
<td>Be able to</td>
<td>Be aware of</td>
<td>Main group</td>
</tr>
<tr>
<td>- Players and goalkeeper equipment.</td>
<td>- Identify and apply the information given on a court picture and then, in the court while practising.</td>
<td>- Understanding theoretical information and apply it in practical situation.</td>
<td>- Revisiting vocabulary.</td>
</tr>
<tr>
<td>- Different court sizes. Goalkeeper area.</td>
<td>- Game time.</td>
<td></td>
<td>- Guessing the meaning of new words.</td>
</tr>
<tr>
<td>- Referees.</td>
<td>- Observe the daily students work.</td>
<td>- Check the poster labelling.</td>
<td>- White board.</td>
</tr>
<tr>
<td>- Game time.</td>
<td></td>
<td></td>
<td>- Teacher’s information sheet.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Students’ labelling handout.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>RESOURCES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THINKING SKILLS

- Information
  - Finding information
  - Organising/classifying
  - Comparing/contrasting
  - Identifying
  - Representing

- Reasoning
  - Giving opinions
  - Making deductions
  - Arguing/explaining
  - Making judgments
  - Using precise lang.

- Enquiry
  - Asking questions
  - Defining questions
  - Finding out process

- Creative thinking
  - Generating ideas
  - Developing ideas
  - Hypothesizing
  - Applying imagination
  - Looking for solutions

- Evaluation
  - Developing/applying evaluation criteria
  - Anticipating conseq.
  - Drawing conclusions
### PHYSICAL EDUCATION

**UNIT 1: FLOORBALL  Lesson 3**

#### LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Know</th>
<th>Be able to</th>
<th>Be aware of</th>
<th>Main group</th>
<th>Fast finishers</th>
<th>Learning needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What the game rules are.</td>
<td>- Identify wrong actions in an isolated situation.</td>
<td>- Respect rules and players.</td>
<td>- Representing actions in pairs.</td>
<td>Work in pairs and groups. Same level or mixed.</td>
<td>Idem.</td>
</tr>
<tr>
<td>- Allowed actions.</td>
<td>- Accept the penalties.</td>
<td>- Qualify these actions as allowed (green card), or banned (yellow or red card).</td>
<td>- Identify wrong actions in an isolated situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ban actions.</td>
<td>- Recognise the advantages of the fair play.</td>
<td>- Groups of 5 work. 2 and 2 practice with referee (not described in T.N)</td>
<td>- Identify them in a real game situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Penalties.</td>
<td>- Apply the adequate penalties.</td>
<td>- Apply the adequate penalties.</td>
<td>- Accept the penalties.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ACTIVITIES

- Complete a multiple choice test about rules. Self assessment or teacher assessment.
- Observe and check the card game activity. Make conclusions.
- Observe the students behaviour while practising.
- Cards describing actions.
- Colour cards.
- White board.
- Sticks, balls and cones.

#### LANGUAGE OF LEARNING

- VOCABULARY
  - Ball and stick related to the body.
  - Verbs: push, kick, hit, block, throw…

#### THINKING SKILLS

- INFORMATION
  - Finding information
  - Organising/classifying.
  - Comparing/contrasting
  - Identifying
  - Representing

- REASONING
  - Giving opinions
  - Making deductions
  - Arguing/explaining
  - Making judgments
  - Using precise lang.

- ENQUIRY
  - Asking questions
  - Defining questions
  - Finding out process

- CREATIVE THINKING
  - Generating ideas
  - Developing ideas
  - Hypothesizing
  - Applying imagination
  - Looking for solutions

- EVALUATION
  - Developing/applying evaluation criteria
  - Anticipating conseq.
  - Drawing conclusions

#### ASSESSMENT

#### RESOURCES
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ACTIVITIES</th>
<th>LANGUAGE OF LEARNING</th>
<th>THINKING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know</strong></td>
<td><strong>Be able to</strong></td>
<td><strong>Be aware of</strong></td>
<td><strong>Main group</strong></td>
</tr>
<tr>
<td>- How to name the most common Physical Education tools.</td>
<td>- To call the tools needed during a P.E. lesson.</td>
<td>- The importance of understanding instructions.</td>
<td>- Pair work:</td>
</tr>
<tr>
<td>- The basic instructions.</td>
<td>- Understand teacher’s instructions.</td>
<td></td>
<td>- What’s the picture?</td>
</tr>
<tr>
<td>- Check the vocabulary games results.</td>
<td>- Observe and take notes of the proper use and understanding the common vocabulary.</td>
<td></td>
<td>- Three in a row.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Find the missing words.</td>
<td>- Find the missing words.</td>
</tr>
</tbody>
</table>

**LANGUAGE OF LEARNING**

- Idem.

**THINKING SKILLS**

- **Information**
  - Finding information
  - Organising/classifying
  - Comparing/contrasting
  - Identifying
  - Representing

- **Reasoning**
  - Giving opinions
  - Making deductions
  - Arguing/explaining
  - Making judgments
  - Using precise lang.

- **Enquiry**
  - Asking questions
  - Defining questions
  - Finding out process

- **Creative thinking**
  - Generating ideas
  - Developing ideas
  - Hypothesizing
  - Applying imagination
  - Looking for solutions

- **Evaluation**
  - Developing/applying evaluation criteria
  - Anticipating conseq.
  - Drawing conclusions
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ACTIVITIES</th>
<th>LANGUAGE OF LEARNING</th>
<th>THINKING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know</strong></td>
<td><strong>Be able to</strong></td>
<td><strong>Be aware of</strong></td>
<td><strong>Main group</strong></td>
</tr>
<tr>
<td>- What fitness is.</td>
<td>- Differentiate the fitness factors.</td>
<td>- Fitness is not only necessary for practising sport, but for having a healthy life.</td>
<td>Individual or in pairs.</td>
</tr>
<tr>
<td>- Fitness influence in sports.</td>
<td>- Identify them, giving examples.</td>
<td>- Fitness influence in sports.</td>
<td>- Headlining short definitions.</td>
</tr>
<tr>
<td>- Factors determining fitness.</td>
<td>- Check the activities.</td>
<td>- Check the activities.</td>
<td>- Observe and take notes of the daily work of the students.</td>
</tr>
</tbody>
</table>

**ASSessment**

**RESOURCES**

**VOCABULARY**
- Basic vocabulary of body physiology.

**STRUCTURES**
- It is…..to/that

**FUNCTIONS**
- Defining fitness factors and body organs.

**Information**
- Finding information
- Organising/classifying
- Comparing/contrasting
- Identifying
- Representing

**Reasoning**
- Giving opinions
- Making deductions
- Arguing/explaining
- Making judgments
- Using precise lang.

**Enquiry**
- Asking questions
- Defining questions
- Finding out process

**Creative thinking**
- Generating ideas
- Developing ideas
- Hypothesizing
- Applying imagination
- Looking for solutions

**Evaluation**
- Developing/applying evaluation criteria
- Anticipating conseq.
- Drawing conclusions
**PHYSICAL EDUCATION**  
**UNIT 1: FLOORBALL Lesson 6**  
2007-2008

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ACTIVITIES</th>
<th>LANGUAGE OF LEARNING</th>
<th>THINKING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know</strong></td>
<td><strong>Be able to</strong></td>
<td><strong>Be aware of</strong></td>
<td><strong>Main group</strong></td>
</tr>
<tr>
<td>- What motor skills are.</td>
<td>- Differentiate motor skills: gross and fine.</td>
<td>- Motor skills are not only necessary for practising sport, but for our everyday life.</td>
<td>Individual or in pairs.</td>
</tr>
<tr>
<td>- Motor skills involved in sport.</td>
<td>- Identify motor skills giving examples.</td>
<td>- Teacher’s information sheet.</td>
<td>- Handouts</td>
</tr>
<tr>
<td>- Check the activities.</td>
<td>- Observe and take notes of the daily work of the students.</td>
<td>- Observe and notice the students’ habits.</td>
<td></td>
</tr>
<tr>
<td>- Final test: fitness and motor skills (filling the gaps).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

**RESOURCES**

- Information  
  - Finding information  
  - Organising/classifying  
  - Comparing/contrasting  
  - Identifying  
  - Representing  

- Reasoning  
  - Giving opinions  
  - Making deductions  
  - Arguing/explaining  
  - Making judgments  
  - Using precise lang.  

- Enquiry  
  - Asking questions  
  - Defining questions  
  - Finding out process  

- Creative thinking  
  - Generating ideas  
  - Developing ideas  
  - Hypothesizing  
  - Applying imagination  
  - Looking for solutions  

- Evaluation  
  - Developing/applying evaluation criteria  
  - Anticipating conseq.  
  - Drawing conclusions
### PHYSICAL EDUCATION

#### LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Know</th>
<th>Be able to</th>
<th>Be aware of</th>
</tr>
</thead>
</table>
| - What the basic technique actions are.  
- The different ways to make these actions  
- How to do them.  
- New technique vocabulary | - Classify information.  
- Relate English with Catalan words  
- Identify technique actions in a real game situation.  
- Use new vocabulary.  
- Select and apply the right action in game. | - Working in pairs or teams in order to get the aim.  
- The right choice gives advantage in game. |

#### ACTIVITIES

<table>
<thead>
<tr>
<th>Main group</th>
<th>Fast finishers</th>
<th>Learning needs</th>
</tr>
</thead>
</table>
| - Watch and listen.  
- Predict.  
- Fill the gaps.  
- Mutual dictation.  
- Loop game.  
- Match.  
- Complete a table | - Mutual dictation: the whole word.  
- Only fast finishers match concept and definitions.  
- Complete a table: the more difficult concepts. | - Mutual dictation: letter by letter.  
- Complete a table: the easiest concepts. |

#### LANGUAGE OF LEARNING

<table>
<thead>
<tr>
<th>THINKING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>- Finding information</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
</tr>
<tr>
<td>- Organising/classifying</td>
</tr>
<tr>
<td>- Comparing/contrasting</td>
</tr>
<tr>
<td>- Identifying</td>
</tr>
<tr>
<td>- Representing</td>
</tr>
<tr>
<td><strong>FUNCTIONS</strong></td>
</tr>
<tr>
<td>- Giving opinions</td>
</tr>
<tr>
<td>- Making deductions</td>
</tr>
<tr>
<td>- Arguing/explaining</td>
</tr>
<tr>
<td>- Making judgments</td>
</tr>
<tr>
<td>- Using precise lang.</td>
</tr>
<tr>
<td><strong>Enquiry</strong></td>
</tr>
<tr>
<td>- Asking questions</td>
</tr>
<tr>
<td>- Defining questions</td>
</tr>
<tr>
<td>- Finding out process</td>
</tr>
<tr>
<td><strong>Creative thinking</strong></td>
</tr>
<tr>
<td>- Generating ideas</td>
</tr>
<tr>
<td>- Developing ideas</td>
</tr>
<tr>
<td>- Hypothesizing</td>
</tr>
<tr>
<td>- Applying imagination</td>
</tr>
<tr>
<td>- Looking for solutions</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td>- Developing/applying evaluation criteria</td>
</tr>
<tr>
<td>- Anticipating conseq.</td>
</tr>
<tr>
<td>- Drawing conclusions</td>
</tr>
</tbody>
</table>

#### ASSESSMENT

- Check the activities results  
- Activity 4 can be used as a final lesson test

#### RESOURCES

- Observe everyday students work  
- Take notes while practising  
- Observe the interest in collaborating with the own team.  
- Take notes of the students behaviour while playing.  
- Beamer  
- Different handouts and keys.  

#### RESOURCES

- Beamer  
- Different handouts and keys.
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ACTIVITIES</th>
<th>LANGUAGE OF LEARNING</th>
<th>THINKING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know</td>
<td>Be able to</td>
<td>Be aware of</td>
<td>Main group</td>
</tr>
<tr>
<td>- What symbols mean in a diagram.</td>
<td>- Read and interpret a diagram</td>
<td>- Importance of playing without ball.</td>
<td>- Path game</td>
</tr>
<tr>
<td>- How to read it.</td>
<td>- Describe actions from a diagram</td>
<td>- Need to understand diagrams.</td>
<td>- Describe a diagram.</td>
</tr>
<tr>
<td>- What tactic is.</td>
<td>- Identify and describe actions from a clip.</td>
<td>- Advantages of working in teams.</td>
<td>- Make a sport commentary.</td>
</tr>
<tr>
<td>- The relation between technique and tactic.</td>
<td>- Use proper vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Basic tactic actions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Check the lesson activities</td>
<td>- Observe and take notes of daily work.</td>
<td>- Observe the interest and behaviour of the students in class.</td>
<td>- General information sheet for teachers.</td>
</tr>
<tr>
<td>- Test at the end of the lesson using activity 3.</td>
<td></td>
<td></td>
<td>- PC classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Internet connection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Headphones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Different handouts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Table with useful vocabulary.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>RESOURCES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

**RESOURCES**

**THINKING SKILLS**

- **Information**
  - Finding information
  - Organising/classifying
  - Comparing/contrasting
  - Identifying
  - Representing

- **Reasoning**
  - Giving opinions
  - Making deductions
  - Arguing/explaining
  - Making judgments
  - Using precise lang.

- **Enquiry**
  - Asking questions
  - Defining questions
  - Finding out process

- **Creative thinking**
  - Generating ideas
  - Developing ideas
  - Hypothesizing
  - Applying imagination
  - Looking for solutions

- **Evaluation**
  - Developing/applying evaluation criteria
  - Anticipating conseq.
  - Drawing conclusions