

LESSON 1

1. Introduction to the unit	This initial explanation should be done in Catalan as some students will not be able to understand English from the very beginning. In this introduction students will be introduced to the peculiar features of the unit taught through CLIL methodology, emphasising its advantages. The teacher should encourage them to use English language as much as possible while doing the activities and tell them that they do not have to be afraid of making mistakes.
2. Watch a Power Point presentation with images of balance figures to rating their difficulty	As the lesson is going to take place in a classroom, we are going to use an overhead projector to show a PowerPoint presentation (LESSON 1). Before starting to show the slides, the teacher asks the students to look at the pictures and think about how difficult the figures are. Once the presentation is over, the students are given a sheet of paper (TASK 1) with the pictures that there were in the presentation. Working in pairs or groups of three, they have to rate each picture from 1 to 5 depending on its difficulty as shown at the top of the worksheet. At this point the teacher should write some examples of comparisons on the blackboard such as " <i>this figure is more difficult than this other</i> ", " <i>this is the easiest one</i> ", in order to help students use English.
3. Correction and connection to the next activity	Using again the Power Point presentation, the teacher goes through each picture and asks the students to say how difficult the pictures are according to what they have written down on their sheet of paper. The number which appears more often will be written in the black board next to the screen. The teacher can ask why they think some figures are more difficult than others.
4. Match the definitions and drawings with the definition	After explaining that there are different issues in relation to balance, the teacher gives the students another sheet of paper (TASK 2). With the same partners as in the last activity, they have to read the sentences in the first column and the definitions in the second column. Then they try to match the sentences with the definitions. To help learners make questions in English when they need to ask anything they don't understand, they will be given a sheet of paper with different ways of asking questions (SUPPLEMENTARY WORKSHEET 1). Considering that learners might not be ready to speak in English in that early stage of the unit, at least , they can be asked to make their questions in English.
5. Correction with a Power Point showing the relationship between the concepts	When the activity is finished the teacher asks for volunteer groups to give their matching answers until all the sentences are corrected. Next, and with the last part of the Power Point presentation, the teacher explains the concepts that have just been introduced through a mind map and tries to make sure that the main ideas are clear for the students.
6. Explanation of what we are going to do in the unit (supported with a Power Point presentation)	In a second Power Point presentation the teacher points out everything which has to be considered in this unit such as the kind of work the students will have to carry out and what they are going to be asked to do by the end of the unit. At this point it is very important that students are aware of what the final target is and how they are going to achieve it. It is worth insisting on working hard in every session and in following all the instructions given so that they can practise without any kind of risk.

LESSON 2

<p>1. Introduction to the lesson and the name of apparatus, clothes and accessories in a poster</p>	<p>Before starting to practise the teacher explains in English what are the apparatus they are going to use through the unit, as well as the name of the sport clothes. To do that, the teacher will stick a poster on the wall of the gymnasium so that students can have a look at it whenever they need. It is important that this list of items contains all those accessories such as bracelets, necklaces, wristwatches and so on, which cannot be worn to practise for safety reasons.</p>
<p>2. Warming up + stretching</p>	<p>The teacher gives the instructions for the exercises while performing them at the same time so the students can see what they have to do in case they haven't understood the oral instructions given in English. In addition this is very useful since learners can associate the oral message with its meaning through a visual example.</p> <p>When it is time to do the stretching exercises the teacher can use the same strategy while students sat in a circle.</p> <p>Here are the instructions for the stretching exercises:</p> <ul style="list-style-type: none"> - <i>Sit with one leg straight out, holding your foot upright. Bend the other leg and place the sole of your foot against your thigh. Slowly bend forward reaching out as far as comfortably possible toward your ankle. Hold for 15 seconds.</i> - <i>Stand facing a wall or a partner and place your left hand on the wall or on your partner's shoulder for support. Grab the top of your right foot and slowly pull your heel up toward your buttocks. Hold for 15-20 seconds. Then, switch legs and repeat.</i> - <i>Sit on the floor with the soles of your feet together. Holding onto your ankles, gently press your inner thighs toward the floor with your forearms. Hold for 15-20 seconds.</i> - <i>Kneel on all-fours. Move one foot forward, bending your knee and touching your chest. Extend your back leg and keep it fairly straight. Gently push your hip and the back leg forward until you feel a good stretch in your inner thigh. Hold for 15-20 seconds.</i> - <i>Slowly tilt your head to one side as far as comfortably possible and hold for 10 seconds. Then tilt in the opposite direction and hold for 10 seconds.</i> - <i>Slowly turn your head to the right as far as comfortably possible and hold for 10 seconds. Then turn your head back to the left and held for 10 seconds.</i> - <i>Interlace your fingers behind your back and pull both arms up as high as comfortably possible. Hold for 15 seconds.</i> - <i>With your right arm bent at the elbow, rest your hand behind your neck. Using your left hand, gently pull your right elbow behind your head and hold for 15 seconds. Switch arms and repeat.</i> - <i>Lie on your back with your hands behind your knees. At the same time, slowly pull your head and knees close together. Hold for 15 seconds.</i>
<p>3. Relay game in groups of 3</p>	<p>The teacher explains in English how the game works using a black board with a drawing on one side of the gym. Before starting, they can choose the cards for each member of the group as long as they have the same number of cards. Instead of speaking in their mother tongue, students will be asked to use either English or mime.</p> <p>Another possibility would be to perform an example with 2 volunteers covering a very short distance just to show the way the game must be played.</p>
<p>4. Circuit activity</p>	<p>In this activity it is necessary to take into account some extra safety measures in order to avoid accidents. So some of the students will be placed at both ends of the benches to prevent them from moving while someone is on them. From time to time these students will be replaced by other peers.</p>

	<p>By the end of the activity the teacher can ask the students to suggest other ways of crossing the benches such as with closed eyes... This time some of the students will have to give extra help by following the partner's movement.</p>
5. Experimenting with 1 person figures in balance	<p>The teacher will start using part of the language in the explanation of the activity that is the base of most of the activities for the next lessons. So, using as models some of the most proficient students in this kind of work, the teacher has to use part of this vocabulary (see TASK 4). It can be very helpful a drawing on the blackboard with its name below as an introduction to this vocabulary.</p> <p>Every time all the members of the group have performed the corresponding figure, it will be time to gather in front of the blackboard and explain the next figure.</p>
6. Commanding different positions which the partner/s has/have to perform	<p>Before starting the activity, the teacher will gather the students in front of the blackboard and using a poster containing the same drawings and descriptions of the positions as shown in TASK 4 stuck on the blackboard, he/she will explain each of them one by one.</p> <p>In this activity the students will be required to use English at every moment as they will be using the worksheet to do the activity.</p> <p>Notice that the member of the group who is not commanding the instructions or performing the figures should be ready at every moment to help when necessary.</p>

LESSON 3

<p>1. Introduction to the lesson and to the safety measures</p>	<p>With the students gathered in front of the blackboard, the teacher explains what the activities are for this lesson.</p> <p>Before starting to warm up the teacher shows a poster stuck on the blackboard with a set of rules that must be followed at any time when performing human figures so that nobody can get hurt. As usual, the explanation should be illustrated with a visual example of the different situations that could be dangerous for a learner's physical integrity.</p> <p>The poster with the rules will remain stuck on the blackboard in every lesson just as a reminder.</p>
<p>2. Warming up + stretching</p>	<p>This warming up game can be confusing if it is not been correctly understood by the learners. So the teacher has to make sure that the explanation is clear and should provide some examples.</p> <p>Then they make a circle in the middle of the gym and do the stretching exercises shown by the teacher</p>
<p>3. Introducing language to follow and give instructions to build a figure</p>	<p>Using a big poster with 2 substitution tables (SUPPLEMENTARY WORKSHEET 4) the teacher tells the students how they can make the sentences to give instructions and build the figures. It is very important to encourage them to use English when doing this task unless they can not find the way to say some things.</p> <p>The poster should remain stuck on the wall or the blackboard though each group will have a sheet of paper with the substitution tables.</p> <p>It is worth insisting on the students following the safety rules explained at the beginning of the lesson.</p>
<p>4. Performing 2 persons figures (groups of 3)</p>	<p>When the teacher has explained the first example, the students will be given a sheet of paper (TASK 5) with the substitution tables as said in the previous activity.</p> <p>The groups should be heterogeneous so most proficient learners can help those ones with more difficulties when it comes to English competence.</p> <p>The teacher should visit each group while practising in order to encourage the students to use English giving instructions, as well as to check that they are working correctly. In addition, some groups might need some help to build the figures.</p> <p>When all the members of the groups have practised in all the possible positions of the figure (2 in the figure and 1 as an assistant), it will be time to move on to another figure, starting again the process.</p>
<p>5. Description of one of the figures performed using a substitution table</p>	<p>In this activity, once the students have finished practising the figures, they are asked to write in the TASK 5 the sequence of the steps followed to build one of the figures. There are 2 substitution tables in the worksheet almost identical to the ones they have used to practise the figures which should be used to complete this task.</p> <p>As before the teacher should monitor the activity helping the learners when necessary.</p> <p>This activity can be done either individually or in group, depending on the level of competence that the teacher might have detected during the lesson.</p>

LESSON 4

2. Warming up + stretching	<p>As in lesson 2, the teacher gives the instructions for the exercises while performing them at the same time so the students can see what they have to do in case they haven't understood the oral instructions given in English. It is the same first part of the warming up as in lesson 2, so students should be familiar with the exercises.</p> <p>When it is time to do the stretching exercises the teacher can use the same strategy while students are set in a circle.</p>
3. "You are it" with wheelbarrows	<p>Although the students will know this game it is very important to explain it as clearly as possible. Once they have identified the game and its rules it is time to explain that they can only move doing a wheelbarrow. They should know this word since it was part of the last activity in lesson 2. However it might be necessary to perform an example with 2 volunteers.</p>
4. Performing 3 persons figures (groups of 5)	<p>When the teacher has explained the first example, the students will be given the same sheet of paper as in lesson 3 (SUPPLEMENTARY WORKSHEET 4) with the substitution tables they will need to give the instructions in English.</p> <p>The groups should be heterogeneous so most proficient learners can help those ones with more difficulties when it comes to English competence. The teacher should visit each group while practising in order to encourage the students to use English giving instructions, as well as to check that they are working correctly. In addition, some groups might need some help to build the figures.</p> <p>When all the members of the groups have practised in all the possible positions of the figure (3 in the figure and 2 as assistants), it will be time to move on to another figure, starting the process again</p>
5. Designing a 3 persons figure (groups of 5)	<p>To do this activity the students will need the SUPPLEMENTARY WORKSHEET 4 to give instructions properly as in the previous activity. They have to agree on which figure they are going to do considering their strong and weak points and then put it into practice. The teacher's role will be the same as in the previous activity but besides, this time some groups might need some ideas about what they can do.</p>
6. Description the figure created	<p>Once the students have finished practising their figure, they are asked to write in the TASK 7 the sequence of the steps followed to build that figure. There are 2 substitution tables in the worksheet almost identical to the ones they have used to practise the figures which should be used to complete this task.</p> <p>As before the teacher should monitor the activity helping the learners when necessary.</p> <p>This activity can be done either individually or in groups, depending on the level of competence that the teacher might have detected during the lesson.</p>

LESSON 5

2. Warming up + stretching	<p>As in lesson 2, the teacher gives the instructions for the exercises while performing them at the same time so the students can see what they have to do in case they haven't understood the oral instructions given in English. It is the same first part of the warming up as in lesson 2, so students should be familiar with the exercises.</p> <p>When it is time to do the stretching exercises the teacher can use the same strategy while students make a circle.</p>
3. Strength competition in pairs	<p>As a second part of the warming up, students will take part in a new game in this unit. So instructions will have to be given as clearly as possible, making sure that everyone has understood the game by making some questions and adding practical examples to the explanation.</p> <p>The teacher should encourage the students to use English when they want to ask anything, reminding them to use the questions from SUPPLEMENTARY WORKSHEET 1.</p> <p>It is also very important ask the students to be very careful while playing this competition game. They should follow the rules at any time, otherwise someone could get hurt.</p>
4. Figures performance in front of the class	<p>During the performance, the groups which are not showing their human figure will be given a sheet of paper (TASK 8). In this worksheet they have to fill in the chart showing just one thing they liked and another one they didn't like about each figure by drawing an arrow, pointed up or down respectively. So, before starting this activity, the teacher will explain in front of the blackboard the meaning of each of the five aspects to assess.</p>
5. Write a short report	<p>After finishing the performances each group has to write a sort of short report (TASK 9) taking into account the assessment made in the previous activity. They have to write a sentence for what they liked and another one for what they didn't like but, if the group is proficient enough using English, they can write one sentence including the opposite features of the figure.</p> <p>The teacher may read the comments at the end of the activity to give some feedback, but at the same time, s/he should give her/his own feedback so that the students can take it into consideration for the next time they have to design human figures in this unit.</p>
6. Performing other 3 persons figures (groups of 5) that have not been done	<p>In case there is time left before the end of the class, it will be useful to practise more figures (as in lesson 4) which had not been practised so far.</p>

LESSON 6

2. Warming up + stretching	<p>As in every warming up activity, the teacher gives the instructions for the exercises while performing them at the same time so the students can see what they have to do in case they haven't understood the oral instructions given in English. It is the same first part of the warming up as in lesson 2, so students should be familiar with the exercises.</p> <p>When it is time to do the stretching exercises the teacher can use the same strategy while students are set in a circle.</p>
3. "You are it" giving a piggy back	<p>Although a very similar warming up game was played in lesson 4 the teacher should remind the students of it or explain it again if necessary. Once they have identified the game and its rules it is time to explain that they can only move giving a piggy back. They might not know this word since it will be necessary to perform an example with 2 volunteers.</p>
4. Performing 4 persons figures (groups of 6)	<p>When the teacher has explained the first example, the students will be given the same sheet of paper as in lesson 3 (SUPPLEMENTARY WORKSHEET 4) with the substitution tables they will need to give the instructions in English.</p> <p>The groups should be heterogeneous so most proficient learners can help those ones with more difficulties when it comes to English competence.</p> <p>The teacher should visit each group while practising in order to encourage the students to use English giving instructions, as well as to check that they are working correctly. In addition, some groups might need some help to build the figures.</p> <p>When all the members of the groups have practised in all the possible positions of the figure (4 in the figure and 2 as assistants), it will be time to move on to another figure, starting the process again.</p> <p>At this stage it will be necessary to spend more time to perform each figure since there are more students in each group and being successful will become more difficult than in previous stages.</p>

LESSON 7

2. Warming up + stretching	<p>As in every warming up activity, the teacher gives the instructions for the exercises while performing them at the same time so the students can see what they have to do in case they haven't understood the oral instructions given in English. It is the same first part of the warming up as in lesson 2, so students should be familiar with the exercises.</p> <p>When it is time to do the stretching exercises the teacher can use the same strategy while students are set in a circle.</p>
3. "Carry your partner"	<p>In this activity the teacher has to make sure that the members of the group are similar as regards to strength or physical constitution, so that the exercise can be carried out successfully.</p> <p>Apart from insisting on following the safety measures, the teacher should stress the importance of doing the exercise slowly to avoid accidents.</p> <p>The students will be asked to take turns to carry their partner each time they reach the other side of the gym as well as use the benches placed at each side in order to load and unload their partner.</p>
4. Perform 4 persons figures (groups of 6)	<p>The teacher should follow the same guidelines as in lesson 6 for this activity.</p>
5. Explanation of the assessment performance	<p>With the students gathered in front of the blackboard, the teacher proceeds to explain the performance they will have to carry out in order to be assessed using a DIN A3 copy of the SUPPLEMENTARY WORKSHEET 5 stuck on the blackboard. The teacher should go through each point of the guideline to make clear what the students are meant to do.</p> <p>The teacher will have to help the students make the groups in order to follow the instructions given.</p>
6. Design and practice of the 5 persons figures	<p>Students will be given a copy of the SUPPLEMENTARY WORKSHEET 5 (in DIN A4 format) as well as TASK 10 in order to give instructions as regards to designing and trying the figures.</p> <p>They have to agree on which figure they are going to do considering their strong and weak points and then put it into practice. The teacher should visit each group to encourage the students to use English giving instructions, as well as to check that they are working properly but in addition, some groups might need some ideas about what they can do.</p> <p>However, students should be familiar with this sort of task as they already did it in lesson 4. So it could be worth reminding them about it.</p> <p>The teacher should recommend the students to try different ideas and make up their minds about the most suitable.</p>

LESSON 8

2. Warming up + stretching	<p>As in every warming up activity, the teacher gives the instructions for the exercises while performing them at the same time so the students can see what they have to do in case they haven't understood the oral instructions given in English. It is the same first part of the warming up as in lesson 2, so students should be familiar with the exercises.</p> <p>When it is time to do the stretching exercises the teacher can use the same strategy while students are set in a circle.</p>
3. "Carry your partner...on a mat"	<p>In this activity the groups should be the same that is creating the figures so that students will be ready for the next activity.</p> <p>Students will be asked to carry their partner as fast as possible but in any case without forgetting to follow the safety measures.</p> <p>The students will be asked to take turns to carry their partner each time they reach the other end of the gym.</p>
4. Design and practice the 5 person figures	<p>The teacher should follow the same guidelines as in lesson 7, but this time focusing even more in visiting each group to encourage the students to use English giving instructions, as well as checking that they are working properly. At this stage some groups might still need some ideas about what they can do and how they can do it.</p>

LESSON 9

2. Warming up + stretching	<p>As in every warming up activity, the teacher gives the instructions for the exercises while performing them at the same time so the students can see what they have to do in case they haven't understood the oral instructions given in English. It is the same first part of the warming up as in lesson 2, so students should be familiar with the exercises.</p> <p>When it is time to do the stretching exercises the teacher can use the same strategy while students are set in a circle.</p>
3. Relay game with the mat in groups of 6	<p>The teacher explains in English how the game works using a blackboard with a drawing on one side of the gym.</p> <p>Another possibility would be to perform an example with 2 volunteers covering a very short distance just to show the way the relay must be done.</p>
4. Design and practice the 5 person figures	<p>The teacher should follow the same guidelines as in lessons 7 and 8, focusing in visiting each group to encourage the students to use English giving instructions, as well as checking that they are working properly. At this stage some groups might need some help to put the final touches to the figures they have been creating.</p> <p>It is worth insisting on they posture and balance in the final stage of the figure, because these are two key aspects, apart from following the safety measures, which will be considered in the assessment.</p>
5. Description of the 4 figures created	<p>Once the students have finished practising all the figures, they are asked to write in the TASK 11 the sequence of the steps followed to build each figure. There are 2 substitution tables in the worksheet almost identical to the ones they have used to practise the figures which should be used to complete this task.</p> <p>Students should be familiarised with this sort of task as they already did it in lesson 4. So it could be worth reminding them about it.</p> <p>As before the teacher should monitor the activity helping the learners when necessary.</p> <p>This activity can be done either individually or in group, depending on the level of competence that the teacher might have detected during the lesson.</p>

LESSON 10

2. Warming up + stretching	<p>As in lesson 2, the teacher gives the instructions for the exercises while performing them at the same time so the students can see what they have to do in case they haven't understood the oral instructions given in English. It is the same first part of the warming up as in lesson 2, so students should be familiar with the exercises.</p> <p>When it is time to do the stretching exercises the teacher can use the same strategy while students are set in a circle.</p>
3. Prepare the exhibition (groups of 7)	<p>The students can use worksheets 10 and 11 to practise their 4 figures in case they don't remember exactly how to do it.</p> <p>The teacher will encourage the students to continue using English as much as possible although they are preparing the exam.</p>
4. Perform the 5 person figures (groups of 7)	<p>Each group will have to do its performance according to the guideline given in lesson 7 as well as to what they have been preparing.</p> <p>The rest of the groups will be given a piece of paper (TASK 12) with which they will have a peer assessment. The teacher should point out that the criteria to be used are the same as in the comments made in lesson 5 about what they like and didn't like about the 3 person performance. However, the teacher will explain in front of the blackboard that they have to put a mark in each box depending on to what extent the performance has been good. It can be worth using a picture with a human figure and fill the assessment grid all together as an example.</p> <p>The teacher will use the recording to make his/her own assessment on each group performances by means of the same worksheet given to the students.</p>

LESSON 11

2. Watch the video tape with the recorded performances	<p>As in the first lesson of the unit the activities will take place in a classroom with a TV, PC or a DVD player, depending on the format of the images recorder in the previous lesson. Each group is going to watch its performance and will fill in the assessment grid (TASK 13), which is the same used in the peer assessment. Once they have completed the self assessment task the teacher will tell them the average result of the peer assessment for each aspect so that they can compare. The teacher will comment on the things they did well and the ones they could have done better. It would be up to the teacher telling the students the final mark achieved for this unit.</p>
3. Make an evaluation of the unit	<p>In order to sound out how students feel about having been practising PE activities through English they will be asked to answer some questions about several aspects on the CLIL unit (TASK 14).</p> <p>It could also be useful at the end of this activity asking for anything they liked or didn't like about the unit or make suggestions about what changes they think there could be made. This final discussion can be carried out either as a speaking task or as a writing task at the end of the worksheet.</p> <p>The information that comes off this lesson can be useful to make the necessary amendments to enhance the unit.</p>