

# MY PE THROUGH CLIL APPROACH



PhD. Juanjo Perez Soto



@educacionfisicacompetencial



@\_profejuanjo

## Suggestions for PE teachers

(Lawrence, 2012)

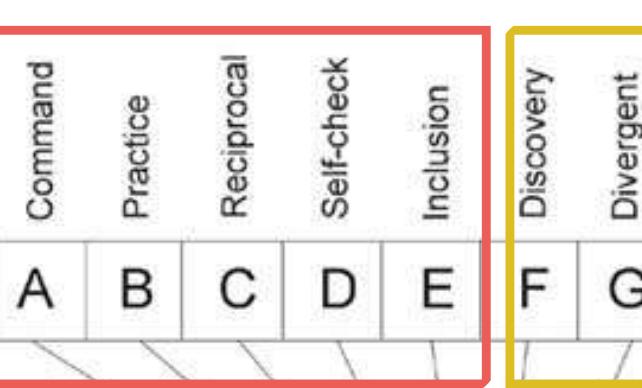
- Establish routines
- Give one instruction at a time
- Short instruction/limited info
- Give extra time for processing info
- Closed / Open-ended questions
- Ask to repeat the instruction back
- START with learning objectives / END asking key questions



## Spectrum of Styles: each style is of equal importance

Use more these when teaching PE through CLIL

### Reproductive Styles



### Student centred



### Productive Styles

Phases of Decision-Making

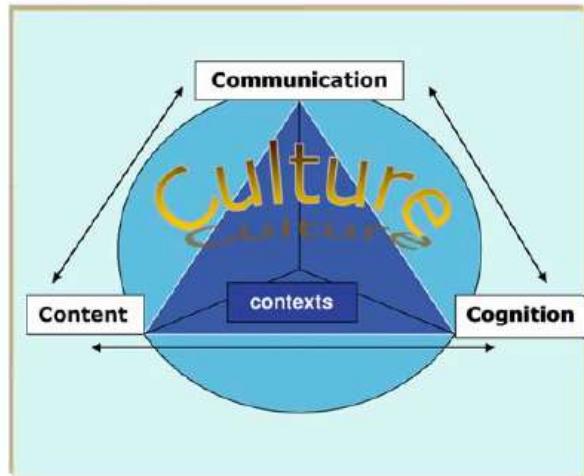
Planning  
Execution  
Evaluation

Range of Decision-Making by Teacher and Student

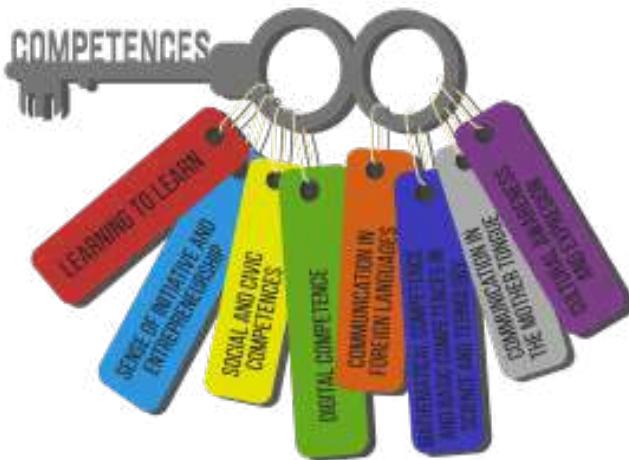
Teacher-Max ----- Min

Student-Min ----- Max

# The CLIL PE lesson

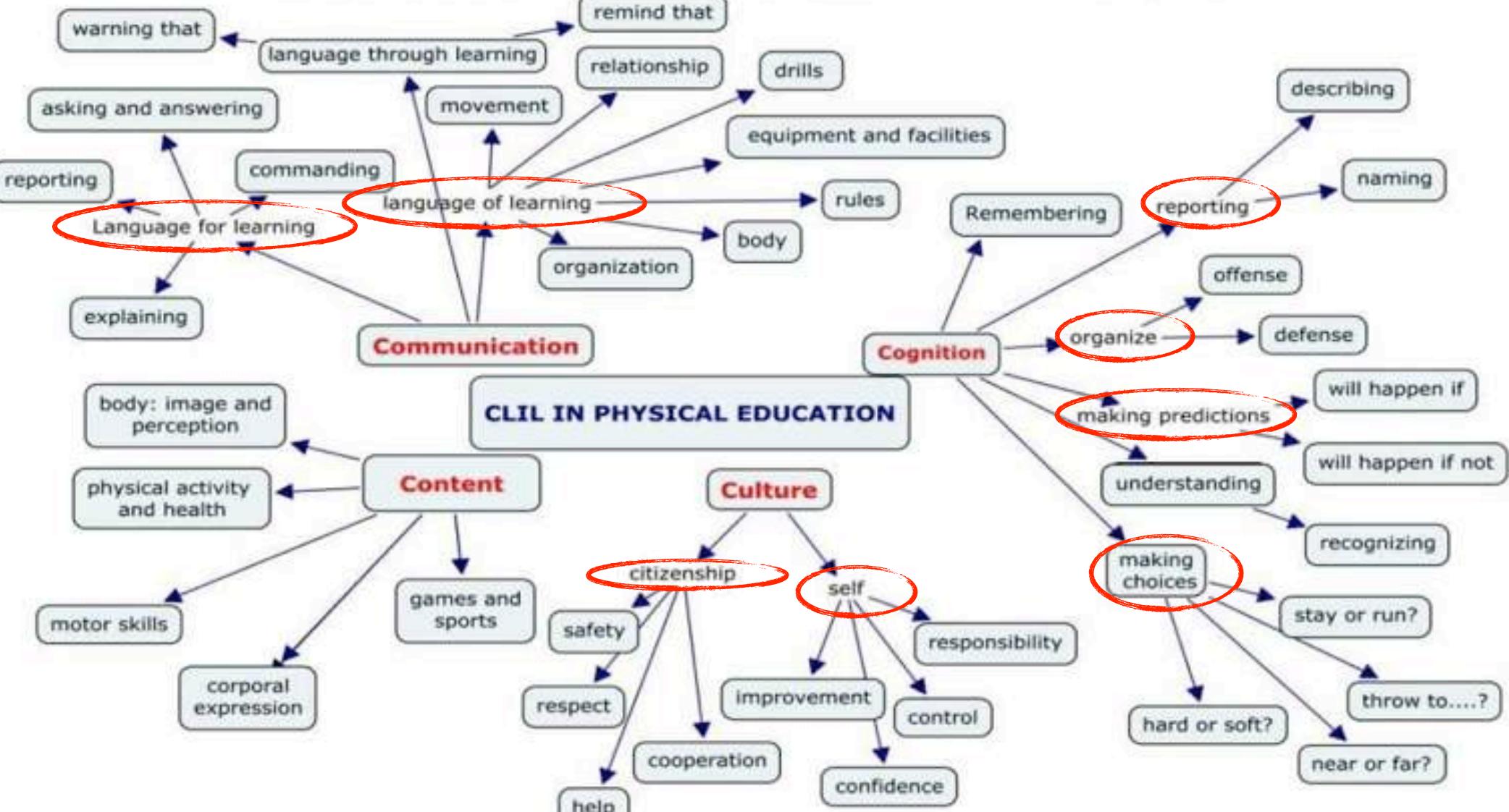


The 4Cs framework for CLIL (Coyle, 2005).



UNIT PLAN: PE in CLIL			
<b>TITLE OF UNIT:</b> BASKETBALL		<b>NUMBER OF LESSONS:</b> 5	<b>TS:</b> Reproductive (Command and Reciprocal)
<b>EQUIPMENT:</b> Basketball balls, bibs, cones and flashcards.		<b>FACILITIES:</b> Court and playground.	
<b>AIM OF THE UNIT:</b> To know the basic basketball techniques and be able to do and teach them.			
<b>CONTRIBUTION TO KEY COMPETENCES:</b>			
<b>COMMUNICATIVE:</b> Students can interpret, understand and explain commands and explanations related to basketball techniques (chest pass, basketball pass, overhead pass, dribbling, lay up and shooting )		<b>LEARNING TO LEARN:</b> Students can gain, process and assimilate new knowledge skills and associate with the previous ones. Students can collaborate to reach a common goal, assess his/herself as well as his/her partners learning.	
<b>TEACHING OBJECTIVES:</b> To understand the basketball rules. To understand the basic basketball techniques. To practice the basic basketball techniques in analytic and global situations.			
<b>LEARNING OUTCOMES:</b>	<b>Know</b>  The basic basketball vocabulary related to rules and techniques. How to correct mistakes related to basketball techniques. The basic basketball skills and rules.	<b>Be able to</b>  Demonstrate competence in basketball skills (dribbling, passing and shooting) in analytic and global game situations. Explain simple instructions to practise basketball skills. Describe different basketball skills. Self-assess and assess their partners by using different instruments. Implement the instructions of his/her teacher or his/her classmate.	<b>Be aware of</b>  Safety rules. The importance of respecting the rules, fair play. The own level of skills.
<b>LESSONS:</b>			
<b>Lesson 1:</b> Basketball: pass (bounce pass and chest pass) <b>Lesson 2:</b> Basketball: dribbling and rules <b>Lesson 3:</b> Basketball: throw <b>Lesson 4:</b> Basketball games <b>Lesson 5:</b> Basketball: evaluation			
<b>4 Cs FRAMEWORK</b>			
<b>CONTENT</b>	Realization of basic technical gestures and identification of regulatory elements of the proposed activities. Participation in games and activities directed to the learning of the basic technical and regulatory foundations of the proposed activities. Respect for and acceptance of the rules and regulations.		
	<b>Language of</b> Vocabulary	<b>Language for</b> Structures and grammar	<b>Language through</b> Functions: It will depend on the Responding to need of the teacher questions. New settings could Commanding. Explaining different skills. Asking & could require more answering. Correcting. Describing skills. Giving opinions. Comparing.
<b>COMMUNICATION</b>	Shoot, bounce pass, chest pass, overhead pass, dribbling, basket, ball, free throw, foul, referee, lay out, travelling, illegal dribbling, double dribbling, shot, score, change hands...	She/he is ready to ... Her/his eyes are focused on ... She/he has finished ... Her/his His/her I think that ... / It can be a ... The ball must... Your feet must face... A difference between... A similarity between... Keep your back straight Push the ball towards the ground. Shift weight onto forward foot. Wrists outwards	
	<b>BICS</b>		
<b>CALPS</b>			
<b>Lots</b> <b>COGNITION:</b> Identify, distinguish, follow, interpret, dramatize, recognize, reproduce...			
<b>Hots</b> <b>CULTURE / CITIZENSHIP</b> The importance of perseverance to achieve personal goals. The importance of the assumption of individual responsibility in a collective activity			

Components d'un programa AICLE en educació física a partir de les 4Cs Framework (Coyle 2006)



Coral 2010

# Parts of a PE lesson

(Rose, 2017)

WARM UP

MAIN LESSON

COOL DOWN

- Check what they know. Tell objectives.
- **Tell Keywords** to understand main activities.
- Starter activity aligned to main part.
- Main content
- Feedback
- Opportunities for assessment
- Stretching
- **Plenary. Questions**

These part are even more important in PE through CLIL

Design stickers or big posters  
for the classroom with the  
main action verbs,  
prepositions or instructions

liedown  
stretchout  
**move**  
**pass**  
lineup fallover hop **hit** grab **push** **listen** skip  
**jump** **stand** **follow**  
turn **go** spreadout  
switch wriggle  
run raise  
**look**  
throw catch  
**bounce** kick  
change pull  
sitdown

behind  
between  
in front of  
in out  
over under  
up down opposite

move your hands forward

stand on the green line

one at a time

ready steady go

keep your balance

make a circle

come back

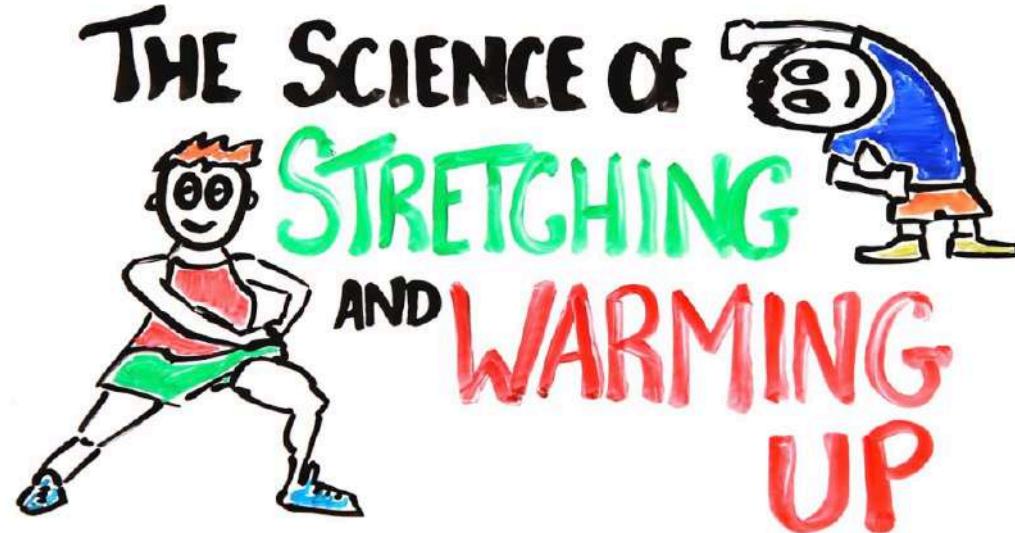
join up in groups of four

time's up

go and get cleanup

run around the playground

# Key vocab and concepts of each unit



[https://www.youtube.com/watch?v=XeEloGMldyc&source\\_ve\\_path=Mjg2NjY&feature=emb\\_logo](https://www.youtube.com/watch?v=XeEloGMldyc&source_ve_path=Mjg2NjY&feature=emb_logo)

Now, fill in the right box (in some cases you need to select both)

Increase your body temperature	Improve flexibility	Get more O <sub>2</sub> for your muscles	Decrease Muscle strength	Prevent injuries
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stretching is useful for...				
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warming up is useful for...				



Speaking and listening - Elementary to Intermediate

## Let's talk about **SPORT**



### Conversation cards

What's your favourite sport?  
How often do you play it?

How many hours of sports do (did) you have in school?  
Is (was) this enough?

Which sports have you played? Which one did you enjoy most?

Which sport would you like to try?  
Explain why.

Which sports do you think are dangerous?  
What can happen?

Is there a sports centre near your home?  
How often do you go there?

Playing sports or computer games? Which do you prefer? Why?

Which sports are popular in your country?  
Talk about them.

Do you prefer playing or watching sports?  
Explain.

Have you ever been to a sports match?  
Talk about it.

Have you ever won an award or medal in a sports competition?  
Talk about it.

Name 3 sports played with a ball.  
Explain the rules for one.

Do you prefer individual or team sports?  
Explain why.

Who's your favourite sports personality?  
Why?

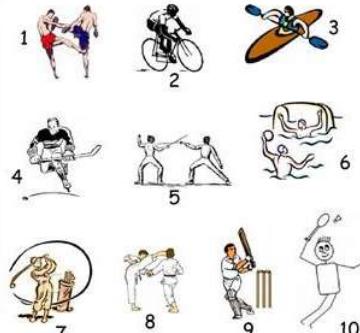
Name 3 winter sports.  
Have you tried any?

Do you think famous sports players are overpaid?  
Explain.

Which sports is your country good at? Name the most famous players.

Name 3 team sports and 3 individual sports.  
Explain the rules for one.

Match
badminton
canoeing
cricket
cycling
fencing
golf
ice hockey
taekwondo
Thai boxing
water polo

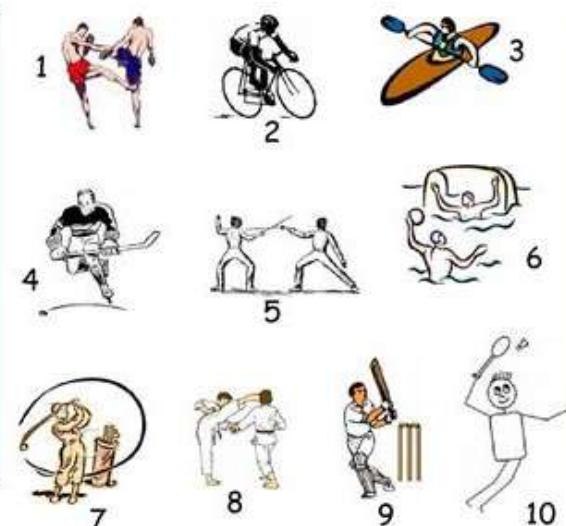


Do, play or go?
aerobics
basketball
football
judo
running
skiing
swimming
tennis

Work in groups.  
Can you guess the rules?

iSLCollective.com

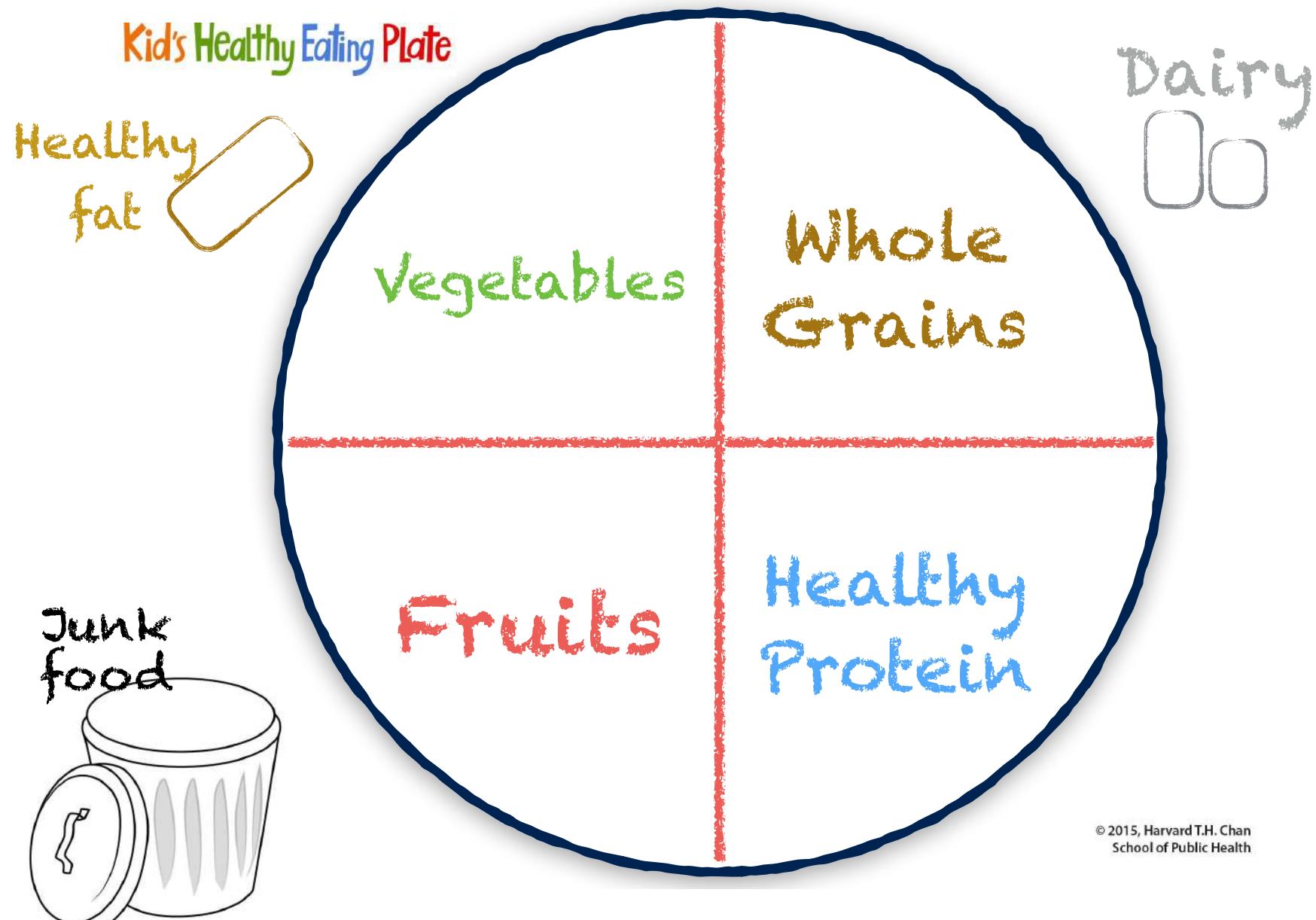
# Sports Vocab



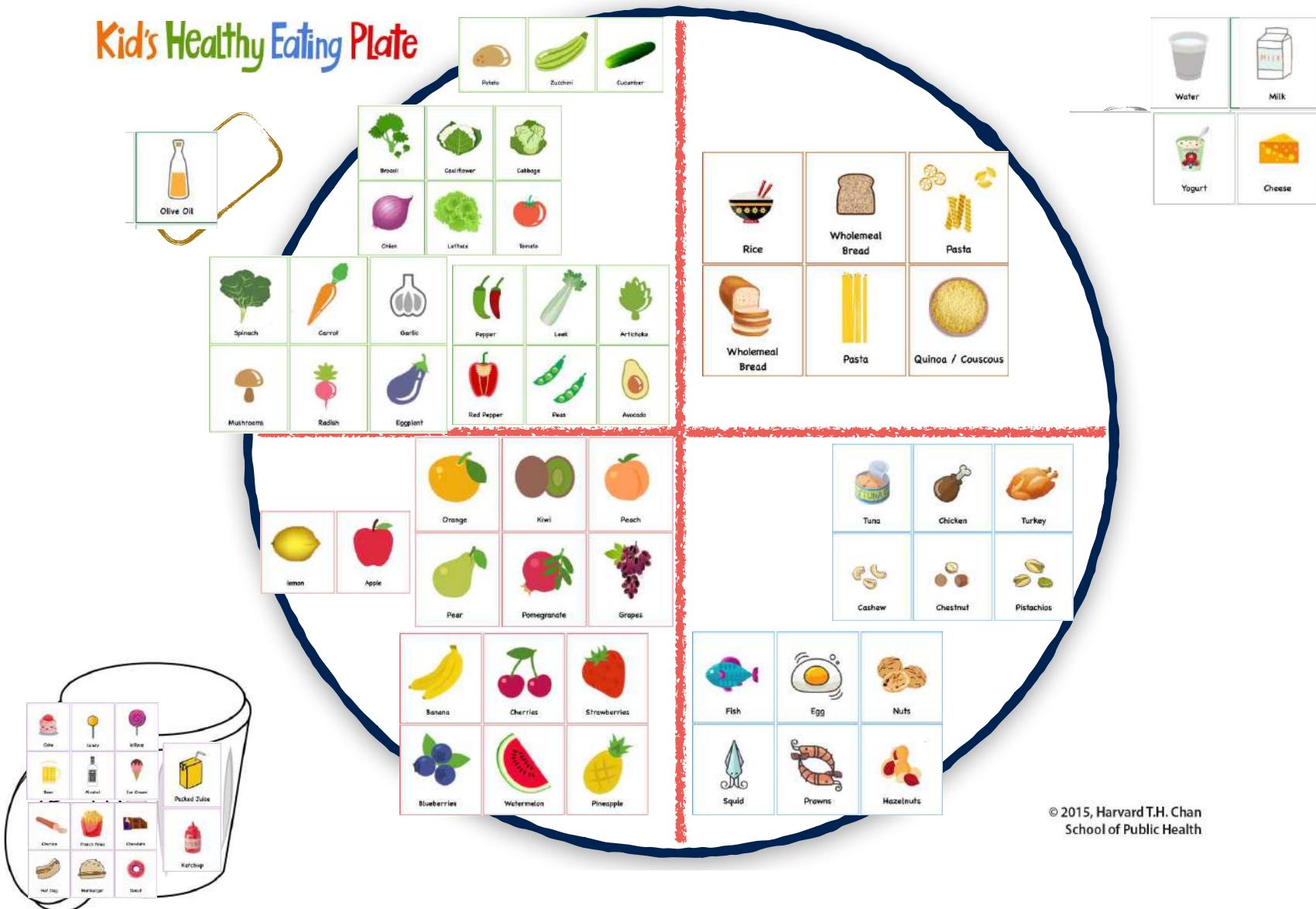
Do, play or go?
aerobics
basketball
football
judo
running
skiing
swimming
tennis

Work in groups.  
Can you guess the rules?

iSLCollective.com



[https://miefblog.files.wordpress.com/2020/11/plato-harvard-material-juegos\\_compressed.pdf](https://miefblog.files.wordpress.com/2020/11/plato-harvard-material-juegos_compressed.pdf)



## Activity for teachers outside

**ACTIVITY: FOOD GROUPS TRACK**

**Kids Healthy Eating Plate**

Different chunks of paper with food information have been distributed in the school playground. You will play in pairs. Each pair of students will have a school map, a worksheet, a pencil and a QR stopwatch card.

Follow the instructions:

- 1) Teacher will kick off the stopwatch and you will start running.
- 2) Look at the map and seek the highlighted points.
- 3) When you find a paper with food information, look at the food group and answer that question.
- 4) You also have to write down the letters to decode the secret sentence.
- 5) Rush up! Time is running

**QUESTIONS:**

- 1) Do Potatoes and French fries count as vegetables? Why?
- 2) What is the best way to eat fruit? Circle the right answer:  
A) Fruit juice      B) Whole or sliced fruit
- 3) Match the food with HIGH or LOW blood sugar impact:
- 4) Circle the healthy protein
- 5) What kind of fat should you choose?
- 6) Write 3 types of dairy products
- 7) Cross out the sugary drinks:
- 8) For how long should we do physical activity every day? Circle the right one:  
10 minutes      3 hours      +1h

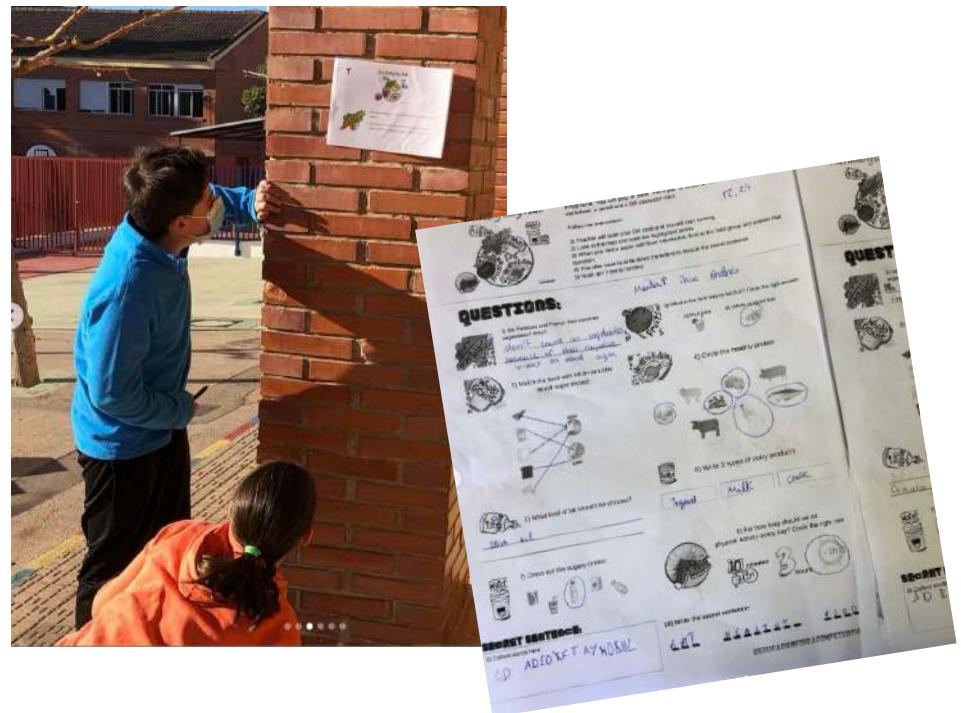
**SECRET SENTENCE:**

9) Collect words here:

10) Write the secret sentence:  
- - - - -   
@EDUCACIONFISICACOMPETENCIAL

## COMPETITION:

- 1) Find the signs and answer the questions
- 2) Collect letters to make the secret sentence
- 3) Run. The QR stopwatch do not stop until you finish



[https://miefblog.files.wordpress.com/2020/12/pista-de-rastreo-con-healthy-eating-plate\\_compressed.pdf](https://miefblog.files.wordpress.com/2020/12/pista-de-rastreo-con-healthy-eating-plate_compressed.pdf)

# APPS USE TO PROMOTE MOTIVATION

# SMART PURCHASE

Place here your food cards:



# YUKA app



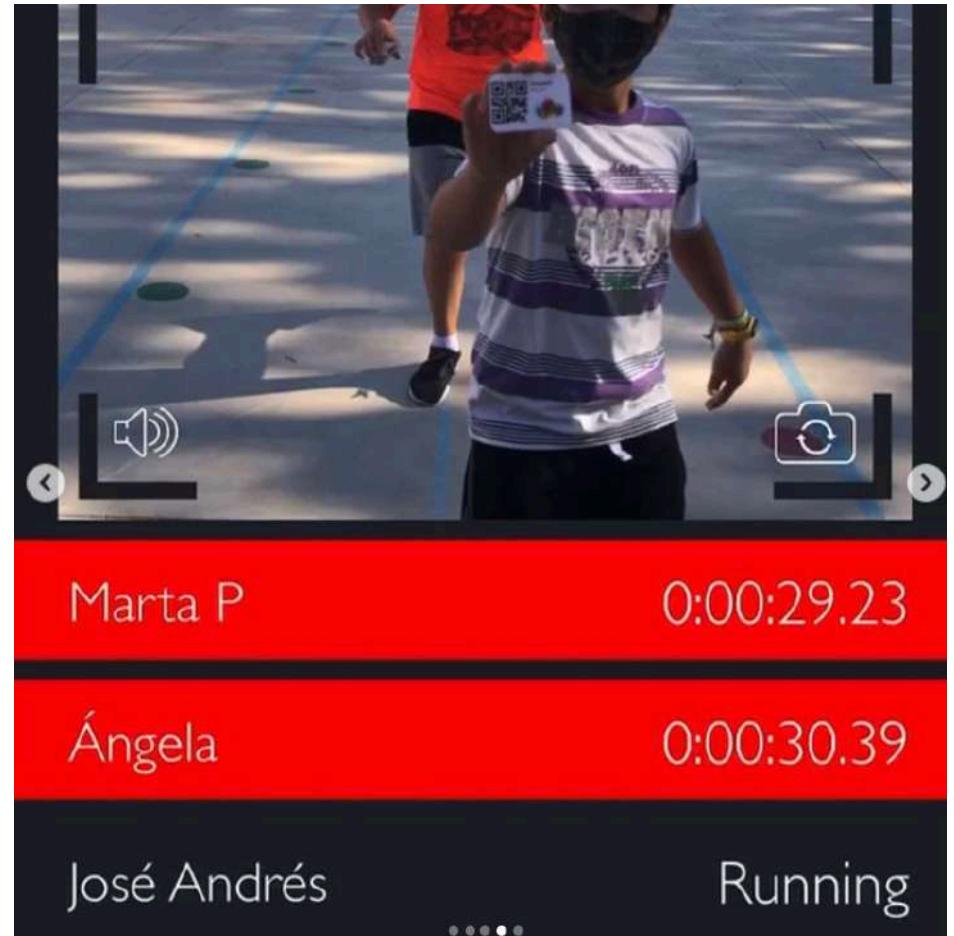
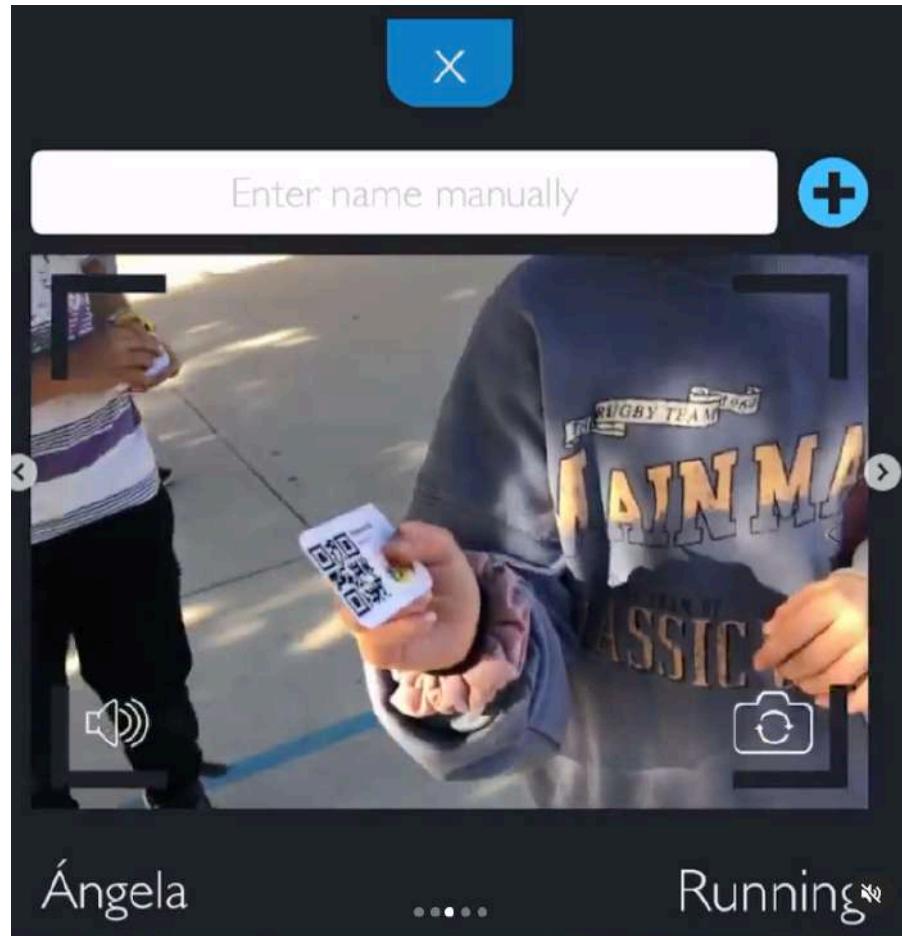
[https://miefblog.files.wordpress.com/2023/01/food-detectives-cod-barras\\_compressed-1.pdf](https://miefblog.files.wordpress.com/2023/01/food-detectives-cod-barras_compressed-1.pdf)



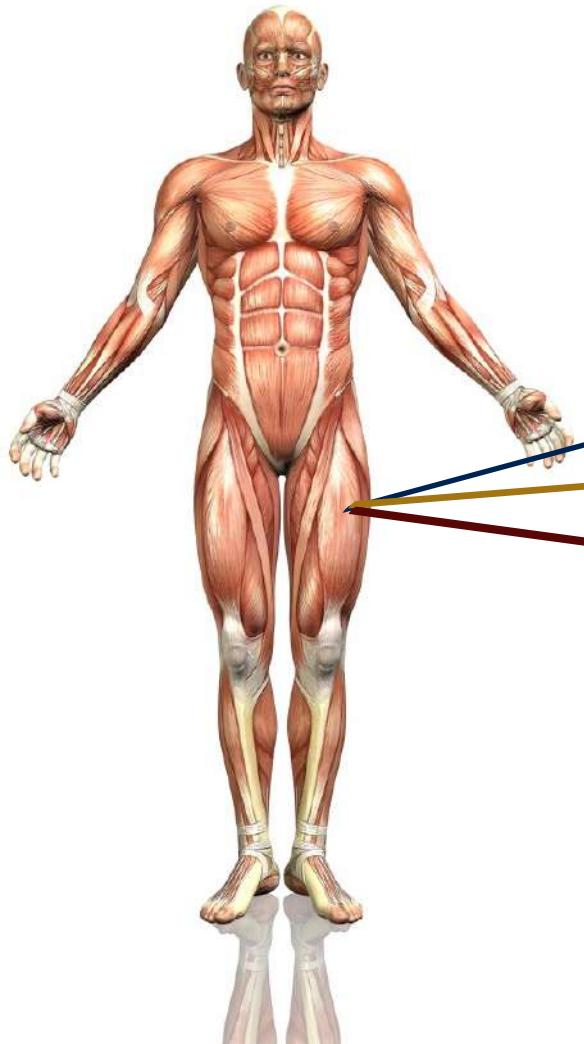
App/Web



QR Stopwatch



# Cross-curricular approach



- What muscle is it?
- What is the function?
- How do you stretch it?
- How do you strengthen it?

## ANATOMY AND FITNESS

*Learning about functional muscles in our body*

**FUNCTION**  
**STRENGTHENING**  
**STRETCHING**



## ANATOMY AND FITNESS

*Today we learn...*

### ABDOMINALS

*Función*

STABILISE and FLEX the torso (body straight). They protect and maintain the organs in place.

*Useful for...*

Body posture

Lift weight

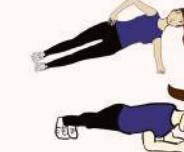
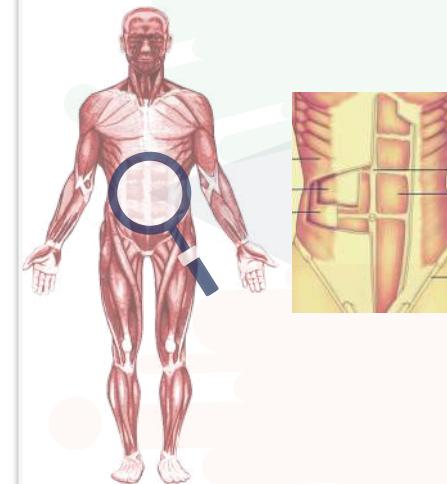
Breathe (exhalation)

**Strength**

By doing isometric exercises.  
For example, plank exercises.

**Stretch**

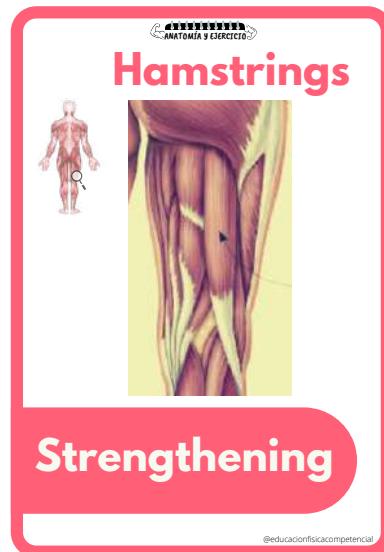
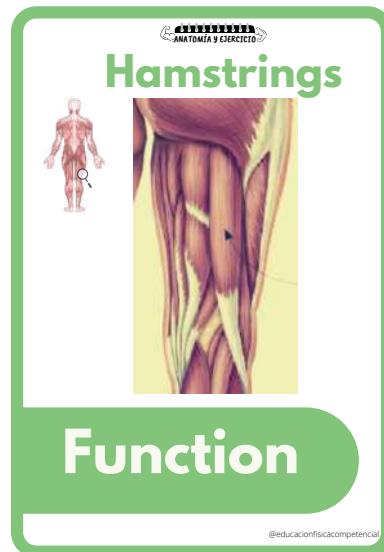
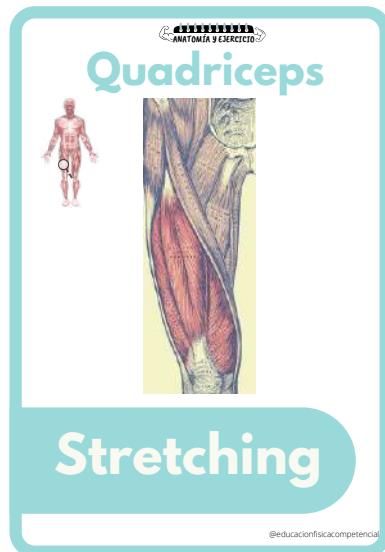
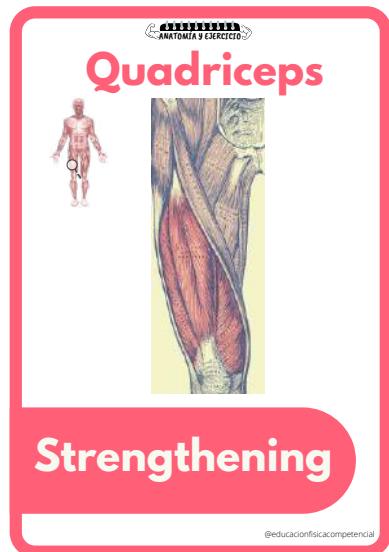
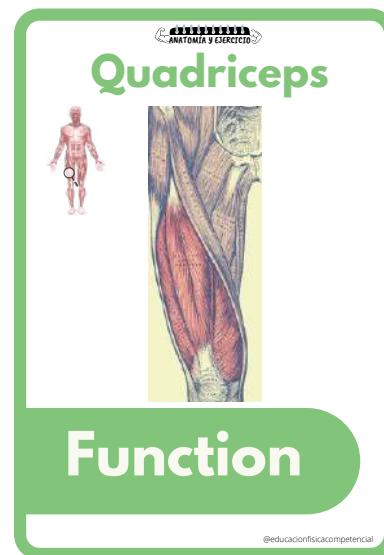
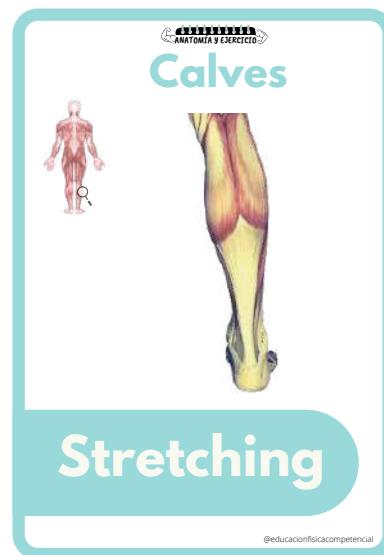
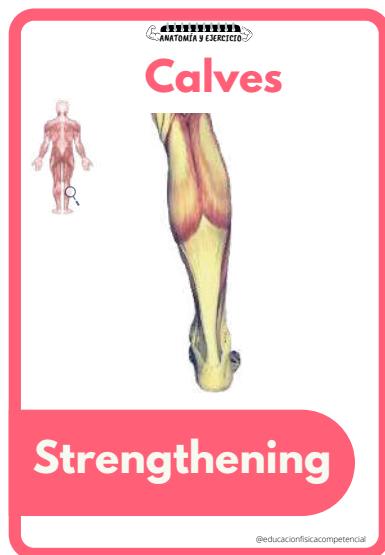
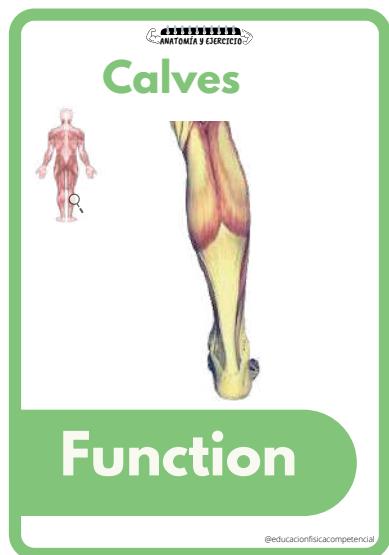
Extend the torso by putting up the arms.  
Extend laterally the arm with a light tilt.



@educacionfisicacompetencial  
www.efcompetencial.com

<https://miefblog.files.wordpress.com/2021/10/anatomy-and-fitness-in-english.pdf>

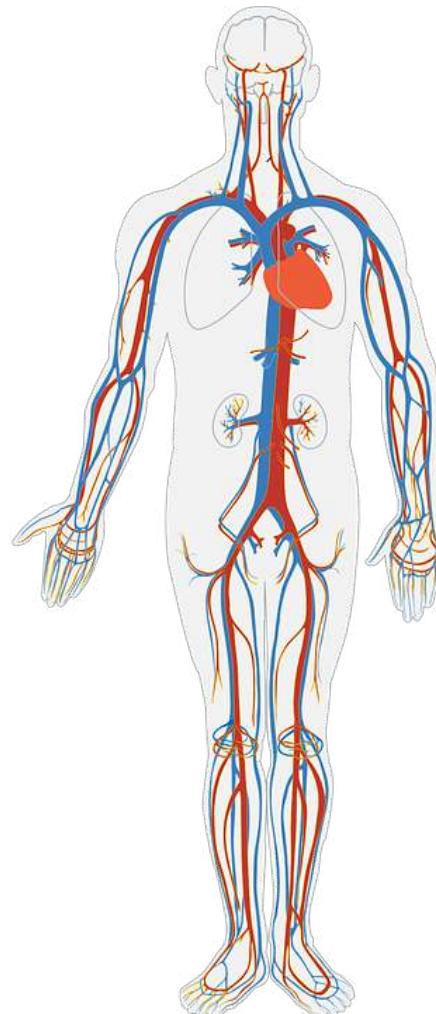
# Anatomy and health



[https://miefblog.files.wordpress.com/2021/10/anatomy-cards\\_compressed.pdf](https://miefblog.files.wordpress.com/2021/10/anatomy-cards_compressed.pdf)

## Heart and aerobic exercise

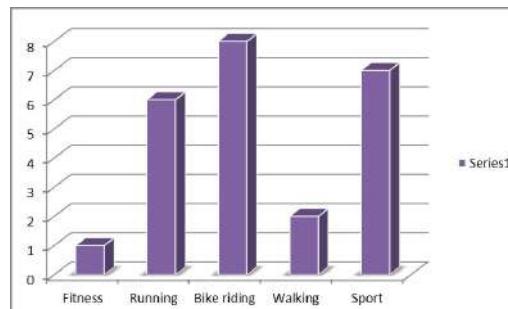
### What happen when we EXERCISE?



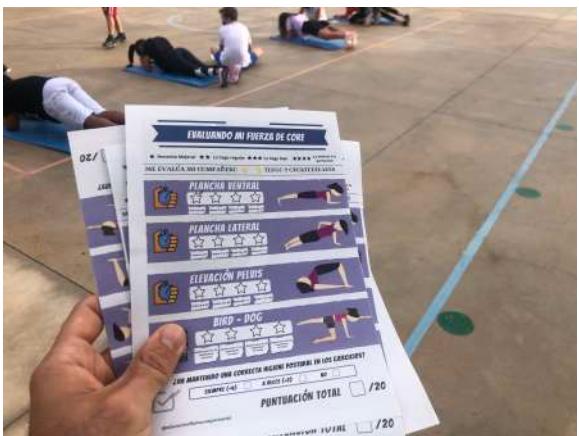
...make predictions about the changes of our body

#### What is happening to...?

- Heart ...beats faster
- Breathing ...more
- Muscles ...get tired
- Colour ...go red
- Temperature ...gets hotter



# Worksheets creation



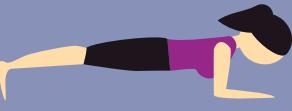
Nombre \_\_\_\_\_

## ASSESSING MY CORE STRENGTH

★ Need to improve ★★ Fair ★★★ Advanced ★★★★ Proficient

MY PARTNER ASSESS ME  BEST MARK OUT OF 2 ATTEMPTS

**PLANK**



Between 10 and 20° Between 21 and 30° Between 31 and 45° Between 46 and 1°

**LATERAL PLANK**



Between 5 and 10° Between 11 and 15° Between 16 and 30° Between 31° and 1°

**PELVIC LIFT**



Between 20 and 30° Between 31 and 45° Between 46° and 1° Between 1° and 120°

**BIRD - DOG**



From 5 to 10 reps From 11 to 15 reps From 16 to 25 reps From 26 to 40 reps

HAS YOUR CLASSMATE GOT A CORRECT POSTURE DURING EXERCISES?

ALWAYS (4)  SOMETIMES (2)  NO

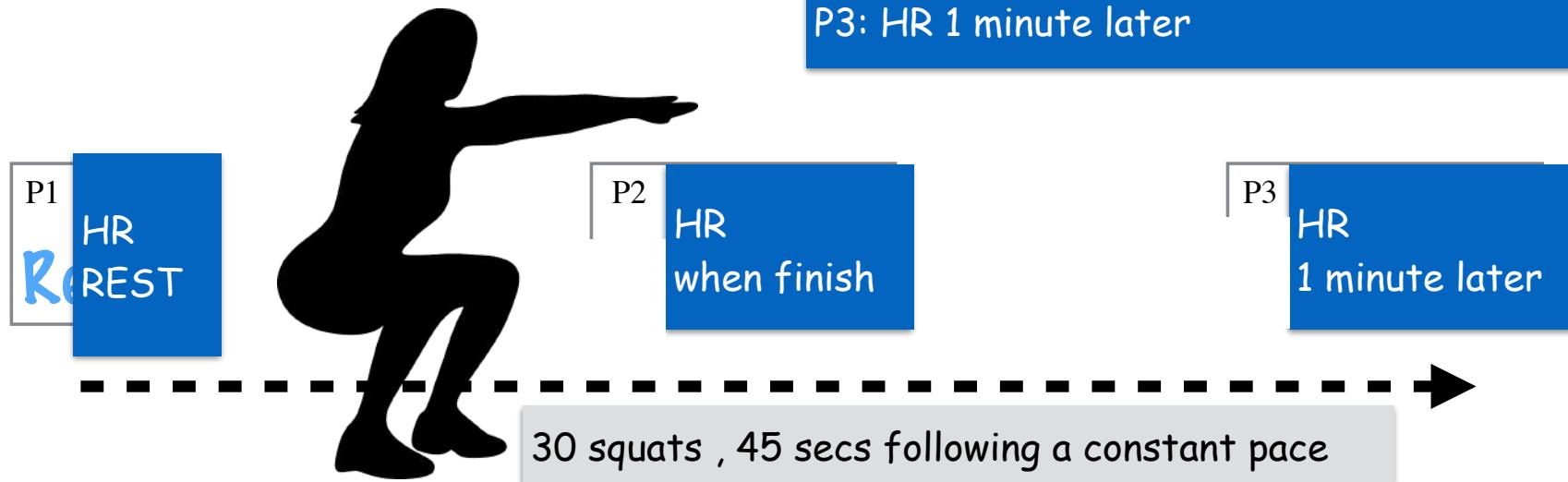
**TOTAL SCORE**  /20

@educacionfisicacompetencial



<https://miefblog.files.wordpress.com/2023/10/core-assesment.pdf>

# RUFFIER-DICKSON TEST



INDICE DE RUFFIER DICKSON:  $[(P_2 - 70) + (P_3 - P_1)] / 10$

<u>Valoración resultados:</u>	
0 y 2=	Excellent
2.1 y 5=	Well done
5.1 y 8=	Average
8.1 y 12=	below Average
12.1 y 18=	Low fitness
More than... 18.1=	Very low fitness

# TO SUM UP...

CLIL involves a more theoretical approach that's why linking PE with other subjects (eg. Natural Sciences) would be desireable.

Quality teaching design should include:

- Lesson plans thinking about the 4Cs
- The design of worksheets.
- Key unit vocab for students.
- The use of ICT to promote motivation
- Follow-up activities in a virtual class (eg. Google Classroom).

# MY PE THROUGH CLIL APPROACH



PhD. Juanjo Perez Soto



@educacionfisicacompetencial



@\_profejuanjo