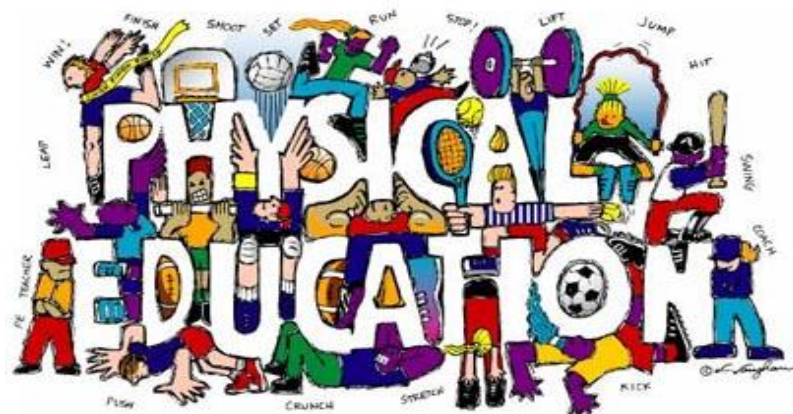




Generalitat de Catalunya
Departament d'Ensenyament

GEP'S PRACTICES



MARISTES MONTSERRAT LLEIDA

Martí Allepuz Farré

Generació Plurilingüe (GEP)

Year 1

2018-2019

Plantilla creada pel grup de formadores del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019





TASK 1

| | |
|--|--|
| GEP 1 | Task 1 : Input & Cooperative /Collaborative learning in CLIL |
| Title of the lesson or topic | Move yourself through the space |
| Course / year / age | 2 nd grade Primary (7 -8 years) |
| Timing | Two sessions, one hour per session. (Wednesday at 11:30 and Thursday at 9:00) |
| Collaboration with | |
| Short description of the session/s | During the sessions, students are going to “work” many P.E. contents, but in these two sessions, we are focusing in basic motor skills particularly (ways of displacement). And of course, we’ll use different types of INPUT using the English language. |
| <p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. <i>type of input,</i> 2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students’ involvement</i> 3. <i>dynamic instructions with collaborative and cooperative activities,</i> 4. <i>materials used.</i> | |
| S E | <p>Activity 1</p> <p>Puzzle’s relief: The teacher will explain the activity in the “fishbowl” room in order to capture the student’s attention and to avoid the</p> |



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pavilion's noises. The teacher will explain the activity using a white board and a marker (**spoken and visual input**) and they will make an example (**hands-on input**) in order to ensure the students understand the exercise.

Activity: 4 groups, each group will have a disordered puzzle (about a picture of a feeling) on the floor and one circuit where they have to move using different ways of displacement (running, jumping, slithering...). They will have to take piece by piece, do the circuit and hang the pieces at the wall.

At the end of the activity, per groups they will have to explain about their puzzle picture. Therefore, before explaining it to the rest of the class, they will have to prepare it in small groups. The teacher will give them the words of all the feelings in the pictures and examples of structured sentences (as language support).* The teacher will also make them questions that encourage them to think and speak.

Material: Puzzle's pieces, blu-tack, cones, sportive fences, sticks and mats.

* all the words and sentences are pasted below, in annexes part (1)

Activity 2

Guide the blind

The teacher will prepare big flashcards with the following sentences: Go straight on, Turn right, Turn left, Get down and Get up. It will be hanging at the wall, and before the beginning of the activity, they will make a review in order to ensure that the students learn them. (**Spoken and visual input**).

Activity: the teacher will prepare a circuit using different material where the students in pairs (using the stand up, hand up, pair up technique) will have to move. In each pair, one student will have the eyes covered using a mask as if were blind, the other will guide the first using the sentences in the flashcards (to make it easier de student who can see will go after the "blind" and grabbing it from the shoulders). At the end of the activity the teacher will make good questions about how they felt (they can use the same words in activity one to recap them)

Material: Flashcards, Blind Masks, cones, sportive fences, sticks and mats.

*the flashcards are pasted below, in annexes part (2)



| | | |
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| S E S S I O N 2 | Activity 3 | <p>I know all the material</p> <p>The teacher will prepare a recap about all the P.E. material in English using the *Opinion Stage ICT tool. In this case, the input will be the teacher's explanation of the activity and also the images they will see on the screen (spoken and visual input) Furthermore there will be Hands-On input if the students are able to answer the questions in a computer. In our case, there is only one computer in the room so we will share it.</p> <p>Activity: Using the projector all the material will be projected and the students will guess the name in English.</p> <p>Material: A projector, pictures of all the material used in P.E. sessions, a white wall or screen</p> <p>*I have been looking for a ICT tool to make a recap about the material and I found "Opinion Stage". I will paste the link in ANNEXES.(3)</p> |
| | Activity 4 | <p>The slept vampire</p> <p>The teacher will explain the activity orally but using a white board and a marker (spoken-visual input)</p> <p>Activity: All the students will make a ring. One of them will be the "vampire" and will be in the middle, on a mat, trying to simulate it is sleeping. All the students will ask the teacher about the time (they have been learning the time in English during their English lessons) "What time is it?" and the teacher will say a time randomly. When the teacher says: <i>It's twelve o'clock!</i> The sleeping vampire will wake up and run after the students. When the vampire catches a child, he/she will join the vampire on the mat. As a result, there will be more vampires each time. The game finishes when there is only one no-vampire student.</p> <p>Material: a mat.</p> |
| | Activity 5 | <p>Clay Sculptor (Back to the calm activity)</p> <p>The teacher will explain the activity using an example whit one of the pupils, so the input is going to be oral-visual (and hands-on for one of them)</p> <p>Activity: In pairs, one is going to be the sculptor and the other is going to be a clay block. The sculpture will mold and give shape to the clay block (their partner's body). The children will be asked to do their best masterpieces. After few minutes, they will change the roles. To encourage the pupils to use the English language they will be asked to say the name of the body part they are modeling.</p> <p>Material: none // ambient music.</p> |
| In terms of academic | | During the two sessions the P.E., there are many Physical content we are working at looking at the curriculum: |



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| content, what are the students learning and what are they learning to do? | <p>Scroll, jump, rotate, throw, receive and handle objects differently, varying body positions. Orientation in space in relation to oneself and to others using the basic topological notions. Synchronize body movements in the face of auditory or visual stimuli through simple rhythmic structures. (specially in guide the blind activity). Participate and enjoy the games by adjusting their own performance, in terms of motive aspects and relationship with their classmates. Collaborate actively in the development of collective games, showing respect and responsibility.</p> <p>However, especially we are focusing in the different ways of displacement.</p> |
| In terms of language, what are the students practicing or learning to do? | <p>In terms of language, during the P.E. sessions we are focusing in Oral Dimension. The teacher is explaining the activities in English and students are also asked to speak in English. Although the children do not know much English due to the age (they are in 2nd grade), the activities are intended for use it and practice it. They are going to use and practice the following vocabulary: body parts, telling the time (they are learning about it in English subject lessons), adjectives (feelings), giving directions (turn left/right...), among others.</p> |
| In what way is this lesson plan a good example of what we learnt in the GEP course session? | <p>The activities are very varied (circuits, active, back to calm, to be sited, etc.) Different types of input for the students are used in each activity. Apart from the P.E. contents there are also speaking activities in order to focus in English language. We are going hand in hand with English subject (because they are learning about the time and we are using it in our session).</p> |
| Other important information | |



(1) Feelings pictures and helpful sentences to speak in english **puzzle's relief** activity.



Our picture is about feeling

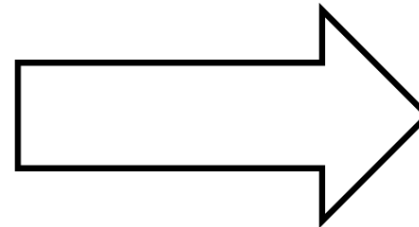
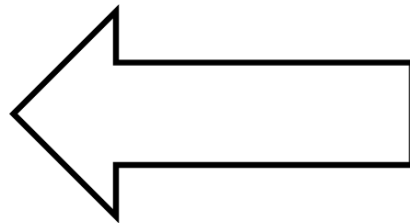
We feel when we.....

We like our feeling

We don't like our feeling, we prefer feeling

ANNEXES (materials,
handout, pictures... if
not possible to include in
the activity section.)

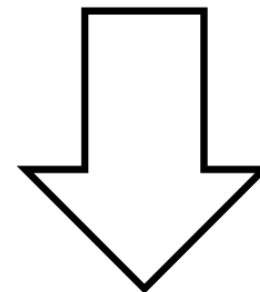
(2) Flashcards, activity: **Guide the blind**



TURN LEFT **TURN RIGHT**

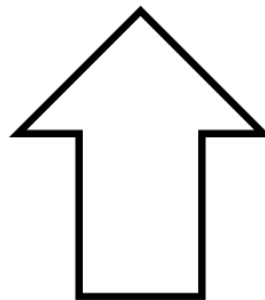


GO STRIGHT ON GET DOWN













GET UP



(3) Link to the quiz I have created to practice the P.E. material in English:
<https://www.opinionstage.com/mart%C3%ADallepuz/phisical-education-material>





Self assessment Checklist



| Task 1 : Input & Cooperative /Collaborative learning in CLIL | YES/NO |
|--|---|
| 1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...) |  |
| 2. The input presented is used to help learners understand ideas and construct meaning |  |
| 3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language. |  |
| 4. Students are helped in some way to understand , i.e. input is made comprehensible |  |
| 5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning. |  |
| 6. The input and activities presented cater to multiple intelligences |  |
| 7. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create... |  |
| 8. A variety of collaborative learning strategies are used throughout the session. |  |



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| 9. At least one of the activities presented requires cooperation among students. |  |
| 10. Students are explicitly taught how to work in groups (or pairs). |  |
| 11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided. |  |
| 12. At least one ICT tool is used to promote digital collaborative learning . |  |



TASK 2

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| GEP 1 | Task 2: Reading, writing and Assessment in CLIL |
| Title of the lesson or topic | Guess the athlete's biography |
| Author | Martí Allepuz Farré |
| Course / year / age | 5th/6th Primary |
| Number of sessions | 2-hour session. In February 2019 |
| Collaboration with... | |
| Main objectives of the sessions | <p>As a CLIL activity, in the session we will combine language and content objectives. In this case, the session is a Physical Education session and the contents will be:</p> <ul style="list-style-type: none">- Throwing and catching mobile objects- Different types of jumping- Partnership collaboration and cooperation. <p>While the English languages contents will be:</p> <ul style="list-style-type: none">- <u>Speaking</u> (firstly explaining their previous knowledge, then discussing with their group-mates about the information they receive and trying to complete the task, always in a cooperative way, and finally sharing their work and their opinions with the other groups). The teacher will always guide them in the speaking tasks.- <u>Reading</u> (the biography text and all the clues and the keywords they will receive during the activity).- <u>Writing</u> (Writing in the biography trying to complete the text with the correct words in the gaps). |



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| Short description of the sessions | During this 2-hour session the students will be provided with a piece of paper with the biography of a famous local athlete with many missing words. Firstly, we will talk about what they know about the athlete (previous knowledge). Then, they will play a “Gincama” doing different activities/tasks where they will get hints and clues to complete the blanks in the biography. At the end, we will put the work in common and check the results. |
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| <p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"> 1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i> 2. <i>type of support,</i> 3. <i>readings and writings planned,</i> 4. <i>assessment tools</i> 5. <i>materials used</i> | | Timing | |
| S E S S I O N 1 | Activity 1 | <p>Meet the athlete. Previous Knowledge activity:</p> <p>The activity is going to take place in the fish-bowl room, by the School’s pavilion, in order to capture the student’s attention and to avoid the pavilion’s noises. The teacher will project a picture of Marc Màrquez, without saying his name, just the photo of him. Students will say all they know about the famous local athlete, previous knowledge, and we will write it on the screen using the Answer Garden tool as a Brainstorming activity. Support: The teacher will guide them asking questions as “do you know his name?” “Do you know where is he from?” “He is the best doing what?”...</p> <p>Later, the teacher will project the biography of the famous local athlete but with many blanks (missing words). And the students will read it.</p> <p>In groups of 6 students they will be asked to take part of a “Gymkhana” where they will win hints and clues that should be kept completing the blanks in the biography at the end of the game.</p> <p>Language contents: <u>Speaking</u> about their previous knowledge about the athlete and also doing the brainstorming activity. <u>Writing</u> words and short sentences in the Answer Garden online tool and <u>reading</u> the biography text and also the words and sentences written at the screen.</p> | 20 minute s |





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| | <p>Material: Projector with internet access, answer Garden online tool, pieces of paper whit the athlete's biography.</p> | |
| Activity 2 | <p>1st Task: Agility circuit and accuracy shoot.</p> <p>As mentioned above students will "work" in groups of 6, so there will be 4 groups. Each group will have the same circuit to complete.</p> <p>Circuit: by way of "relay race", the students will make a zigzag overcoming cones, holding a handball ball in their hands. Then they will pass under a fence and over a vaulting-box (jumping) and finally they will throw the ball trying to knock down various bowling pins After the chance, they will pass the ball to the next player.</p> <p>Support: One student will perform the exercise as an example, with the teacher's instructions as guidance.</p> <p>Once all the players have completed the circuit we will count the bowling pins they will have broken down and they will receive a picture per bowling broken down. Each picture will correspond to a blank in the athlete's biography, and behind the picture there will be a number.</p> <p>Language contents: <u>Speaking</u>; in groups they will try to decipher the words in each picture and where it fits best in the biography.</p> <p>Material: Cones, handball balls, bowling pins and the pictures to complete the blanks in the biography.</p> | 20 minute s |
| Activity 3 | <p>2nd Task: Let's Jump!</p> <p>Each group of 6 will have three wooden benches, three fences and three hoops in front of them. They will have to jump all the obstacles in different ways of jump; they will be able to jump the benches freely, but they must jump over the fences spinning around and in the hoops with both feet together.</p> | 20 minute s |



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| | | <p>When the Student has completed the round the next Student will be able to start. The first group to finish will receive 8 numbers, the second group will receive 6 numbers, third group 4 numbers whereas the last group will receive 2 numbers.</p> <p>The numbers will correspond to the blanks in the biography and will be the same that appear in the back of the pictures in activity 1, with the objective of match he pictures with the blanks.</p> <p>Language contents: <u>Speaking</u>; trying to match the numbers given in this activity with the pictures they have received in the 1st task, and then matching them with the gaps in the biography text. Students will always be asked to speak in English (the teacher will guide and help them in their speaking tasks).</p> <p>Material: Wooden benches, hoops, fences and the biography whit the numbers in the blanks.</p> | |
| S E S S I O N 2 | Activity 4 | <p>3rd Task: Get in order on the bench In this activity each group will be asked to get on a bench. Once they are on it, the teacher will order them to sort themselves by:</p> <ul style="list-style-type: none">• The age: the youngest in one side and the oldest in the other.• The high: the tallest in one side and the shortest in the other. <p>But the rule will be that they won't be able to step on the ground. So they will have to cooperate in groups. Finally they will be asked to pass a "hoop" from one side of the bench to the other, passing themselves inside the hoop.</p> <p>Support: One student will perform the exercise as an example, with the teacher's instructions as guidance.</p> <p>At the end of the activity, if they have pass the tests they will get three "key words" to put in the blanks in the biography.</p> <p>Language contents: <u>Speaking</u>; discussing with their group-mates about the key words and where them fit best in the biography gaps. <u>Reading</u>; the key words they have received in this task and also reading again the biography trying to complete it.</p> | 20 minute s |



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| | | Material: Wooden benches and hoops. | |
| | Activity 5 | Final Task Put the work in common – Checking time: All the groups will be provided with a piece of paper with the athlete's biography with the missing words and they will have few minutes to try to complete it, writing the missing words in the blanks, using the clues and the "key words" they have been received during the game. At the end each group will read the biography and all together will compare it and check it. Language contents: <u>Speaking</u> ; discussing with their team-mates about their text and the words to complete the blanks and discussing with other groups while checking the results. <u>Writing</u> ; completing all the blanks with the appropriate word. <u>Reading</u> ; the text while competing it and reading it again at the end in front of all the groups, putting the work in common and comparing their text with the texts of the other groups. Material: Pieces of paper with the biography and pencils to write in it. | 25 minute s |
| | Activity 6 | Self-assessment At the end of the session all the groups will be provided with a checklist with many assessment items where they will have to tick or make a cross if they have reached or not. In the checklist, they will have to value not only the results (the biography) but also the process (collaboration, cooperation, teamwork...), and the difficulty of the activity. At the end of the piece of paper, there will be a space where they will have to evaluate the activity, whether they liked it or not and proposals for improve it. Support: Of course, the teacher will guide the groups in this activity, helping them especially in the writing if they need it. Language contents: <u>Reading</u> : the checklist and the questions they have to answer. <u>Speaking</u> : with the other students trying to complete the common checklist. <u>Writing</u> : Answering the question where they have to evaluate the activity and give proposals to improve it. (The teacher will guide especially this part of the checklist). | 15 minute s |



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| | | Material: Pieces of paper with the checklist and pencils. | |
| In terms of academic content, what are the students learning and what are they learning to do? | | As mentioned above, this is a Physical Education session. In the session the P.E. contents are in generally the basic motor skills but particularly Throwing and catching objects and different types of jumping. All the activities and tasks have been planned to be done by partnership, collaboration and cooperation between the students in each group. | |
| In terms of language, what are the students practicing or learning to do? | | In terms of language, I have designed a type of "Gymkhana" because is a good way to include Language contents as writing and reading in a P.E. session. Regarding the speaking it is easier to work in a Physical Education lesson. So, in all the activities in the "Gymkhana" students are required to speak, write or read in English Language. | |
| In what way is this lesson plan a good example of what we learnt in the GEP course session? | | The activities planned are structured and very varied; previous knowledge, activities to move, putting work in common... always in a cooperative way. They are going to work in teams to achieve common objectives, so they should interact and cooperate using the English Language. In order to help the students, they will be provided with different types of support: Images, keywords, hints... and the teacher is going to guide them and help them when they need it. Also, as in any GEP session, both Physical Education (academic) content and language are planned to be practiced in this two-hour session. | |
| Other important information | | | |



Athlete's photo



ANNEXES
(materials,
handout,
pictures... if
not possible to
include in the
activity
section.)



Biography with blanks

Marc Márquez i Alentà, known as [redacted] de [redacted], was born in Cervera on February the 17th of 1993.

He is a Catalan [redacted] Pilot and one of the most successful motorcycle pilots of all time.

He has won [redacted] times the MotoGP world championship. Márquez races for [redacted] factory team. He is the [redacted] pilot who has won the world championship.

He races with the number [redacted] in his motorbike.

His [redacted] Alex Màrquez is also a motorcycle pilot.

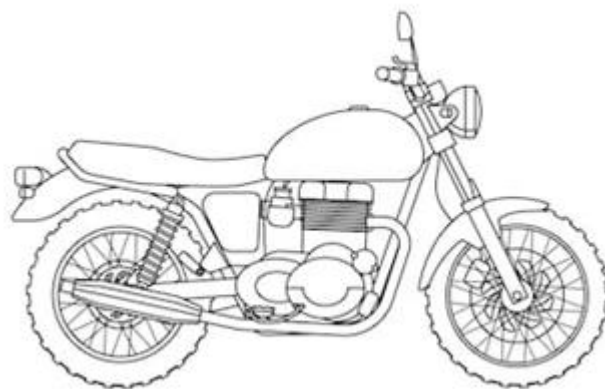
Numbered pictures



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Biography with numbers (activity 2)

Marc Márquez i Alentà, known as 3 de 7, was born in Cervera on February the 17th of 1993.

He is a Catalan 4 Pilot and one of the most successful motorcycle pilots of all time.

He has won 1 times the MotoGP world championship. Márquez races for 5 factory team. He is the 8 pilot who has won the world championship.

He races with the number 2 in his motorbike.

His 6 Alex Màrquez is also a motorcycle pilot.



Keywords (activity 3)

- Thunder
- Cervera
- Motorcycle
- Five
- Honda
- Youngest
- Ninety-three
- Brother



Groups CheckList

Self-assessment

Put a tick or a cross if you have reached the item or not



We have worked together



We have respected all the opinions



Everyone has worked



We have completed the biography



We have enjoyed the activity



Improvement proposals for the "Gincama":



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Self assessment checklist

| Task 2 : Reading, writing in CLIL and Assessment | YES/NO |
|--|--------|
| 1. Support is provided to help students read and understand texts. | YES |
| 2. Before-, during- and after- reading activities are prepared. | YES |
| 3. The materials use visuals to support comprehension. | YES |
| 4. The writing process takes place in joint collaboration with the teacher (modelling) | YES |
| 5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...) | YES |
| 6. The teacher uses different strategies to help students throughout the process of reading and writing | YES |
| 7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language . | YES |
| 8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment) | YES |





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| 9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...) | YES |
|--|-----|