

Physical Education



INS MONTBUI
Lluís Amat Rodríguez

Generació Plurilingüe (GEP)

Year 1
2018-2019



GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL	
Title of the lesson or topic	Orienteering: Don't get lost!	
Course / year / age	3rd of ESO/ Age 14	
Timing	2 hours	
Collaboration with		
Short description of the session/s	The aim of these two sessions is to introduce students to the basics of orienteering and to discover the parts of the compass, the map, and how to use them.	
<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 S S I O N	Activity 1	<p>-In the first 25 minutes of the session students will be introduced to the lesson plan, and they will make groups of 4. These groups will be the <i>starting groups</i>. Then they will split up, and 4 new groups will be created with a member of each <i>starting group</i>. (Spoken input)</p> <p>- Each new group will have a goal. they will be given support resources to understand the main activity of the session. The goal for these groups will be:</p>



1		<p>1. Learning how to follow a course, and the parts of a compass. Resources: A video and its script. (Spoken and visual input)</p> <p>2. The rules of the main activity (orienteering relay race). Explanation sheet. (Visual input)</p> <p>3. Parts of a map, and basics of the key map. Cards with images. (Visual input)</p> <p>4. What to do if you are the referee. Explanation sheet. (Visual input)</p> <p>(Keeping in mind they are working in groups and they are supposed to help each other, I would dare to say that all the inputs are also spoken).</p> <p>The teacher will be asking questions to make sure that each group understands his part.</p>
	Activity 2	<p>Students will go back to their <i>starting group</i> and they will share information with their teammates. (Spoken input)</p> <p>The teacher will be helping groups to make sure everybody knows what to do and how to do it.</p>
	Activity 3	<p>There will be 4 groups competing, and one group acting like a referee.</p> <p>Each group will line up at his starting point of the race. The first student of the group will have to follow the first course to find a waypoint. If he/she does it right, the referee will ask him/her a question.</p> <p>Option A: If the answer is right, he/she will be given the next course.</p> <p>Option B: If the answer is wrong, he can go back to his team and ask for help.</p> <p>Each new course must be followed by a different member of the group.</p> <p>The first team to finish will be the winner. (Questions are explicit and referential)</p>
S E S S I O N 2	Activity 4	<ul style="list-style-type: none"> -The teacher will explain the rules of the urban orienteering race. Each group will have a map and 4 waypoints to find. (They will also be given a route book with its explanation). - The groups will have 5 minutes to study the map, to find the position of the school on the map, and decide what the best path to follow is. - They will also have to try to figure out what they are supposed to find. (they will be delivered the hint sheet) <p>(Visual input, questions are referential)</p>
	Activity ...5. Activity 6	<p>All the groups will go out to find the waypoints.</p> <p>At the end of the class, the teacher will check all the route books and will help students to figure out the hints,</p>



		and will let the group know who the winner is.
In terms of academic content, what are the students learning and what are they learning to do?		Academic content: Orienteering; Parts of the compass and the map/How to follow a course/ Understand a map.
In terms of language, what are the students practicing or learning to do?		Specific orienteering vocabulary. Reading/listening/ speaking
In what way is this lesson plan a good example of what we learnt in the GEP course session?		They will be working in a both cooperative and collaborative ways, they will be delivered different resources with different inputs in order to ease the understanding.
Other important information		I am not pretty sure that I will be able to put in action all these activities in just 2 hours. I may need longer.
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)		I have added all the materials at the end of this file.



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Departament d'Ensenyament
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...)	YES
2. The input presented is used to help learners understand ideas and construct meaning	YES
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.	YES
4. Students are helped in some way to understand , i.e. input is made comprehensible	YES
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	YES
6. The input and activities presented cater to multiple intelligences	YES
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...	YES
8. A variety of collaborative learning strategies are used throughout the session.	YES





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9. At least one of the activities presented requires cooperation among students.	YES
10. Students are explicitly taught how to work in groups (or pairs).	YES
11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	YES
12. At least one ICT tool is used to promote digital collaborative learning .	NO



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





REFEREE'S ANSWER SHEET

Questions	Answers
How would you represent a tree on a map?	With a green circle.
A contour is a line that represents...	The sea
	The north
	Points of equal elevation
If you are moving 180 degrees course, you are going	North
	West
	East
	South
What it is not a part of a compass?	Base plate
	Teammate
	Dial
	Floating needle
How many degrees has the dial of a compass got?	180 degrees
	250 degrees
	360 degrees
	90 degrees
If you find a few contour lines almost touching one to each other, it means it is...	A valley
	A pond
	A slope
	A bench
The scale gives the information about...	The course to follow
	The real size of a place
	The number o cities represented in the map
	The weather
How would you represent a stream on a map?	With a blue line
The map key gives you the information about...	The north whereabouts
	The weather
	Your position on the map
	What is on the terrain

ROAD BOOKS

STARTING POINT 1

STARTING POSITION TO WAYPOINT 1	50°
WAYPOINT 1 TO WAYPOINT 2	280°
WAYPOINT 2 TO WAYPOINT 3	230°
WAYPOINT 3 TO WAYPOINT 4	330°
WAYPOINT 4 TO WAYPOINT 5	220°
WAYPOINT 5 TO WAYPOINT 6	250°
WAYPOINT 6 TO WAYPOINT 7	250°
WAYPOINT 7 TO WAYPOINT 8	70°

STARTING POINT 2

STARTING POSITION TO WAYPOINT 1	10°
WAYPOINT 1 TO WAYPOINT 2	0°
WAYPOINT 2 TO WAYPOINT 3	210°
WAYPOINT 3 TO WAYPOINT 4	90°
WAYPOINT 4 TO WAYPOINT 5	90°
WAYPOINT 5 TO WAYPOINT 6	140°
WAYPOINT 6 TO WAYPOINT 7	57°
WAYPOINT 7 TO WAYPOINT 8	310°

ROAD BOOKS

STARTING POINT 3

STARTING POSITION TO WAYPOINT 1	240º
WAYPOINT 1 TO WAYPOINT 2	320º
WAYPOINT 2 TO WAYPOINT 3	340º
WAYPOINT 3 TO WAYPOINT 4	240º
WAYPOINT 4 TO WAYPOINT 5	240º
WAYPOINT 5 TO WAYPOINT 6	0º
WAYPOINT 6 TO WAYPOINT 7	120º
WAYPOINT 7 TO WAYPOINT 8	70º

STARTING POINT 4

STARTING POSITION TO WAYPOINT 1	200º
WAYPOINT 1 TO WAYPOINT 2	0º
WAYPOINT 2 TO WAYPOINT 3	270º
WAYPOINT 3 TO WAYPOINT 4	340º
WAYPOINT 4 TO WAYPOINT 5	0º
WAYPOINT 5 TO WAYPOINT 6	270º
WAYPOINT 6 TO WAYPOINT 7	210º
WAYPOINT 7 TO WAYPOINT 8	65º

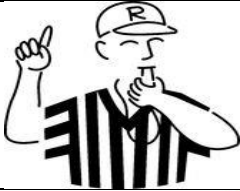

<p>How would you represent a tree on a map?</p>	<p>A contour is a line that represents...</p> <table border="1" data-bbox="548 300 985 411"> <tr><td>The sea</td></tr> <tr><td>The north</td></tr> <tr><td>Points of equal elevation</td></tr> </table>	The sea	The north	Points of equal elevation	<p>If you are moving 180 degrees course, you are going</p> <table border="1" data-bbox="1025 268 1451 411"> <tr><td>North</td></tr> <tr><td>West</td></tr> <tr><td>East</td></tr> <tr><td>south</td></tr> </table>	North	West	East	south	<p>What it is not a part of a compass?</p> <table border="1" data-bbox="1489 268 2056 411"> <tr><td>Base plate</td></tr> <tr><td>Teammate</td></tr> <tr><td>Dial</td></tr> <tr><td>Floating needle</td></tr> </table>	Base plate	Teammate	Dial	Floating needle	
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ORIENTEERING RELAY RACE

This is a relay race, where you have to put in practice all you have learnt before.

1. All the groups will line up at their starting points.
2. The referee will tell you the course to follow the first waypoint (cone).
3. If you find it, the referee will ask you a question.
 - 3.1 If your answer it is right, the referee will tell to the next player the course to follow to find the next waypoint (cone).
 - 3.2 If your answer is wrong, you can go back to your group and ask for help.
4. First team to finish all the route wins!

PICTIONARY

 A cartoon illustration of six children standing in a line in a classroom. A green chalkboard in the background has the words 'Line up' written twice.	LINE UP
 A cartoon illustration of a referee wearing a black and white striped shirt and a cap with the letter 'R' on it. He is pointing upwards with his right hand.	REFEREE
 A cartoon illustration of two runners in blue and yellow athletic wear. The runner on the right is handing a green baton to the runner on the left.	RELAY
 A photograph of a map with a blue circle labeled 'START' and an arrow. Several colorful pushpins (blue, green, yellow, red) are placed on the map to mark different points.	STARTING POINT

ORIENTEERING:

How to navigate with a compass:

Follow the next steps and you will be able to follow a course:

STEP 1:

Learn the basic parts of the compass: The baseplate, the direction arrow, the dial (with all the degree marks) and the floating needle with a red tip (the one that always points the north).

Step 2:

Hold the compass in your palm, close to your body at waist level, so you can look straight down at it and hold it flat. This allows the floating needle to move freely.

Step 3:

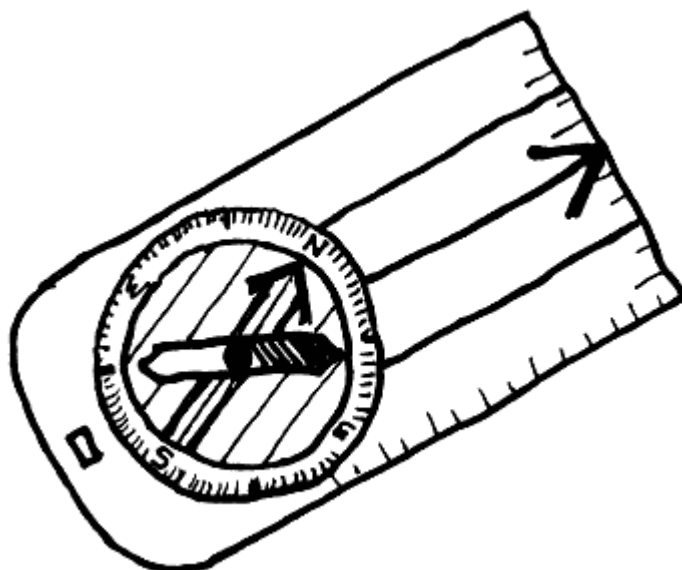
Look at the floating needle, which always points at North. Turn slowly around in a circle, holding the compass in front of you, and notice that the needle keeps pointing to the same direction.

Step 4:

Rotate the dial until your desired direction aligns with the direction of the travel-arrow on the baseplate.

Step 5:

Hold the compass in front of you and turn until the floating arrow tip lines up with the North in the dial.



URBAN ORIENTEERING



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URBAN ORIENTEERING

WHAT DO YOU HAVE TO DO?

1. Look for all the points on the map (those are the waypoints)
2. You have to indicate on the map the way you have followed. (You will need a pen or pencil), it will help you not to get lost.
3. Take a photo of the group beside the waypoint, it will be the proof that you all have found it.
4. You have a short description of the waypoint, it might help you to find it.
5. **MOST IMPORTANT:** Remember you have to be back at the high school, at least 5 minutes before the buzzer, otherwise you will be eliminated.

SCORE:

At the arrival timing:

- 2 minutes will be subtracted for each waypoint you find.
- 2 minutes will be added for each waypoint not found.
- 10 minutes will be added in case you do not indicate the way followed on the map.

GROUP NUMBER:.....STUDENTS:...../...../...../...../.....

ARRIVAL TIMING

	YES	NO	PENALTY TIME
They found all the waypoints			
They indicated the way followed on the map.			

FINAL TIMING



WAYPOINTS TO FIND

Group A	24 Parking lot	17 lamp post	21 Olive tree	12 back alley
Group B	23 Car washing	15 Benches and stairs	4 Bench	14 Trash can
Group C	1 Pharmacy	22 Tables and chairs	5 no dogs allowed	13 Mail post
Group D	2 Fontaine	18 Statue	6 Slide	11 Metallic door
Group E	3 Mail Post	19 Parking place for disabled people	7 Fontaine 2	10 Flower pot
Group F	16 Animals	20 Fontaine 3	8 stairs	9 Give way



WAYPOINTS DESCRIPTIONS:

1. You will probably go there if you have a cold.
2. I am so thirsty!
3. Your grandparent's whatsapp
4. I am tired, i need to rest.
5. Your dog is not welcomed here.
6. Climb it up and go down! I am sure you enjoyed it when you were a child.
7. You will be glad to find one after practicing sports or in a hot day.
8. You can use it either to go up or down.
9. If you are driving your car, you would better give way!
10. It may be a flower's house.
11. It is metallic and you can open it. Will you dare?
12. If I were bigger and wider I would be a street.
13. If you look inside you will see Spain king's face.
14. I am green and I stink.
15. Small Square with stairs and benches.
16. Birds, dogs, cats, parrots, fishes and hamsters they can all be together.
17. If it does not work we will have to use candles.
18. This little boy with a hat at the roof of the house... definitely he is not afraid of the heights!
19. You just can park there if you have permission.
20. It might get dry if it does not rain often.
21. It gives us the fruit to make oil.
22. When it gets hot, everybody will sit there to have drink.
23. It uses water and soap to wash your car.
24. Lots of lines on the floor and cars looking for a place to rest.



ACTIVITY 1: WAYPOINT CARDS AND QUESTIONS

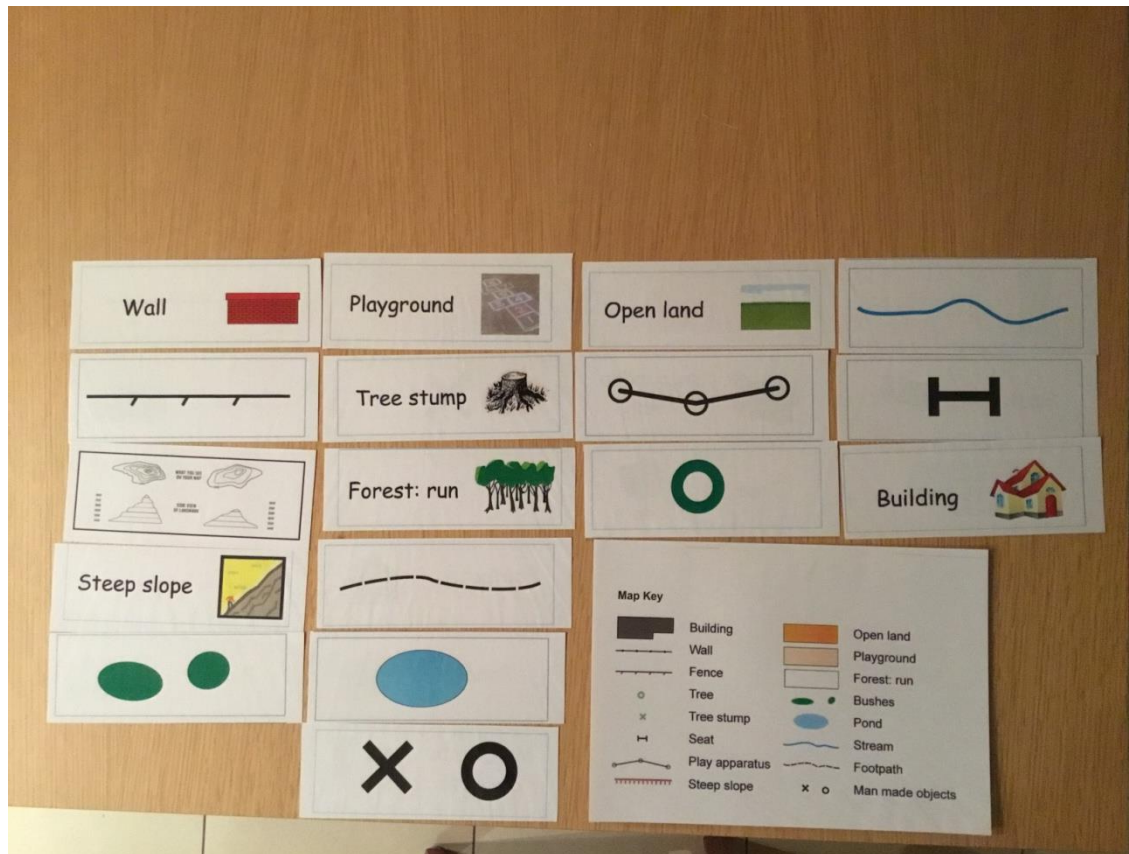


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ACTIVITY ONE: MAP KEY AND MEMORY DRAWINGS





GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	Let's play badminton
Author	Lluís Amat Rodríguez
Course / year / age	3rd of ESO/ 2018-19/ Students are 14 years old.
Number of sessions	3
Collaboration with...	
Main objectives of the sessions	<ol style="list-style-type: none">1. Take a look over the main strokes practiced and their main characteristics.2. Use of these strokes in real games.3. Analyze the offense and defense tactics used by the players.
Short description of the sessions	These activities are going to be a wrap up sessions for the badminton teaching unit. The aim of these sessions are to reinforce the previous knowledge and offer the students the possibility to work out the strokes practiced in earlier classes, analyze them and give a feedback to their classmates. The activities are also a peer to peer assessment.



<i>The descriptions of the activities below should contain:</i>			
<ol style="list-style-type: none"><i>collaborative and cooperative activities instructions (including the timing and the language support)</i><i>type of support,</i><i>readings and writings planned,</i><i>assessment tools</i><i>materials used</i>			
S E S S I O	Activity 1	<ul style="list-style-type: none">SESSION 1: BE A COACH!Students will work in groups of four people. They will have to create a non-stop sequence of strokes. They decide what strokes to use and in what order. They will use a handout as a reminder.	10'
	Activity 2	<ul style="list-style-type: none">Students will be practicing the sequence created.	10'



N 1 S E S S I O N 2	Activity 3	<ul style="list-style-type: none">· Students will be assessed by their group mates using the grids delivered by the teacher. Once the finished they will give a feedback.	30'
	Activity 4	<ul style="list-style-type: none">· SESSION 2: SPORTS MAGAZINE· Students will be working in groups of 5 people.· Each group will have a handout with the main rules of badminton. (Just as a reminder). They will read it and then the teacher will be asking explicit and implicit questions about the rules as a review.	15'
	Activity 5	<ul style="list-style-type: none">· Two students will be playing a game; to others will be taking notes using the grid handed out by the teacher and the last one will be the empire. They will also be able not to use the grid and write down whatever they want. (The sentences of the grid will be written in present simple).· They can also take pictures or record videos of the game.	40'
	Activity ...6	<ul style="list-style-type: none">· Using all the information gathered in the last session, students are supposed to write a report for a sports magazine. All the report must be written in past simple.· They can use the app Glogster or Canva to create an original frame for their report. Besides the writing, they can also use the photos and videos to enhance it.	55'



In terms of academic content, what are the students learning and what are they learning to do?	<ul style="list-style-type: none">. They are learning the basic badminton strokes, rules and offensive and defensive tactics.. They are learning to use the strokes in game situations, to empire a badminton game, to put in action the basic defensive and offensive tactics.. Sportsman behavior; Learning to win, learning to lose.. Be respectful with de opponent and the empire.	
In terms of language, what are the students practicing or learning to do?	<ul style="list-style-type: none">. They will learn badminton specific vocabulary and sports vocabulary.. They will practice the present and the past tense.	
In what way is this lesson plan a good example of what we learnt in the GEP course session?	<ul style="list-style-type: none">. They will work in a cooperative way, so they will have to work in groups in order to achieve common goals.. They will have to assess their classmates.. Use of ICT.	



ANNEXES: Materials, handout, pictures... if not possible to include in the activity section.

REMINDER: This is a reminder of the content we have been working out so far.

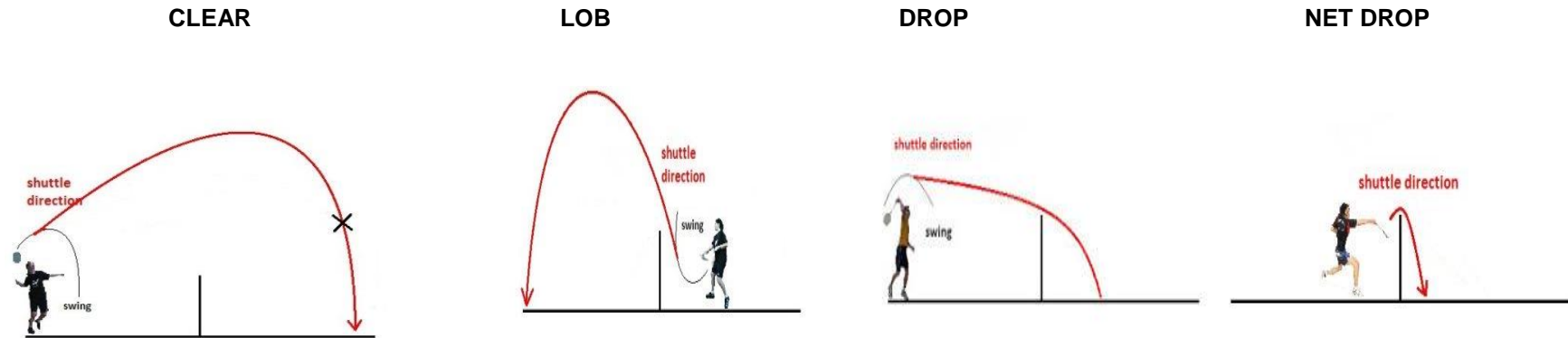
Type of strokes:

High strokes: *High strokes are those where the shuttle is hit above the waist.*

1. **Clear:** It is a defensive stroke used to recover the center base position. It is used when you are at the end of your court and you want to move your opponent to the end of his court. It is a long and high stroke.
2. **Drop:** It is an offense stroke you will use when you are at the half end of your court and you want the birdie to fall close to the net.

Low strokes: *Low strokes are those where the shuttle is hit under the waist.*

1. **Lob:** It is a defensive stroke used to recover the center base position. Mainly hit close to the net to the end zone of your opponent's court. It is a long and high stroke.
2. **Net drop:** It is an offense stroke used when you are close to the net and you want the shuttle to fall just at the other side of the net.



ACTIVITY ONE: BE A COACH!

1. Make groups of four.
2. Create a sequence of strokes. It means you have to choose the right order of the strokes so you can practice the sequence non-stop.
(For example; clear, clear, drop, lob).
3. Now, it is time to practice. Two of you will be performing the sequence; the others will be analyzing the skills.
4. After 10 minutes, those who were analyzing will give a heads up to the players about their performance.
5. Change the roles.
6. Star over! Let's see if you can follow your coach's instructions.



ANALYSING SKILLS GRID

<i>CLEAR</i>	always	often	sometimes	never
Grips the racquet right				
Hits the shuttle above the head				
Shuttle flies high and long				
Shuttle drops at the end of the court				

<i>DROP</i>	always	often	sometimes	never
Grips the racquet right				
Hits the shuttle above the head				
Shuttle flies high and short				
Shuttle drops close to the net				

<i>LOB</i>	always	often	sometimes	Never
Grip the racquet right				
Hits the shuttle under the waist				
Shuttle flies high and long				
Shuttle drops at the end of the court				

<i>NET DROP</i>	always	often	sometimes	never
Grips the racquet right				
Hits the shuttle under the waist				
Shuttle flies low and short				
Shuttle drops close to the net				

7. Write down what your partner is doing right at the strengths box, and those things he/she has to improve in the weaknesses box.

STRENGTHS

WEAKNESSES



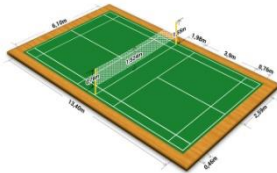
THE BASIC RULES IN BADMINTON

1. Points, games, and matches: THE SCORING SYSTEM



Every time you win a rally, you get a point. Starting from zero, the first person to reach 21 points wins the game. A match is played to three games; you win the match by winning two games. Remember that you need a two points-lead to win a game.

2. The boundaries; in bounds, out-of-bounds.



When you play singles the boundaries are the end lines of the court and the inner sidelines. Remember that if the shuttle lands on the line it is called in.

3. Faults

The referee will call fault when the shuttle:

- Lands out-of-bounds
- Passes through or under the net
- Fails to pass over the net
- Touches the ceiling or side walls
- Touches the person or dress of a player.
- A player hits the shuttle twice in a row.



4. THE SERVICE

In order to decide who serves first, you can toss a coin or hit the shuttle up, once it lands, watch where the shuttle points; that is the first to serve.

Now, remember that you have two serving sides in your court; Right side and left side. If your score is odd, you must serve from the left side, if it is even or zero, you must serve from the right side.

The receiver always stands in the service box diagonally opposite to the server.

Remember that when you do the service, you must hit the shuttle under the waist, otherwise the umpire will call fault.

Finally, you just have one chance for each service, if you miss it, you lose the rally.

ODD numbers → 1,3,5,7,9.... **EVEN numbers** → 0,2,4,6,8...

QUESTIONS:

1. How many points do you need to win so you can win a game? Explicit
2. If the shuttle lands on the line, is it in bounds or out-of-bounds? Explicit
3. If you have won 19 points and you serve, what side will you service from? Implicit
4. In case the shuttle touches the ceiling, do we have to repeat the rally? Implicit
5. How many times can you hit the shuttle? Explicit
6. When the score it is 20-21, is the game over? Implicit

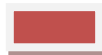


SPORTS MAGAZINE REPORTER

From now on you are the reporter of a great magazine. You will have to write a report about the match played by two of your group mates. The empire will also be one member of your group.

Here you have a few grids that might be useful for you to take notes of the game.

ABOUT THE PLAYER:



WORST



BEST

What is his name?						
How old is he?						
Where is he from?						
What club does he play for?						
How is he as a player?	He stinks	He is a bad player	He is an average player	He is a good player	He is a skilled player	He is outstanding

ABOUT THE WAY HE PLAYS:

What are his best strokes?	none	clear	lob	drop	Net drop	All of them
Can he defense the center base position?	Never	sometimes	often	always		
Does he use a wide range of strokes?	No	Yes				
Does he move his opponent all over the court?	He can't even hit the shuttle back	He just hits the shuttle back	He tries to move his opponent all over the court	He is driving his opponent nuts!		
Does he know the rules?	No, he thinks he is playing soccer!	No, he just knows the score	He just knows the basics	Yes! You won't cheat on him	Perfectly! He could be the empire!	



ABOUT HIS MOTIVATION:

He/She	Doesn't want to play	He plays reluctantly	He just want to have fun	He is competitive	He is eager to win!
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ABOUT THE GAME:

It is	A difficult game for him	It is a tight game	It is an easy game for him	A piece of cake!
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ABOUT THE SCORE:

He is	Losing by....points	The game is tie	Winning by....points	Leading the game by....points
He/She	Loses the game	Is defeated	Tie the game	Wins the game
He/She	Outscores his opponent by....	Ispoints up in the score	Ispoints down in the score	Is playing a comeback!

Remember to use all these information to create the report!

BONUS!

If you want to get some extra points, you can take photos or record the game and use them to enhance you report.

You can also ask a few questions about the game to one of the players.... Will he answer in English?



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



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

