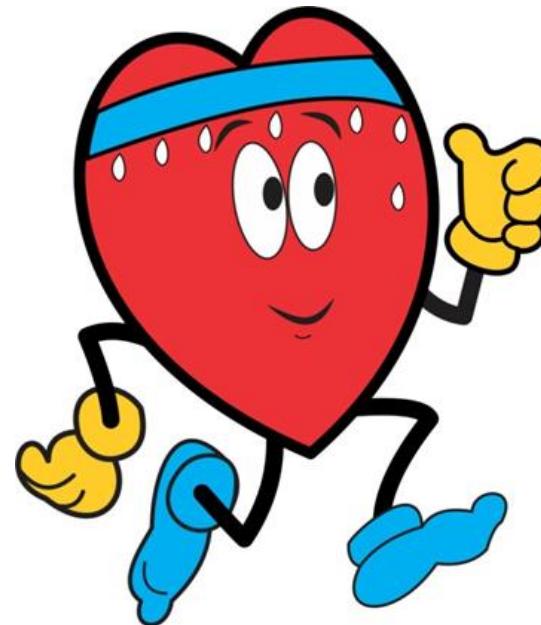


The warm-up...Why?



Escola Sant Joan - Benavent de Segrià
Ramon Condon Calvet
Sílvia López Romero

Generació Plurilingüe (GEP)

Year 2
2018-2019

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PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	The warm-up...Why?
Authorship	Ramon Condón Calvet i Sílvia López Romero
School	Escola Sant Joan de Benavent de Segrià
Students' CEFR Level (A1, A2...)	
Grade	5th and 6th
Content area(s)	Physical Education
Number of sessions (4, 6 or 9)	6 sessions
Teacher(s) involved	Ramon Condón Calvet i Sílvia López Romero
Key words	Warm- up, warm-up game, PE in primary, cooperative learning

1. OUR PROJECT

Introduction: Sports games are an important part of a children's life. We think games are, or at least could be, a basic content in school education. Sports games promote very important values as teamwork, co-operation, fair play, healthy habits and sportsmanship. Moreover, playing physical games is a good way to encourage our students to keep them healthy and fit. Besides all these benefits, our idea is to take advantage of the PBL project to connect sports games with warm-up. Just a few minutes warming-up make the difference for a great workout and avoid injuries. So let's our students discover about warm-up and have fun playing their invented games.

Driving question: How can you design a good warm-up game?

Final product:

1. Poster of the game.
2. Performing the warm-up game with classmates.

2. GOALS

1. Describe the basis of the warm-up.

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

1.1. Design a poster including the main components of the warm-up.

2. Design a warm-up game.

2.1. Design a poster including the instructions of the invented game.

3. Present their project to the classmates.

3.1. Explain properly their game to the classmates.

4. Playing the games.

4.1. Play the games introduced by others.

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents

<p>1.Resoldre situacions motrius de forma eficaç en la pràctica d'activitats físiques.</p> <p>3. Mostrar hàbits saludables en la pràctica d'activitats físiques i en la vida quotidiana.</p> <p>4.Valorar la pràctica habitual de l'activitat física com a factor beneficiós per a la salut.</p> <p>7. Participar en el joc col·lectiu de manera activa mostrant-se respectuós amb les normes i els companys.</p>	<ul style="list-style-type: none"> • Resolució de situacions motrius. • Habilitats motrius bàsiques. • Coordinació motriu. • Mesures bàsiques de seguretat. en la pràctica de l'activitat física. • Joc motor. • Esforç i superació. • Cooperació i respecte. 	<p>1.Obtenir informació bàsica i comprendre textos orals senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</p> <p>2.Planificar i produir textos orals breus i senzills adequats a la situació comunicativa.</p> <p>3.Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques</p> <p>4.Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</p> <p>8.Produir textos senzills amb adequació a la situació comunicativa i amb ajut de suports.</p> <p>12. Utilitzar estratègies plurilingües per a la comunicació.</p>	<ul style="list-style-type: none"> • Estratègies per a la comprensió. • Estratègies per a l'expressió: planificació, producció i revisió. • Estratègies i fòrmules per a la interacció oral. • Lèxic: vocabulari usual i específic. • Estratègies específiques per a la producció i revisió de textos en llengua estrangera. • Estructura textual. • Recursos per a la producció i la revisió en suport imprès i digital. • Elements noverbals. • Ús dels recursos digitals.
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4. 21st CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓
Creativity & Innovation	✓	Social & Cross-cultural	✓
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	✓
Mathematical competence		Social and civic competence	✓
Interaction with the physical world competence	✓	Learning to learn competence	✓
Cultural & artistic competence	✓	Personal initiative and entrepreneurship competence	✓

6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none"> - The basis of a good warm-up. - Vocabulary related to PE games (equipment, rules...). - Verbs related to sports games. - Healthy habits. - Parts of the body. 	<ul style="list-style-type: none"> - Analysing what happens to my body during warm-up. - Summarising what a good warm-up needs. - Design a warm-up game applying knew knowledge. - Taking team responsibilities. - Explain properly their game to the classmates. - Playing correctly the games introduced by others.

7. REFERENCES

- The images used in the project are from <https://search.creativecommons.org/>
- The article *Using Project Based Learning in Physical Education* from https://www.bie.org/blog/using_project_based_learning_in_physical_education
- The article *6 tips for warming up properly* from https://www.kalenji.co.uk/advice/6-tips-warming-properly-a_21906
- The article *FA Warm-up Tips* from <https://functionalawareness.org/tips-and-principles-of-an-effective-warm-up/>
- The article by *Hazel Fish MSc BSc(Hons) CertEd(PCET) MCSP SRP AISTD DipHSW The Warm-up... Why?* from <https://www.istd.org/courses-and-training/resources/warm-up/>

8. COMMENTS (optional)

9. ACKNOWLEDGEMENTS (optional)

Skills: R: reading , S: speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

Session	Activities	Timing	Skills	Interaction	ICT	Assessment
1	Jigsaw reading The warm-up... Why?	30 min.	R - S	SG		*Kahoot (at the beginning of the next session). Teacher-students assessment.
	Found the principles of warm-up in the text and match with the correct images.	15 min.	R - S	SG		Hand signals (Thumbs up or Thumbs down). Formative assessment.
	Design the first part of the final poster.	15 min.	S - W	SG		Hand signals (Thumbs up or Thumbs down). Formative assessment.

	Kahoot: The warm-up... Why? https://create.kahoot.it/details/the-warm-up-why/2f25570b-78e6-47e4-a9a5-50df0937387c	20 min.	R - L	T-S	Kahoot	The Kahoot is the T-S assessment tool for the Jigsaw reading activity.
2	Playing the Simon says game by using the action verbs flashcards.	20 min.	L - S	With the whole class but taking part of by teams		
	Playing a Memory game using the action verbs flashcards.	20 min.	R-S	SG		
3	The Chinese whispers. We play the game by using the sports equipment flashcards.	20 min.	L-S	The whole class into three groups		Hand signals (Thumbs up or Thumbs down). Formative assessment.
	The market stall.	Till the end of the session.	S	T-S		

	Time to design the warm-up game in the poster.	Till the end of the session.	S - W	SG		
4	The market stall.	Till the end of the session.	S	T - S		
	Time to design the warm-up game in the poster and the oral presentation.	40 min.	S - W	SG		*Rubric1 (self-assessment and co-assessment).
	Rubric 1 (self-assessment and co-assessment).	20 min.	R	WG		This Rubric is the self-assessment and the co-assessment tool for all the work done in the small group to create the game and the poster.

	Oral presentation of the created games. Three groups.	10 min. par group 30 min.	S	WG		*Rubric 2 (peer assessment) to assess the oral presentations.
5	Time to play the games. Three games.	10 min. par game 30 min.	L - S	WG		*Rubric 3 (Teacher-Students) to assess the game.
	Oral presentation of the created games. Two groups.	10 min. par game 20 min	S	WG		*Rubric 2 (peer assessment) to assess the oral presentations.
6	Time to play the games. Two games.	10 min. par game 20 min.	L - S	WG		*Rubric 3 (Teacher-Students) to assess the game.
	Rubric 2(peer assessment).	20 min.	R	WG		*Rubric 2 is the peer assessment tool for the oral presentations of all the groups.

11. SESSION PLANNING

SESSION 1: The warm-up...Why?

Objectives of the session:

- Know the basis of a good warm-up.
- Apply knew knowledge to their productions.
- Design the first part of the poster.

Content-obligatory language for the session:

- Vocabulary related to warm-up (can find help in the text with colored synonyms words, a visual dictionary and images specially related to the warm-up aims and benefits).

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



1.1 **Jigsaw reading task: The warm-up...Why?** The students work in small groups. They have pieces of a text which they have to put in order. Then we comment the findings with the whole class. Every student in his group has a role to accomplish. The students' roles are: the reader, the writer, the checker and the speaker.

30
min

R -
S

SG
WG

Kahoot

1.2	Found the principles of a good warm-up in the text and match with the correct images. The images, given by the teachers, are visual support to help students. Comment the findings with the whole class.	15 min	R S	SG WG		Hand signals	Formative asses
1.3	Design the first part of the poster. Using the information and the images from the 1.2 task, students start to work in their final product. Teachers act as flies <i>flitting</i> the groups giving scaffolding at the moment.	15 min	S-W	SG		Hand signals	Formative asses

	<h2>SESSION 2: Simon says...</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - Assess what students learnt last session. - Know and use action verbs related to sports games. - Know and use instruction verbs.
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> - Vocabulary related to warm-up (done in s.1 Jigsaw reading task and in s.2 kahoot task). - Action verbs related to sports games (<i>Simon Says</i> game and Memory flashcards task). - Instruction verbs (<i>Simon Says</i> game and Memory flashcards task).

	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
1.1	Kahoot: The warm-up...Why? Teachers prepare in advance the kahoot as a formative assessment tool to check what students learnt last session. https://create.kahoot.it/details/the-warm-up-why/2f25570b-78e6-47e4-a9a5-50df0937387c	20 min	R - L	T-S	https://create.kahoot.it/details/the-warm-up-why/2f25570b-78e6-47e4-a9a5-50df0937387c	Kahoot Formative asses
1.2	Simon says... game. Teachers' roles the Simon says... game using flashcards with action verbs and instruction verbs. The flashcards have verbs and pictures as a visual support. The students participate in small teams, holding their hands and moving as a chain. The teacher starts the game shouting, for example: "Simon says... Run across the court". Students have to do the correct action. If they do, they score points. We can change the roles and students shout the instructions.	20 min	L - S	With the WC By teams		
1.3	Memory. Using the same flashcards of the previous activity. Students need to get used and feel comfortable by using action verbs and instructions verbs related to sports games. During all the task, the teachers' role is to give model to get the students pronounce the verbs correctly.	20 min	R-L-S	SG		

	<h2>SESSION 3: The Chinese Whispers</h2>	
	<p>Objectives of the session:</p> <ul style="list-style-type: none"> - Know the vocabulary related to sports equipment. - Ask for help using English language in the market stall. - Design the warm-up game. - Design part of the poster. 	
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> - Vocabulary related to warm-up (done in s.1 Jigsaw reading task and in s.2 Kahoot task). - Action verbs related to sports games (done in s.2 Simon Says game and Memory flashcards). - Instruction verbs (they can find material support asking for it in the market stall). - Sports equipment vocabulary (<i>The Chinese Whispers</i> task). 	
1.1	<p>Activities</p> <p>include : Name and description; Assessment tool (if any); Material (including language support)</p> <p>The Chinese whispers. We play the game by using the sports equipment flashcards. The teachers arrange the class in the groups and whisper a key word (sports equipment vocabulary) to the first student in the line, who whispers it on to the next in line, and so until the last student in the line shouts out the word he/she listened. If the team does it all right scores 1 point and the teacher paste the flashcard on the blackboard. Finally, by using the flashcards and with the whole class, students try to make sentences.</p> <p>To make the groups we use the digital resource https://flipquiz.me/grouper</p>	     20 min L - S WG https://flipquiz.me/grouper Hand signals Formative Ass.

1.2	The market stall. Teachers prepare in advance the material support language that students will need to success in their project. Students stand up and go to the market stall to ask for the material they need to make progress in their project. Hanging on the stall, they can also find some structures to help them to ask for the material using English language.	During all the session	S	T-S		
1.3	Time to design the warm-up game in the poster. Students have available varied resources to find the material support language. They can use the <i>Jigsaw reading text</i> , the <i>Memory game flashcards</i> , the <i>Chinese whispers flashcards</i> and all the posters from the market stall. Moreover, during all the task, the teachers' roles are to predict, make questions, summarize or clarify. Teachers act as <i>flies flitting</i> the groups giving scaffolding at the moment.	40 min	S-W	SG		

SESSION 4: The warm-up poster

Objectives of the session:

- Ask for help using English language in the market stall.
- Design the warm-up game.
- Design part of the poster.
- Do the self-assessment and the co-assessment.
- Prepare the oral explanation.

Content-obligatory language for the session:

- Vocabulary related to warm-up (*done in sessions before: jigsaw reading text*)
- Action verbs related to sports games (*done in s.2 Simon Says game and Memory flashcards*).
- Instruction verbs (they can find material support asking for it in the market stall).
- Vocabulary related to assessment (*rubric 1*)
- Speaking language and speaking structures (*language support material*)

	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
1.1	The market stall. Teachers prepare in advance the material support language that students will need to success in their project. Students stand up and go to the market stall to ask for the material they need to make progress in their project. Hanging on the stall, they can also find some structures to help them to ask for the material using English language.	During all the session	S	T-S		
1.2	The Warm-up poster and oral presentation. Students have available varied resources to find the material support language. They can use the <i>Jigsaw reading text</i> , the <i>Memory game flashcards</i> , the <i>Chinese whispers flashcards</i> and all the posters from the market stall. Moreover, during all the task, the teachers' roles are to predict, make questions, summarize or clarify. Teachers act as flies <i>flitting</i> the groups giving scaffolding at the moment. Students also prepare the oral presentation of their poster/game. Hanging on the stall, they can find some structures and some sentences to carry out their oral explanation. (<i>Language supporting material prepared by teachers</i>).	40 min.	S - W	SG		Rubric 1 (self-assessment and co-assessment).
1.3	Rubric 1 (self-assessment and co-assessment). Teachers prepare in advance a rubric that we come to an understanding with pupils modifying it if it's necessary. When we have the final rubric, this rubric becomes the self-assessment and the co-assessment tool for all the work done in the small group to create the game and the poster. They have to complete the rubric to check if they have done all the parts of the project and to check if they have to improve some aspects. We comment the rubric in whole group and finally we complete individually.	20 min.	R	WG		Rubric 1 (self-assessment and co-assessment).

SESSION 5: The games

Objectives of the session:

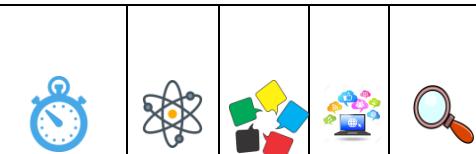
- Explain a game.
- Know and use language structures worked before.
- Play the game properly understanding and respecting the rules.

Content-obligatory language for the session:

- Vocabulary related to their game and to warm-up (done in sessions before: jigsaw reading text)
- Action verbs related to sports games (done in s.2 Simon Says game and Memory flashcards).
- Instruction verbs (they can find material support asking for it in the market stall).
- Speaking language and speaking structures (language support material)

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



1.1

Oral presentation of the created games.

Three groups have to explain their game/poster to the other partners. They can use all the language support worked in the previous activities and they can look at their poster. They have around 10 minutes to explain it and answer the questions.

10 min.
par
group.
30
min.

S

WG

Rubric 2 (peer assessment) to assess the oral presentations.

1.2	<p>Time to play the games. Firstly, before start playing, the group that has explained the game give the main instructions to start it. Then, all the class has to play properly respecting the rules of every game. In this part, teachers use rubric 3 to ass pupils while are playing the games.</p>	10 min. par game 30 min.	L - S	WG		*Rubric 3 (Teacher- Students) to assess the game
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	<h2>SESSION 6: The games</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - Explain a game. - Know and use language structures worked before. - Play the game properly understanding and respecting the rules. - Do the peer assessment of the oral presentation. 	
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> - Vocabulary related to their game and to warm-up (done in sessions before: jigsaw reading text) - Action verbs related to sports games (done in s.2 Simon Says game and Memory flashcards). - Instruction verbs (they can find material support asking for it in the market stall). - Speaking language and speaking structures (language support material). - Vocabulary related to assessment (rubric 2). 	
	<p>Activities</p> <p>include : Name and description; Assessment tool (if any); Material (including language support)</p>	    

1.1	Oral presentation of the created games. Two groups have to explain their game/poster to the other partners. They can use all the language support worked in the previous activities and they can look at their poster. They have around 10 minutes to explain it and answer the questions.	10 min. par group. 20 min.	S	WG		Rubric 2 (peer assessment) to assess the oral presentations.
1.2	Time to play the games. Firstly, before start playing, the group that has explained the game gives the main instructions to start it. Then, all the class has to play properly respecting the rules of every game. In this part, teachers use rubric 3 to ass pupils while are playing the games.	10 min. par game 20 min.	L - S	WG		Rubric 3 (Teacher- Students) to assess the game.
1.3	Peer assessment. The groups have to complete rubric 2 as a peer assessment of the poster presentation of the other groups. They have to decide which mark they put to their partners according to the rubric.	20 min.	R	WG		Rubric 2 is the peer assessment tool for the oral presentations of all the groups.

During all the sessions we use a ClassDojo to encourage our students to speak English in class. We also use the ClassDojo as a formative assessment tool.

The screenshot shows a web browser window for the ClassDojo website (<https://teach.classdojo.com/#/classes/5c5380a2360a3700011556ac/points>). The page title is "Physical Education Class" with 22 students and 0 parents. The "Aula" tab is selected. A modal dialog box is open, titled "Dar feedback a los estudiantes de 22". It contains two tabs: "Positivo" (highlighted in blue) and "Necesita trabajo". Under "Positivo", there are five items: "I do my role" (trophy icon), "I play the games doing" (trophy icon), "I respect my turn of word" (cone icon), "I speak in english" (speech bubble icon), "I work in group helping others" (two people icon), and "Editar habilidades" (pencil icon). At the bottom of the dialog is a checkbox labeled "Añadir elemento". The background shows a grid of student icons with names like Toda la clase, Abril, Aina, Aleix, Andreu, Iker, Izan, Jana, Jordi, and Júlia G.

⊕ Session 1: Jigsaw reading

The warm-up... Why?

The **purpose (objective)** of a warm-up is to prepare your body for physical activity in order to **perform (exercise)** properly and **avoid injury (reduce lesions)**.

If you warm-up before doing exercise, you will be able to give the best of yourself from the start.

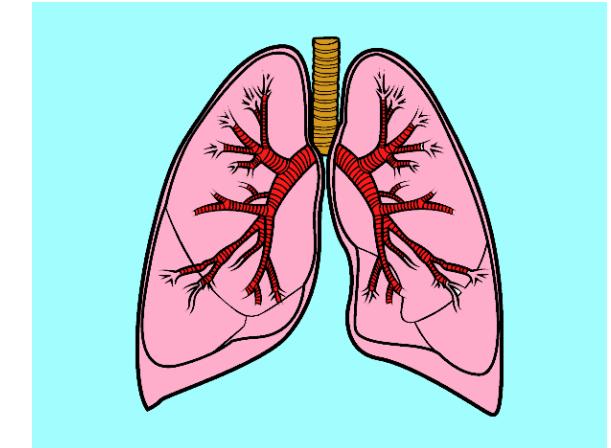
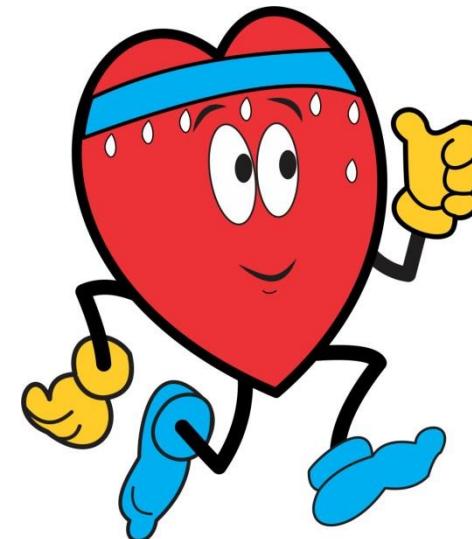
Moreover, the warm-up prepares you psychologically for activity, improves mental attitude, attention and concentration.

The warm-up should consist of 10-15 minutes of low-to-moderate activity, before moving into the main exercise intensity. A complete warm-up includes both a general and specific warm-up. A specific warm-up could be **stretching**, **joint** mobility, jumps, **sprint drills**, etc. A general warm-up could be walking, running at a low intensity or playing a game.

The warm-up **aims (objectives)** and benefits:

- Increased the heart rate, the heart starts beating faster sending more **blood** to the muscles.
- Increased respiratory rate, allows the **lungs** to take in more oxygen, which is necessary for the exercise.
- Increased muscles temperature facilitating their movements.
- Increased your motivation and help you mentally prepare for exercise.

Images related to the text (session 1, 1.2 task):



Visual dictionary

- Stretching



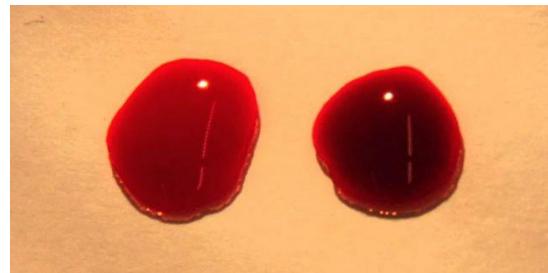
- Joint



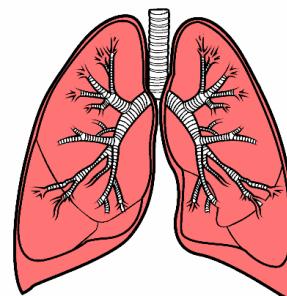
- Sprint drill



- Blood



- Lungs



Session 1: Role cards



THE CHECKER



THE WRITER



THE CHECKER





THE READER

Session 1 and 3 : Hand signals

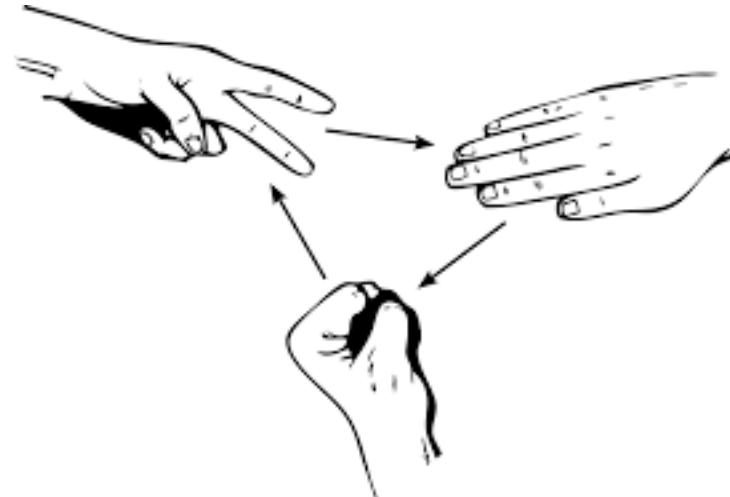
THUMBS UP OR THUMBS DOWN



Formative assessment



Session 2: action verbs flashcards.



Split the class into groups



On the go signal



Run across the playing area



Chase other players



Tag/You are tagged



Players hold hands



Join the chain



Catch other players



The team stays together



Dodge the ball



Evade/Scape



You are out



Passing the ball



Kick the ball



Throw the ball



Wearing a flag/tail



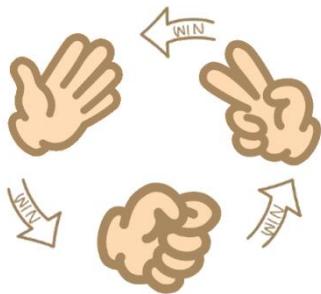
Pull the flag/tail



Give....minutes to complete
the task



Count tails/points



Choose your teammate



Freeze/Unfreeze



DON'T
MOVE!

You can't move



Sitting in circle



Walk around the circle



Line up



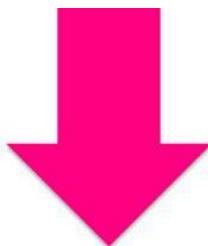
Stand in the marked area



Save your teammate



The opposite team



Place the equipment



Change the roles



Hit/Strike the ball

Session 3: sports equipment flashcards.

BALL



HOOP



STICK

6 MIN.



JUMP
ROPE



GROUND
MARKINGS



TRAINING
BIBS



GOAL



MAT



FLAG



CONES



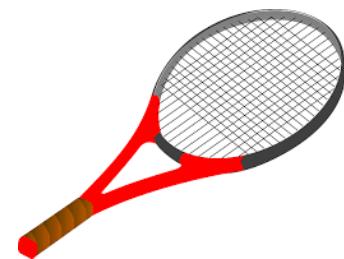
COURT



BASKET



RACKET



SHUTTLECOCK



WHISTLE



Session 3 and 4: market stall

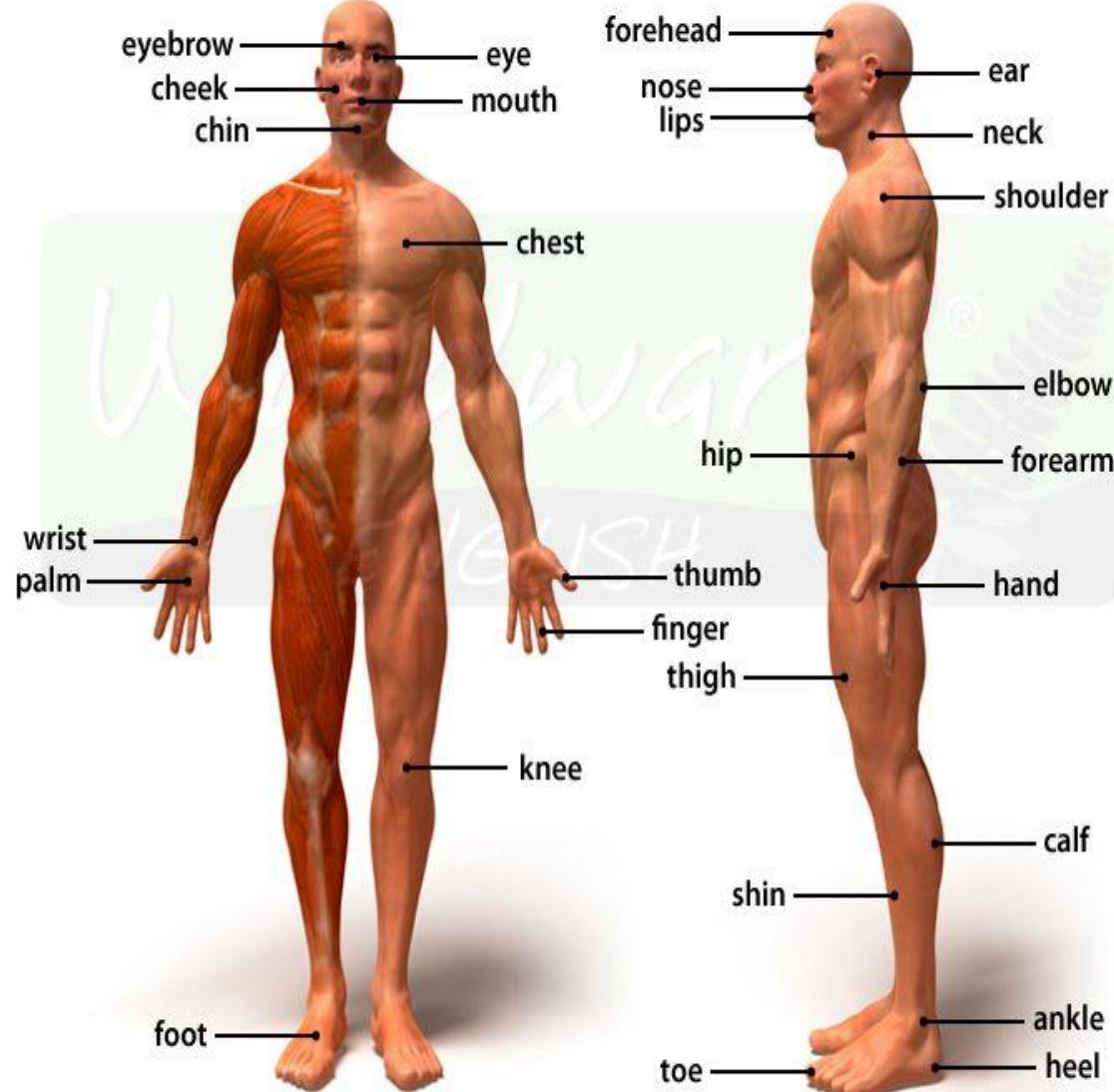
Poster 1:

Welcome to
the market
stall!

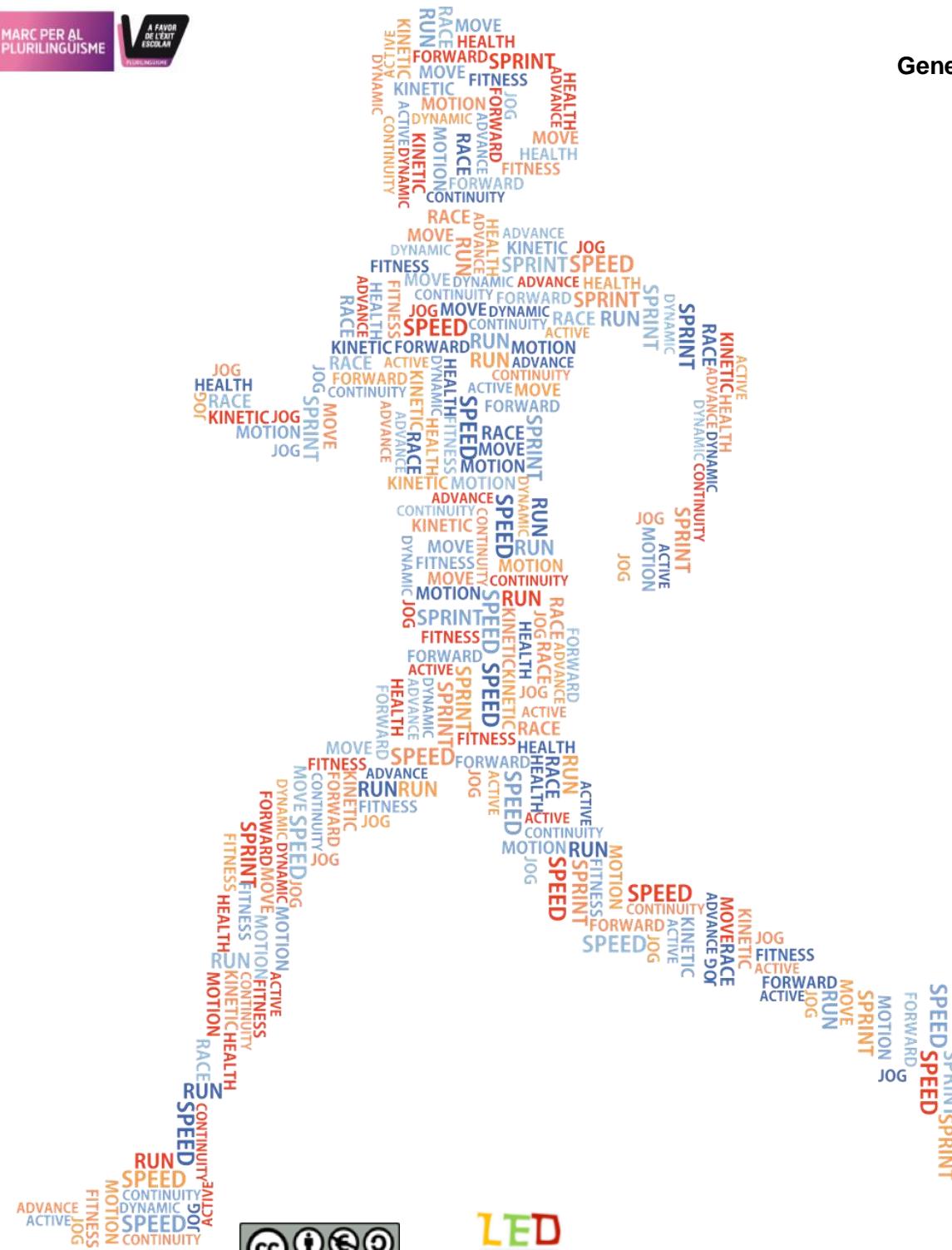


Poster 2:

Parts of the Body



Poster 3:



Adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clilsi/>



Poster 4:

HERE, you can
find
useful
vocabulary!



Poster 5:

**For you, there
is no charge!
It's free!**



Poster 6:



Poster 7:

Need some extra help?

VISUAL DICTIONARY



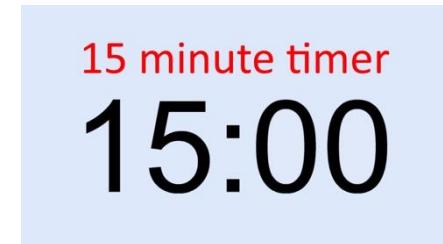
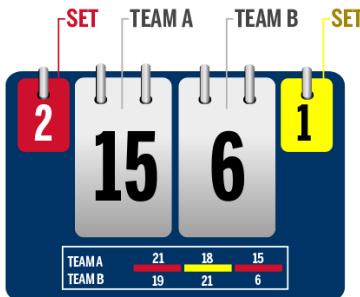
hold the ball

hit/strike the ball



catch the ball

shout / yell



scoring

lasting

Poster 8:

Need some extra help?

VISUAL DICTIONARY



give/hand the ball



kick/shoot the ball



run the ball



throw the ball



grab the ball with his hand

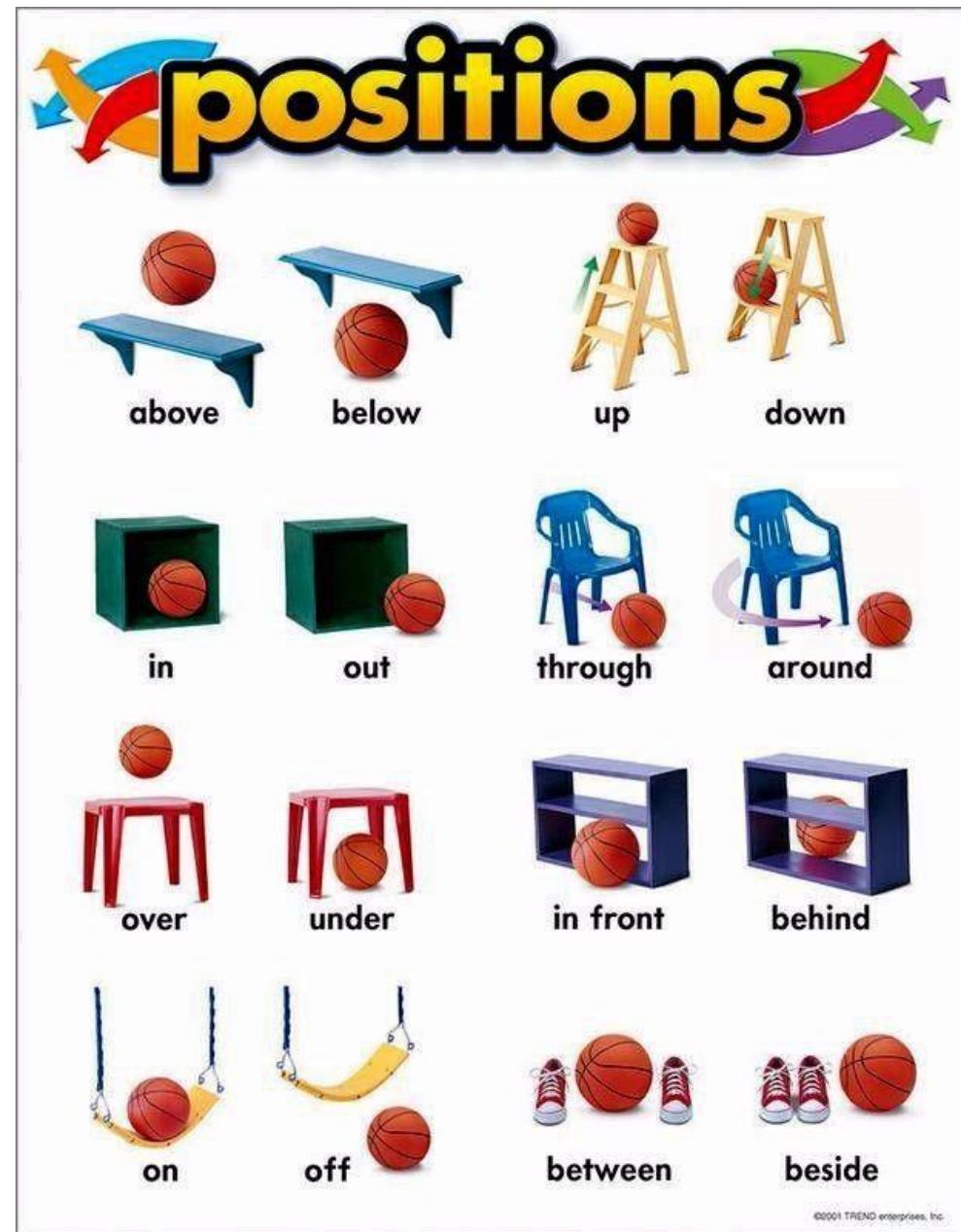
the ball touches the field

Poster 9:

Need some extra help?

VISUAL DICTIONARY

The image has been taken from **Pinterest** and posted it by **heatherlnelson** in
<https://www.pinterest.at/pin/637048309762569299/>



Poster 10: **Language supporting material**

Presentation tips

Welcoming	<ul style="list-style-type: none">• Good morning and welcome to everybody.• Thank you all for coming today.• How are you today?
Introducing yourself	<ul style="list-style-type: none">• My name is...and I am responsible for ...• In today presentation I'm going to explain you.../ I would like to show you...
Introducing your presentation	<ul style="list-style-type: none">• In this presentation I would like to explain.... Three parts.• In today's presentation I'm hoping to cover After that, we will go to.... and finally we will see

Starting the presentation	<ul style="list-style-type: none"> • First of all... • Firstly... • To begin with... • To start with... • Let's start by looking...
Closing a section of the presentation	<ul style="list-style-type: none"> • So, that concludes... • So, that's an overview of...
Beginning a new section	<ul style="list-style-type: none"> • Now we let's go to... • Let's just move on this point. • Now I would like to explain... • Now let's take a look... • Moving on to the next part....
Concluding	<ul style="list-style-type: none"> • I would like to summarize... • I would like to give you a piece of advices... • That's all. Now I would sum up with...
Finishing and thanking	<ul style="list-style-type: none"> • Thanks all for your attention. • I would like to finish by thanking you for your attention/your interest. • Finally, I would like to end by thanking you for coming today

Stating an opinion	<ul style="list-style-type: none"> • In my opinion... • The way I see... • If you want my honest opinion • As far as I'm concerned • From my point of view..
Asking	<ul style="list-style-type: none"> • What's your idea? • What do you think? • How do you feel about that? • In anyone has any question, I'll be pleased to answer them.
Expressing agreement	<ul style="list-style-type: none"> • I couldn't agree with you more. • That's exactly how I feel. • Absolutely. • Neither do I.
Expressing disagreement	<ul style="list-style-type: none"> • I don't think so. • I see what you mean. However, I think... • I'm afraid I disagree... • I totally disagree.
Interruptions	<ul style="list-style-type: none"> • Can I add something here? • Sorry to interrupt but... • Sorry, go ahead.

 **Session 4:** rubric 1 (All the rubrics we use in class are prepared in advanced by teachers, but we come to an understanding with pupils in order to make it more meaningful).

Name:

Group:

GROUP WORK (Jigsaw reading task, Design the poster)

Date:

Self-assessment and co-assessment

YOU'RE SUPER CHAMPIONS	YOU'RE CHAMPIONS	THINK ABOUT IT!	NEED IMPROVEMENT
			
Do the jigsaw reading task correctly.	Do the jigsaw reading task with some help.	Difficult to do the jigsaw reading task but ask for help.	Very difficult to do the jigsaw reading task and don't ask for help.
ME MY GROUP	ME MY GROUP	ME MY GROUP	ME MY GROUP
Find easily the aims of a good warm-up in the text and match with the images.	Find the aims of a good warm-up in the text and match with the images with some help.	Difficult to find the aims of a good warm-up in the text and match with the images but ask for help.	Difficult to find the aims of a good warm-up in the text and match with the images but ask for help. Don't ask for help.
ME MY GROUP	ME MY GROUP	ME MY GROUP	ME MY GROUP
Give everyone in the group a chance to speak and listen to what people say.	Try to establish and order to give everyone in the group a chance to speak and listen to what people say.	Difficult to speak in the group or listen what people say.	Difficult to speak in the group and can't listen what people say. Very noisy.
ME MY GROUP	ME MY GROUP	ME MY GROUP	ME MY GROUP
Accomplish the roles and share responsibility.	Accomplish the roles and share responsibility but need some help to do it.	Difficult to accomplish the roles and share responsibility.	Don't accomplish the roles. Don't share responsibility.
ME MY GROUP	ME MY GROUP	ME MY GROUP	ME MY GROUP
Have a very good final product (invented game and poster). We are very happy because we do our best.	Have a nice final product (invented game and poster). We make an effort to do the task properly and we ask for help when it's necessary.	Have a final product (invented game and poster). We have some problems that we solve with help.	The final product (the invented game, the poster or both) needs improvement. We don't do our best.
ME MY GROUP	ME MY GROUP	ME MY GROUP	ME MY GROUP



Session 6: rubric 2 – Peer assessment

	Expert 	Advanced 	Apprentice 	Novice 	MARK
The information	<ul style="list-style-type: none"> The information is clear There is an order in the poster 	The information is correct and it's ordered with the correct pictures.	The information is clear and ordered but there is little or a lot of information.	The information is clear but it is messy	There isn't an order and the information is not clear.
Oral presentation	<ul style="list-style-type: none"> Body expression (movements, nerves). Oral expression (tone of voice, speed, vocalization). Fluid explanation 	The explanation is correct; the pupil uses the body language and a good tone of voice.	The pupil uses the body language but sometimes is nervous, the tone of voice is not perfect and the explanation needs more fluidity.	The pupil is a little bit nervous, the tone of voice is inappropriate and the explanation is not fluid.	
Formal aspects (presentation and spelling)	<ul style="list-style-type: none"> Spelling mistakes Pictures Visual Presentation 	The poster is very clear. There is not spelling mistakes and is easy to understand.	The poster has some spelling mistakes (less than 10) and it only needs some improvements.	The poster has enough spelling mistakes (more than 10). The picture is not clear or is not related with the information	The poster has a lot of spelling mistakes. There is no picture or the pictures are not correct. It's not a good poster and needs a lot of improvements.
Notes:					Group/names: _____

 Session 6: rubric 3 – Teacher-student assessment

Grade:

Date:

PLAYING THE WARM-UP GAMES	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
Listen carefully the oral presentations.												
Understand the instructions of the games.												
Asking questions using English language.												
Respect the rules of the games and do fair play.												
Play the games actively.												
Show good motor skills.												

B: Brilliant

V: Very good

W: Well done

R: Revise