

WORKING CLIL PORTO 2018



## PHYSICAL EDUCATION & CLIL

### PLANNING LESSONS & UNITS OF WORK

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### PLANNING IDEAL CLIL LESSONS IN PHYSICAL EDUCATION

**The Intention:** Physical Education to maintain its quality despite being taught in a language other than the school language



- ✓ Balance between motor, language and cognition demands.
- ✓ Balance tasks that incorporate language and movement without reducing the pace of the activity.
- ✓ Quality subject specific methodology.

Discover/develop/exercise/apply/improve/apply

- ✓ Activities need to offer students attainable goals.

PE contributes more than it was expected to English oracy. Coral Mateux, J. (2011)

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## Lesson Planning

- An Ideal CLIL PE lesson



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WORKING ON CLIL **Activity 3** PORTO 2018

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**What is your ideal CLIL PE lesson? - Part A**

**A. What do you think are the key factors required to achieve your ideal CLIL PE lesson?**

**B. Prioritise the key factors you noted down**

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**PLANNING IDEAL CLIL PE LESSONS**

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**Key factors when Planning ideal CLIL PE Lessons**

- Curriculum → Subject objectives (Success & Adequacy Indicators) and Language Objectives
- Language Focus → Subject Language → PE Key Language
- Academic Language → Naming, Describing, Defining, Comparing, Classifying, Explaining, Hypothesing, Problem Solving, Analysing, Ranking, Evaluating

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WORKING CLIL **Activity** PORTO 2018

**Planning lessons**



**What is the key language for P.E.?**

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PE Key Language	Subject - Specific Vocabulary
<b>Motor Skills</b> Ways of movement Stabilization skills Manipulation skills	e.g. walk, run, skip, hop, gallop, side gallop, leap bend, stretch, rotate, turn, stop, land, balance, roll, wheel, throw, toss, catch, kick,
<b>Movement Concepts</b> Body awareness Space awareness Effort awareness Relationships	body parts (head, knee, foot), body movements, body shapes personal space, paths, directions, levels (low, high) power (fast, slow, hard, soft), flow over, under, through, together,
<b>Sports &amp; Games</b> Gymnastics Dance Athletics	volleyball: overhead pass, underhand pass, serve, basketball: lay up, pass, free throw, man to man, defense soccer: goalie, center, defense, offensive player, striker, long pass, short pass, dribble, corner kick
<b>Fitness</b> Health related exercise	flexibility, muscular strength & endurance, Skill-related Fitness: agility, power, reaction time Exercise terms: anaerobic exercise, aerobic exercise, reps Bones: scapula, clavical, sternum, radius, ulna, Muscles: biceps, brachialis, brachilradialis, deltoid, Tendon: Achilles tendon, Joints: elbow joint, wrist joint, hip joints, knee joints,

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PE Key Language	Common functions and activities + related language
<b>Common functions</b> Instructions	Stop, Sit in a circle, sit in the L line, Look at, Listen to, Start, Go to your place, Go to your magic spot, Practice, Freeze, Let's, Find a, Touch, Count, Measure, Make/build your team, Follow the leader,
<b>Related language</b>	Colours, equipment, numbers, clothes, fruits, animals, different objects, weather phenomena, health concepts, nutrition concepts, Countries, traditional games/dances, etc.

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Key factors when Planning ideal CLIL PE Lessons

Interaction patterns

- Teacher – Pupils
- Pupil - Pupils
- Pupils - Pupils

Blooms Taxonomy - Revised

Higher order thinking skills

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WORKING CLIL **Activity 4** PORTO 2018

What is your ideal CLIL PE lesson? - Part B

- How do you plan a CLIL lesson? What Steps you follow?

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Effective lesson planning in CLIL

Step 1

- Specifying the learning goals for your lesson
- Subject Goal
- Linguistic Goal:
  - for this lesson (language should depend on the subject)
  - for the CLIL syllabus (this implies regular recycling/review of language taught already)

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### The Language Triptych

(Coyle, Hood and Marsh, 2010)

- **Language of Learning**  
Language needed for learners to access basic concepts and skills of the subject
- **Language for Learning**  
Language needed to operate in a foreign language educational environment
- **Language through Learning**  
Language used and gained through interaction and participation in the CLIL lesson

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### Effective lesson planning in CLIL

#### Step 2

- **Plan activities which will help you achieve your goals, bearing in mind:**
  - Active engagement of pupils
  - Frequent comprehension checks
  - Variety in activities
  - Individual differences / learning styles
  - Careful presentation and consolidation of new concepts
  - Sequencing, pacing and timing of lesson
  - Proportion of L1 and L2

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### Effective lesson planning in CLIL

#### Step 3

**Evaluate the situation. Analyze the language demands of the lesson:**

- Where will pupils have difficulties?
- Where will I have difficulties?

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WORKING CLIL **Activity 6** PORTO 2018

**Effective lesson planning in CLIL**

**Step 4**

**Save the situation! Provide support!**

What support can you offer if your pupils face problems in:

- Speaking tasks
- Listening tasks
- Reading tasks
- Writing tasks

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WORKING CLIL **Activity 11** PORTO 2018

**Effective lesson planning in CLIL in PE**

**Step 4**

**Save the situation! Provide support!**

What support can you offer if your pupils face problems in:

- **Listening/comprehension tasks**  
Modeling/movement, gestures, expressions, Use of images/videos, Use of real objects, simplify instructions, Use L1
- **Speaking tasks**  
Songs, Repeat after me, Speak in chorus, Speak in L1

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WORKING CLIL **Activity 11** PORTO 2018

**Study a CLIL lesson in P.E and ...**

- Identify its goals:
  - Content goals
  - Language goals
- Identify routines established by the teacher
- Identify techniques the teacher used to support the pupils




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