

**“VI JORNADAS SOBRE
EXPERIENCIAS DOCENTES
EN EDUCACIÓN FÍSICA”**

**“Proyecto de innovación
educativa: Unidades didácticas de
EF en inglés para la ESO”**

INTRODUCCIÓN

- Fundamentación
- Propuesta del sistema de evaluación
- Unidad didáctica "Getting Fit" para 2º ESO
- Unidad didáctica "Keeping Fit" para 4º ESO

RECURSOS Y FUENTES

- Diseño del Site como plataforma de intercambio de documentos entre colaboradores
- Diseño del Blog para el alumnado
- Normativa del Departamento de Educación
- Internet
 - Fuente de información
 - Recursos didácticos
 - Google docs: spreadsheets, word

FUNDAMENTACIÓN

■ Normativa

- LOE, Real Decreto 1631/2006, Decreto Foral 25/2007
- *Resolución 31/2010, por la que se establecen las bases para la impartición de los programas plurilingües de inglés en Educación Secundaria y se convoca el programa plurilingüe de Secciones Bilingües de Inglés en nuevos centros en el curso 2010-2011 en Navarra.*

■ ¿Educación Bilingüe?

- Los estudios anteriormente mencionados apuntan que los beneficios de la enseñanza bilingüe se dan tanto para L1 como para L2 así como para el rendimiento académico en general.

FUNDAMENTACIÓN

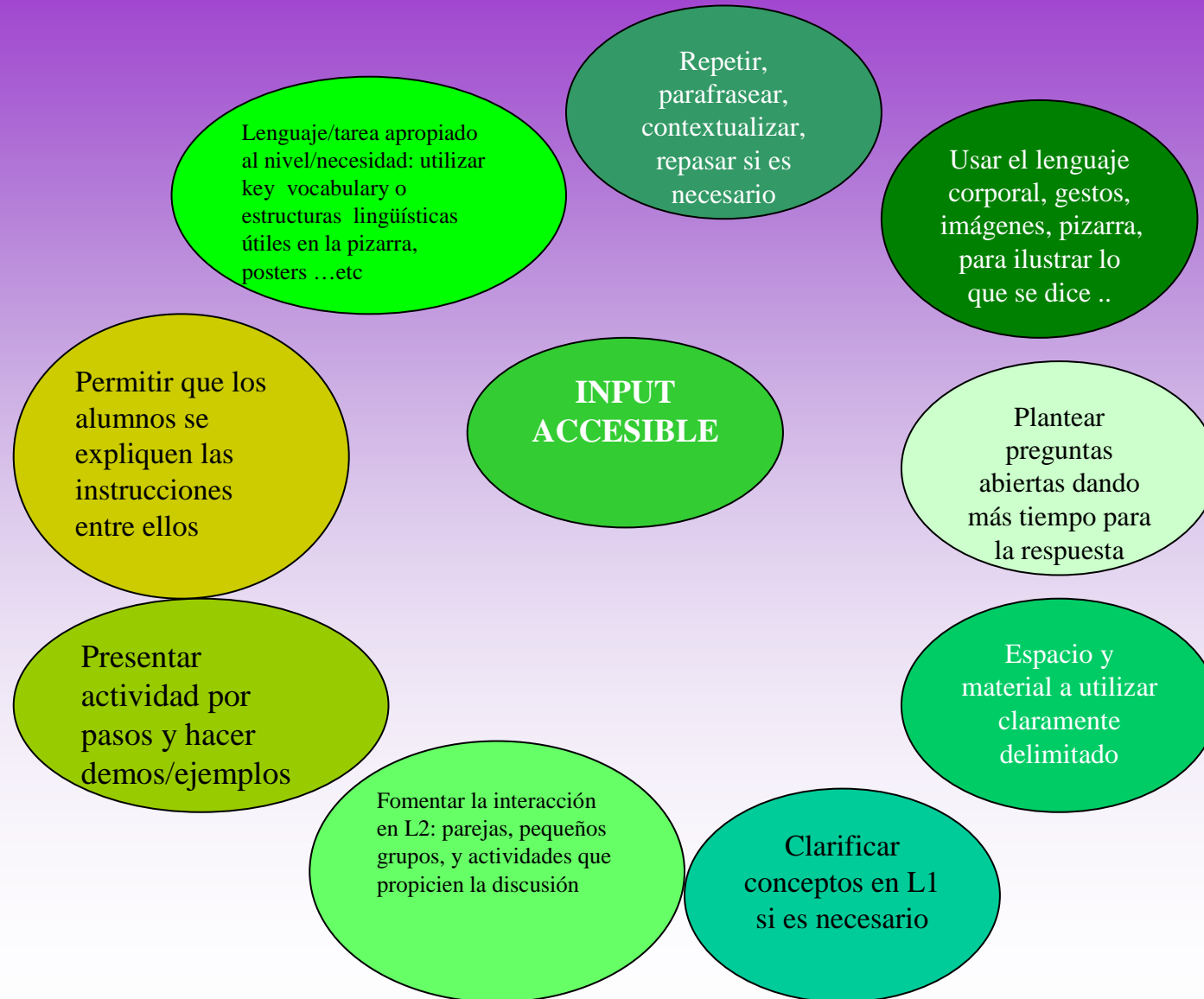
- ¿POR QUÉ LA EDUCACIÓN FÍSICA EN INGLÉS?.
 - Procura un contexto significativo para el aprendizaje del Inglés
 - La riqueza de entornos comunicativos facilita un uso diverso y flexible del Inglés
 - El método TPR, Total Physical Response, (Asher, J.) basa el aprendizaje de la segunda lengua en la interrelación entre movimiento y lenguaje
 - Da cabida a diferentes niveles de Inglés dentro de un mismo grupo

FUNDAMENTACIÓN

- Metodología AICLE/CLIL
 - Aprendizaje integrado de contenido y lengua (extranjera)
 - Diferentes tipos de programas AICLE/CLIL. En Navarra se habla de programas plurilingües. Dentro de ellos se distinguen las Secciones Bilingües (Inglés o Francés y Programas MEC-British Council)
 - Promueve la adaptación de estrategias didácticas, recursos-materiales y evaluación.

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Según nivel y necesidades, pedir que elaboren y profundicen en sus respuestas

Crear oportunidades para la interacción entre estudiantes

Variedad y flexibilidad en las agrupaciones (por lo menos 2 agrupaciones diferentes por sesión)

INTERACCIÓN

Aclarar conceptos clave gracias a recursos bilingües: compañeros/as, textos en castellano, etc

Diseño de actividades/juegos cooperativos

Dar más tiempo y permitir antes de intervenir ante el grupo clase que practiquen por parejas

METODOLOGÍA AICLE/CLIL

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Describir oralmente
y por escrito los
objetivos de
aprendizaje de la
sesión: contenido y
lenguaje

Establecer ritmo de
sesión adecuado, sin
llegar a comprometer
la comprensión y a la
vez mantenerlos
activos

**EN LA
SESIÓN ...**

Procurar la
participación activa
del alumnado
durante el 90-100 %
del tiempo de clase

Optimizar el tiempo
de clase: minimizar
uso de tiempo para
anuncios, pasar
fotocopias, etc

METODOLOGÍA AICLE/CLIL

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Proponer actividades diversas que favorezcan el repaso y valoración

Repaso de recursos (contenido y lengua) clave

REPASO Y VALORACIÓN

Valorar si se han alcanzado o no los objetivos

Repaso de conceptos /procedimientos clave

Particularidades comunicativas en EF

- **Teacher's Voice.** pitch, speed, pause, stress, volume, enunciation will ensure that no words or teaching points are missed.
- **Gather the students** in front of you for a long talk
- If you have to talk to a scattered class, check first that **students are quiet and attentive**
- If available, use of a **radio microphone** in contexts such as: dancing/aerobic, volleyball, basketball, etc.
- **Gestures and practical examples** will help students learn subject-specific terminology.
- **Reinforce the learning** by questions or repetitions.

THE CHALLENGE:

- Que el alumnado utilice el Inglés en “peer communication”.
 - zonas de práctica en lugares próximos
 - Un alumno/a como “language observer”
 - Compensar el esfuerzo por comunicarse en Inglés

GETTING FIT (2º ESO)

- Contexto y Justificación
 - Ubicación en el programa bilingüe del centro
 - Aportación al desarrollo del currículo
 - ESO
 - Educación Física

Getting Fit

Objetivos

| | CONTENT | LANGUAGE |
|---|---|--|
| 1 | Identify what health benefits can be obtained from being physically active and the effects of a sedentary life on health | Describe the advantages of being physically active and disadvantages of a sedentary life |
| 2 | Keep aerobic workout within the target hear rate by means of heart rate monitoring or pulse check | Explain how to calculate the healthy Target Heart Rate |
| 3 | Improve the fitness level, specially the aerobic endurance and suppleness, building up exercising and hygienic habits in a challenging and enjoyable context | Report physical activities habits and what achievements take place |
| 4 | Be aware of posture in daily activities and fitness exercises, avoiding those postures that can damage the body structures. | Name and recognize postures or actions that could lead to back injuries or misalignments |
| 5 | Participate in fitness related tasks and games, demonstrating team working skills, fair play, courtesy, striving spirit, grace at loosing and winning, and care for equipment and facilities | Make an effort to communicate in English with peers and teacher using the appropriate terms to the class scenario |

1. KNOWLEDGE

1. Fitness components revision
2. Fitness components for health: aerobic endurance, flexibility and strength
3. Benefits of regular exercising and health consequences of a non-active way of life
4. Aerobic workout:
5. Target Heart Rate: Maximum Heart Rate and heart rate zone for a healthy workout.
 1. "Pacing oneself "
 2. What's good for me?
6. Recommendations for the care of body structures: main muscles and joints
 1. Posture when: carrying a backpack, sitting, lifting weights, etc
 2. Bodyweight exercises and daily stretches

2. PROCESSES

1. Analysis of fitness components for a lifetime wellbeing
2. Control of the heart rate within the Target Heart Rate in aerobic workouts
3. Participation in different activities which enhance the improvement of the health related fitness components: jogging, tag games and fitness plan.
4. Application of different stretching methods and strengthening exercises as well as warm up and cool down routines, keeping the appropriate body position in each exercise.
5. Use of ITC to get information about fitness and health.
6. Fitness tests: 1 Mile Run Test and Sit and Reach Test

3. HABITS, VALUES AND ATTITUDES

1. A willingness to care for their own well being, demonstrating striving spirit when working out.
2. Acceptance of a variety of performances, no matter how good or poor they are.
3. Critical thinking on a non-active lifestyle
4. Open mind and team working skills in fitness games or group activities, fair play, courtesy, and grace at losing/losing.
5. Valuing hygienic habits such as: wash or shower at the end of the session, warm up and cool down activities, sport wear, and care for the equipment and facilities.

ENRICHED CONTENTS

- Reactions
- Do you want to know more?

L.1. The language products that students use to describe, explain and report.

L.2. Vocabulary for lectures and internet search activities: target heart rate, health, cardio respiratory, spine, etc

L.3. Terms for sequences and basic math computations

- Firstly, then, after that, etc

- Add, multiply, divide, take away, etc

L.4. Analysis of tests results and graphs

L.5. Use of English in physical activities:

- Revision of instructions: “off you go”, “on the jog!” “bring it in”, “time is up”, “pair up”, “Sit down in a circle formation, please” etc

- Specific communication skills:

- Vocabulary of new equipment, facilities and physical exercises: aerobic exercise, heart rate monitor (watch and transmitter), bodyweight exercises (sit ups, dips, chin ups, push ups, etc), dumbbells, suppleness, body structures (muscles and joints), names of particular exercises or postures, etc

- Communication with peers in tag games and jogging assignments: “over here”, “it was close!”, “nice run!”, “She’s fast!”, “watch out!” “IT’s coming!” “this way”, “let’s get John” “I tagged you – you didn’t tag me”, “Who is IT?”, “You ran out of bounds” “Hurry up”, “Catch up”, “to overtake or to go pass ...”, “to pace oneself” “To break the record”

- Parts of the body and movements. Main muscles and joints. Giving feed-back for a good posture.

- Names for bodyweight exercises and stretches.

- Whispering, calling out or shouting situation?

L.6. Where else is this game played?

Resumen del Tipo de Tareas

| Working out ... | | | Knowledge |
|--|----------------------|--------------------|------------------|
| Aerobic Endurance | Strength | Flexibility | |
| Tag Games | Bodyweight Exercises | Daily Stretches | Lectures |
| Jogging | | Special session | Blog Activities |
| Assessment Tasks, Home Assignments Reinforcing and Enriching tasks Introductory and Summing up tasks | | | |

Getting Fit

TAREAS

- Sessions Map

Getting Fit

Methodology and Teaching Strategies

- **Presenting new concepts and skills** (visuals, questions, connectors, body language, spanish ...)
- **Helping students with vocabulary**
- **Strategies for supporting reading** (i.e. treasure hunt)
- **Strategies for supporting listening** (voice, space, mic, questions, repetitions)
- **Strategies for supporting writing** (reflections)
- **Strategies for supporting student talk** (switching code rules, on the board, grouping, reporting)

Getting Fit Methodology and Scaffolding

- Language Scaffolding
 - Teaching Strategies
 - Language processes
- Content Scaffolding
 - Aerobic Endurance, Strength, Flexibility
 - Concept learning
 - Teaching and learning strategies

Getting Fit

Methodology and Teacher's role

- Planning content and language integrated in fitness sessions
- Adapting texts and materials about fitness, being these materials age and level appropriated
- Organizing the session components in way that ensures comprehensible input
- Engaging students in using and improving their English.

Getting Fit

Methodology and Class Management

| Out of 55 minutes ... | Activities | Space |
|---------------------------------|--|--|
| 5' | To get started (travelling and changing clothes time included) | Travelling route and lockers |
| 4' | To check attendance, introduce the session and reinforce concepts and skills | A previously agreed location in the gym or playing ground (board should be available nearby) |
| 7' | To warm up | Gym or Playing ground |
| 32' | To develop core activities | Gym or Playing Ground having the students at ear range (if possible) |
| 2' | To cool down and review concepts and skills | A previously agreed location in the gym or playing ground (board should be available nearby) |
| 5' | To wash and change clothes (students who wish to have a shower go 5' earlier to the changing room) | Lockers |

Methods of guidance and types of practice

- Cardiovascular endurance is based on **verbal and visual** methods. Flexibility and strength are mainly conducted by a combination of **visual, verbal and mechanical** methods
- **Whole practice**, no need of breaking down moves
- **Fixed practice** present in stretches, bodyweight exercises. Tag games leave room for the “**Variable practice**”

Resources

■ **Facilities, equipment and materials**

- Gym
- School Yard
- Heart Rate Monitors (at least three)
- Stop Watches
- Sport Bibs
- Cones
- Balls (basket balls or bigger, half the number of students)
- White Board
- ICT Classroom
- Hands out
- Students' Portfolio
- Teacher's journal book
- Sit and Reach Box

■ **Internet**

- PE Bilingual Blog:
<http://bilingualpe2blog.blogspot.com/>.
One of the most important links in the blog is "Teens Health"
http://kidshealth.org/teen/food_fitness/exercise/exercise_wise.html

Getting Fit ***Assessment and
Evaluation: WHAT?***

- Assessment of Learning
 - PE content descriptors
 - Language descriptors
- Assessment of Teaching (anonymous online rubric)

Getting Fit **Assessment and Evaluation: How?**

| Assessment tasks | | Tools | Assessment Tasks | Tools |
|--|---|---|--------------------------------|---|
| Write the physical activities you complete every day | | Portfolio (Physical Activity Journal, (see Annex 2)) | Knowledge test | Multiple choice test (see Annex 2) |
| Think and write about what you've learnt | | Portfolio (Reflections, see Annex 2) | 1 Mile Run Test | 1 Mile Run test procedure (see Annex 1) In a flat running track, marking cones , recording sheets, stop watch . |
| Observation of | Attendance | Teacher's journal | Sit and Reach flexibility test | Sit and Reach Box and recording sheets |
| | Sport Wear | | Treasure Hunt outcome | Treasure Hunt report |
| | Work rate | | | |
| | Fitness Achievements | | | |
| | Wash or Shower | | | |
| | Attitudes (Striving spirit, Courtesy, Cooperation, Team working skills) | | | |
| | Care of facilities, equipment and materials | | | |
| Use of English/L1 | Rubric of English use in the P.E. classes (see Annex 1) and Vocabulary Log | | | |

Getting Fit

Assessment and Evaluation: WHEN?

- **Initial Assessment**

The fitness tests, a questionnaire and observation of kids' attitudes and responses.

- **Assessment FOR Learning, ongoing assessment or formative assessment**

Continuous feed-back is provided, either by teacher or by peers. They track their own progress by keeping the physical activity journal and the portfolio up to date.

- **Assessment OF Learning, summative assessment**

Have they moved to point "B"? The tasks are: a multiple choice test, the fitness tests, the portfolio hand-in, the Treasure Hunt hand-in.

| Weight on the Unit Grade | Assessment Item | Subitem | Content Weight | Language Weight | Unit standard | Key Competency ⁽¹⁾ |
|--------------------------|---|---|----------------|-----------------|--|-------------------------------|
| 10% | Multiple Choice Test | | 100% | 0% | 9.C.1 9.C.2 | 1,6 |
| 5% | Treasure Hunt | | 80% | 20% | 9.C.1 9.C.2 9.C.6 9.L.2 9.L.4 | 1,2,3,4,6,7 |
| 20% | Portfolio | Physical Activity Journal (10%) | 80% | 20% | 9.C.1 9.C.2 9.C.4 9.L.1 9.L.4 9.L.5 | 1,3,4,6,7 |
| | | Aerobic Zone Assignment (5%) | | | | |
| | | Vocabulary Log and Reflections (5%) | | | | |
| 10% | 1 Mile Run Test | | 100% | 0% | 9.C.3 | 1 |
| 10% | Sit and Reach Test and Posture assessment | | 100% | 0% | 9.C.3 | 1,6 |
| 5% | Rubric of English use in P.E. classes | | 0% | 100% | 9.L.3 | 2,3 |
| 40% | Teacher's journal | Wash-Shower 5% | 100% | 0% | 9.C.4 9.C.5 9.C.6 | 1,2,4,5,6,7 |
| | | Work rate and achievements 10% | | | | |
| | | Striving spirit, Courtesy, Cooperation, Team working skills 10% | | | | |
| | | Sport wear and classroom materials 10% | | | | |
| | | Care of Equipment and Facilities 5% | | | | |
| | Average | | 80% | 20% | | |

Getting Fit

Assessment and

Evaluation:

Scoring prerequisites and recovering the unit credit

- Attendance, assignments hand in, 3 out of 10 rule.
- Depending on what unit standards the student didn't achieve, he or she will receive further support on that component of the unit framework.

Getting Fit

Key Competencies

- ***Competencia en el conocimiento y la interacción con el mundo físico.***
- ***Competencia social y ciudadana***
- ***Competencia en comunicación lingüística.***
- ***Tratamiento de la información y competencia digital***
- ***Competencia matemática***
- ***Competencia de aprender a aprender***
- ***Autonomía e iniciativa personal***

Getting Fit Assessment of the Key Competencies

- To measure it, we take into account the assessment tools and tasks which are related to the competency descriptors. I assign a weight for each item affecting that key competency. Consequently I report:
 - **Competencies Rating Scale**
 - **No meets:** the student hasn't met the competency (0 to 3,5)
 - **Needs improvement:** the student has barely met the competencies descriptors (3,5-6)
 - **Meets:** the student has successfully met the competency (6-10)

Getting Fit Cross curricular work

- PE and English Departments:
 - **Information trade:**
 - Students' level of English
 - Specific content demands of English in the unit
 - Quality of resources that students will be handling (adaptations)
 - **Cooperate in:**
 - Developing the communication skills to meet language demands of the unit.
 - Building materials
 - Revising assessment procedures (language assessment)
- Other Departments that might be involved: Science, Maths and Technology (computer skills)

Getting Fit **SUMMARY OF THE UNIT
COMPONENTS**

Ver Trabajo

Getting Fit **Students' resources**

Ver Trabajo o blog

Getting Fit **Teacher's resources**

Ver Trabajo

Getting Fit and Keeping Fit CLIL Units

Blog (Students)

2º ESO <http://bilingualpe2blog.blogspot.com/>

4º ESO <http://bilingualpe4blog.blogspot.com/>

PE Site (teachers)

<https://sites.google.com/site/bilingualphysicaleducation/pe-teachers-support-area>