

GENERACIÓ PLURILINGÜE GEP1

Escola Ramón y Cajal (Terrassa)

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GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	Playing around the world
Author	Josep Grau, Patricia Puebla
Course / year / age	5th Grade of Primary at Ramón y Cajal School
Timing	3 lessons
Collaboration with	Josep Grau (PE teacher), Patrícia Puebla (English Teacher) and Andrés Garcia (PE teacher)
Objectives of the session	<ol style="list-style-type: none"> 1. (P.E.) To know different games of the world and practice them. 2. (General) Collaborate actively with classmates through the different world games to accomplish common objectives 3. (English) Practice oral, writing and listening skills in real settings 4. (ICT) Discover the games of the world using ICT
Short description of the session/s	<p>Session 1: We create groups and present the games of the word that students will play.</p> <p>Session 2: We work in cooperative group in the ICT room, modifying the game of the world that students did.</p> <p>Session 3: Students explain the modified game of the world and students play together.</p>

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Activity 1

First we create groups by using grouping dynamics, in this case the students will walk around the gym and make groups following teacher's instructions. For example, the instructions can be given by asking students to complete mentally a sum or multiplication operation such as $2+1$, 3×2) and then make groups of the same number of people. The last round of this activity will serve us for circuit grouping which we will need in the activity which follows. At the beginning the teacher says the operations and 10s later he/she shows flashcard where the operation is displayed.

(The number of students in each group is determined by the roles we assign them: **leader** (organizes the whole group and assigns tasks), **secretary** (takes notes of all communication and decisions made by the group), **webmaster** (responsible for ICT), **messenger** (contacts the teacher for clarifications or speaks with other groups), **helper** (responsible for the equipment and preparation), **spokesperson** (is the person who explains the project of the group and the guarantor that the group speaks English all the time).

Activity 2

Teacher presents the different games of the world.
Then, the teacher explains the different roles in all the groups, using a flashcard that has the cards of each role.

FRONT: Explanation of each role

REAR: Questions and phrases to help students

<p>LEADER</p>  <p>Organizes the whole group and assigns tasks</p>	<p>SECRETARY</p>  <p>Takes notes of all communication and decisions made by the group</p>	<p>WEBMASTER</p>  <p>Responsible for ICT</p>
<p>MESSENGER</p>  <p>Contacts the teacher for clarifications or speaks with other groups</p>	<p>HELPER</p>  <p>Responsible for the equipment and preparation</p>	<p>SPOKESPERSON</p>  <p>Explains the project of the group and the guarantor that the group speaks English all the time</p>

<p>LEADER</p>  <p>Questions:</p> <ul style="list-style-type: none"> - Can you do this/that? - Do you understand? - Well done! 	<p>SECRETARY</p>  <p>Questions:</p> <ul style="list-style-type: none"> - Can you repeat, please? - How do you spell (a word)? 	<p>WEBMASTER</p>  <p>Questions:</p> <ul style="list-style-type: none"> - Shall I look for more information? - I turn the computer on/off
<p>MESSENGER</p>  <p>Questions:</p> <ul style="list-style-type: none"> - I am going to ask the teacher this question - In our group we are thinking to... 	<p>HELPER</p>  <p>Questions:</p> <ul style="list-style-type: none"> - Can I help you? - Have look! I think is not ok, can you revise it, please? 	<p>SPOKESPERSON</p>  <p>Questions:</p> <ul style="list-style-type: none"> - Can you speak (explain it) in English, please? - Ask me if you have any questions

Groups have 10 minutes to understand the game and practice it, and then they change to other game that is proposed. There are two games that we show with visual input where the students have to read and order the rules and two more

games with visual input where the students have to listen and watch a video.

Reading no. 1: EARTHBALL (Traditional Game from the United States)

The number of players is unlimited. The players divide themselves into 2 groups with the same number of players. Depending on the number of players we can play it on any pitch, starting with a basketball pitch for a small number of players or a football pitch for a big number of players.

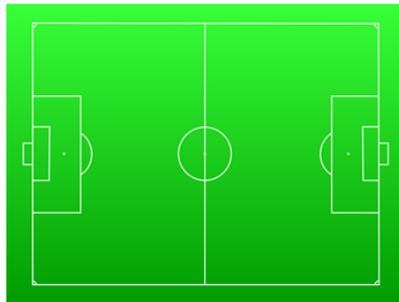
Rules:

- 1/ The players have to carry the "earthball" to the opposite team's territory without dropping it on the ground.
- 2/ Everybody has to touch the ball before carrying it on the opposite territory.
- 3/ You cannot touch anybody from the opposite team otherwise it is a fault.
- 4/ You cannot make more than 3 steps with the ball in your hands.
- 5/ The game takes 6 minutes to complete.

Visual Support

- 1/ Read and order the rules
- 2/ Flashcards:

PITCH



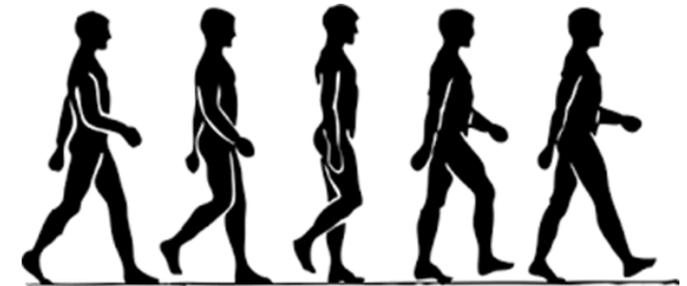
An area where we play

GROUND



The Earth under our feet

STEPS



Moves ahead made with your legs

CARRY



Transport something from one place to another

DROP



Make something fall accidentally on the ground

[Reading no. 2: WOK TALI WOK \(Traditional game from New Guinea\)](#)

You draw two big circles on opposite side of a basketball or football pitch. In the center of each pitch we put a tree (We can use a stick to symbolize a tree). All players who belong to the same team stand inside one of the two big circles except one who catches the rest.

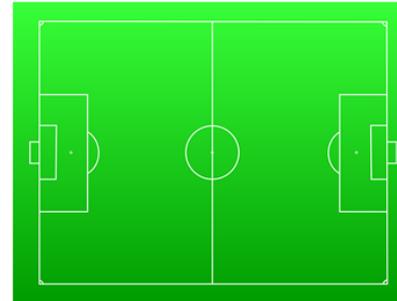
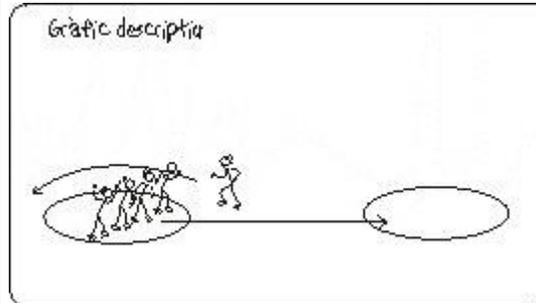
Rules:

- 1/ The players have to pass from one circle to the other without being touched by the “tag-player” from the other team.
- 2/ Each player can start passing to the other circle when he/she thinks that there is no risk.
- 3/ When a player is caught he automatically becomes a member of the other team.
- 4/ When there is only one player left in the circle the other team start counting down in order to leave the circle.

Visual Support

- 1/ Read and order the rules
- 2/ Flashcard:

PITCH



An area where we play

STICK



A thin piece of wood or other material

DRAW



to make a picture of something with a pencil or pen

CATCH



To take hold of something, especially something that is moving

STAND INSIDE



To be in a vertical state in (inside) one place

[Listening no. 1 \(video\): SWAMP BALL \(Traditional Game from the UK\)](#)

- 1/ Divide the gym into 2 parts, 1 team on each part.
- 2/ Put a mat at the back of each side. Those are the swamps.
- 3/ Add in the dodgeballs and it's game on!

4/ When players are dead, they must go into the swamp on the opposite side. Players are in that swamp until they can catch a ball and try to throw the ball to the others.

5/ If an entire team becomes in the swamp, the round is over, so start a new round. Play over and over again!

Visual Support

1/ Video: <https://youtu.be/MPtIQM6FhI0>

2/ Flashcard:



MAT



A piece of soft material used in some sports for people to lie on or fall onto

THROW



To send something through the air with force

CATCH



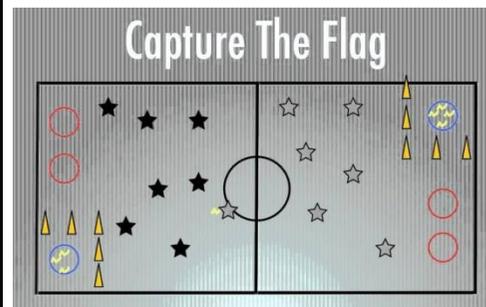
To take hold of something, especially something that is moving

Listening no. 2 (video): Capture The Flag

- 1/ Create the playing area as shown. On each on a half of the gym: a ring in the corner with flags inside, surrounded by cones. Also 2 rings as prisons.
- 2/ Teams start in their own half. The goal is for teams to try and capture all of the flags to their own side.
- 3/ When traveling on the opposing teams side, players can get tagged. If that happens, they must go into a jail.
- 4/ Players can save someone in jail by safely making it to them, and then both can walk back to their side.
- 5/ If players make it into the opposite flag area (inside the cones) they can't be tagged in there. They will try to escape with 1 flag back to their side.
- 6/ If tagged along the way back with flag in hand, they must return the flag and go into prison.
- 7/ Use 'rock, paper, scissors' to solve any problems when players from both sides argue whether players were passed the line or tagged before getting passed.
- 8/ If a team captures all of the flags, the round is over. Start a new round!

Visual Support

- 1/ Video: <https://youtu.be/MPtIQM6FhI0>
- 2/ Flashcard:

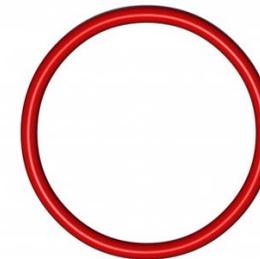


FLAG



A piece of cloth that represents a country or a group, or has a particular meaning

RING



A circular piece of material

JAIL



A place where criminals are kept to punish them for their crimes

WALK



To move along by putting one foot in front of the other

TAGGED (TAG)



To follow closely; go along or about as a follower

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Activity 3

Activity 3 takes place in the ICT room. Students organize themselves into the same groups as in the previous activity and then modify rules of their original game. When they have agreed on the modifications, they use the webapp MySimpleShow to create presentations of the modified game.

Language support

NAME OF THE GAME

Designer, date, number of players, suggested age.

1. Make the narrative clear, outline the objective/goal
2. Materials needed, Equipment
3. Instructions for setting up, Preparation
4. How to win (winning condition)
5. Rules (from general to specific and special cases)
6. Tell players what they can do
7. End of the game victory conditions

Create it in <https://www.mysimpleshow.com/>

Once again, they work in cooperative groups using the same roles as mentioned in Activity 1 (leader, secretary, webmaster, messenger, helper and spokesperson)

Activity 4

In the ordinary classroom, each group explains their modified game to the rest of the class.
The group members explain the rules of the modified game using the presentation in MySimpleShow and clarify doubts in direct interaction.

Language support

Useful language for presentations

Explain what your presentation is about at the beginning:

I'm going to talk about ...

I'd like to talk about ...

Use these expressions to order your ideas:

First of all, ...

Firstly, ...

Then, ...

Secondly, ...

Next, ...

Finally, ...

Lastly, ...

To sum up, ...

In conclusion, ...

Use these expressions to add more ideas from the same point of view:

In addition, ...

What's more, ...

Also, ...

Added to this, ...

To introduce the opposite point of view you can use these words and expressions:

However, ...

On the other hand, ...

Then again, ...

<p>Activity 5</p>	<p>Then, they go to the playground and became referees of their own game. If there is any doubt about any rule in any of the modified games, obeying the roles they are assigned they go and ask any member of the referee group.</p>
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>Learning 1/ Games of the world 2/ Vocabulary and structures related to the new games 3/ The meaning of the rules for the proper development of the game and the changes caused by the modified rules. Learning to do 1/ Work in a cooperative group, respecting the roles assigned to them. 2/ Create a new game 3/ Work with a new ICT webapp</p>
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>1/ Vocabulary and structures related to the new games 2/ Use the three basic skills (listening, speaking and writing) in the real setting to produce a new game</p>
<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>It is transversal, uses 2.0 web applications which interact directly with the students (modified text-error-correction-error-free text), there are two types of interaction (Teacher-students; students-students), uses different types of inputs (visual, oral and written).</p>
<p>Other important information</p>	<p>This didactic unit is based on the rules of games played in P.E. These rules throughout the whole process of P.E. learning are repetitive and therefore outstanding for building up knowledge of the basic English structures used in P.E. and out of it.</p>
<p>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</p>	

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

GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	Sports in the main countries in the world!
Author	Josep Grau and Patricia Puebla
Course / year / age	5th Grade of Primary
Number of sessions	3 lessons
Collaboration with...	Josep Grau (PE teacher), Patrícia Puebla (English Teacher) and Andrés Garcia (PE teacher)
Main objectives of the sessions	<ol style="list-style-type: none"> 1. (P.E.) To learn about different sports in different countries on all inhabited continents in our world. 2. (General) Collaborate actively with classmates by means of different sports to accomplish common objectives 3. (English) Practice reading, writing, oral and listening skills in real settings. 4. (ICT) Discover the different sports in different countries and continents using ICT
Short description of	Session 1: We create groups of work with a grouping dynamic. The members of the group have to choose

the sessions	<p>their roles in the group. Finally they watch a video about continents and they have to write the most important characteristics about it and other video about sports.</p> <p>Session 2: Activity using wizer.me webpage. Students have to do an activity related to their continent / country. At the end of the wizer.me activity, there are some videos explaining the rules of the sports in each country.</p> <p>Session 3: Working in a cooperative group, they have to write the rules of one sport in their country and then they have to explain it and record the explanation using a tablet.</p>
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<i>The descriptions of the activities below should contain:</i>		
<ol style="list-style-type: none"> 1. collaborative and cooperative activities instructions (including the timing and the language support) 2. type of support, 3. readings and writings planned, 4. assessment tools 5. materials used 		Timing
S	Activity 1	First we create groups by using grouping dynamics.
E		In this case, students take a piece of paper that is a part of a map. They have to find the other parts of the map that have the other students. They will create a map that represents one continent, so each group will work in this continent.
S		There is some information about the continent behind each map.
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AFRICA

Area	30,370,000 km ²
Population	1,275,920,972 (2018)
Population density	36.4/km ²
GDP per capita	\$1,930 (2019)
Demonym	African
Countries	54 (and 2 disputed)
Languages	1250-3000 native languages



AMERICA

Area	42,549,000 km ²
Population	964,920,000
GDP per capita	\$28,428
Demonym	American
Countries	35
Languages	More than 20



ASIA

Area	44,579,000 km ²
Population	4,560,667,108 (2018)
Population density	100/km ²
GDP per capita	\$7,350 (2019)
Demonym	Asian
Countries	49 UN members, 1 UN observer, 5 other states
Languages	More than 40 official languages



EUROPE

Area	10,180,000 km ²
Population	746,419,440 (2018)
Population density	72.9/km ²
GDP per capita	\$29,410 (2019)
Demonym	European
Countries	50 sovereign states 6 with limited recognition
Languages	More than 120 languages



OCEANIA

Area	8,525,989 km ²
Population	41,570,842 (2018)
Population density	4.19/km ²
GDP per capita	\$41,037 (2017)
Demonym	Oceania
Countries	15 Associated (2)
Languages	34

There are five groups because North America and South America is in the same group continent and we are not working with Antarctica.

The number of students in each group is determined by the roles we assign to them: **leader** (organizes the whole group and assigns tasks), **secretary** (takes notes of all communication and decisions made by the group), **webmaster** (responsible for ICT), **messenger** (contacts the teacher for clarifications or speaks with other groups), **helper** (responsible for the equipment and preparation), **spokesperson** (is the person who explains the project of the group and the guarantor that the group speaks English all the time).

Then, the teacher explains the different roles in all the groups, using a flashcard.

Front cards:

Rear cards:

<p>LEADER</p> <p>Organizes the whole group and assigns tasks</p>	<p>SECRETARY</p> <p>Takes notes of all communication and decisions made by the group</p>	<p>WEBMASTER</p> <p>Responsible for ICT</p>
<p>MESSENGER</p> <p>Contacts the teacher for clarifications or speaks with other groups</p>	<p>HELPER</p> <p>Responsible for the equipment and preparation</p>	<p>SPOKESPERSON</p> <p>Explains the project of the group and the guarantor that the group speaks English all the time</p>

<p>LEADER</p> <p>Questions: - Can you do this/that? - Do you understand? - Well done!</p>	<p>SECRETARY</p> <p>Questions: - Can you repeat, please? - How do you spell (a word)?</p>	<p>WEBMASTER</p> <p>Questions: - Shall I look for more information? - I turn the computer on/off</p>
<p>MESSENGER</p> <p>Questions: - I am going to ask the teacher this question - In our group we are thinking to...</p>	<p>HELPER</p> <p>Questions: - Can I help you? - Have look! I think is not ok, can you revise it, please?</p>	<p>SPOKESPERSON</p> <p>Questions: - Can you speak (explain it) in English, please? - Ask me if you have any questions</p>

Activity 2

Pre-watching activity:

Before watching the video about continents, we will get our students acquainted with Google Earth and make them find each continent and at least one characteristic item for each continent, e.g.:

1/ Find Europe!

10

	<p>2/ Where does Europe end?</p> <p>3/ Find Africa!</p> <p>4/ Which is the largest desert in Africa?</p> <p>6/ Find Asia!</p> <p>7/ Which is the highest mountain in Asia?</p> <p>8/ Find Australia!</p> <p>9/ Name some of the characteristic animals that live in Australia!</p> <p>10/ Find North America!</p> <p>12/ What are the names of the two English speaking countries in North America?</p> <p>13/ How many oceans surround North America?</p> <p>14/ What is the name of the longest river in South America?</p>	
Activity 3	<p>Students watch a video about different continents on the Earth. At the same time they are watching the video; they have to write some characteristics about their group continent.</p> <p>Video: Seven Continents of the world - Seven continents video for kids</p> <p>https://www.youtube.com/watch?v=wYYakyS_HOg</p> <p>Now, students work in groups and they share the information with the other members of the group and write a final answer that they have to explain to the rest of their classmates.</p>	15

	<p>Activity 4</p>	<p>Students watch the video and they have to write all the sports that appear in it. The first part of this activity is individual.</p> <p>Theme 28. Sports song - I like baseball ESL Song & Story - Learning English for Kids https://www.youtube.com/watch?v=qkWIGmhBZVs</p> <p>Sports Song - Educational Children Song - Learning English Sports for Kids https://www.youtube.com/watch?v=tgUSHk6JaTY</p> <p>Now, students work in groups and they share with the others witch sports they think that appear in the video. They write a final answer.</p>	<p>15</p>
<p>S E S S I O N 2</p>	<p>Activity 5</p>	<p>Individual activity using wizer.me webpage (https://wizer.me/).</p> <p>The students of each group have to do the activity related to their continent / country. At the end of the wizer.me activity there are some videos explaining the rules of the sports of each country.</p> <p>The wizer.me activity that we show to students has vocabulary support and oral expression support. Students can click in some words and they can listen how the words are pronounced, the translation of some words, images that represent that word, etc.</p> <p>When students finish their task, they can help the other members of the group-team.</p> <p>Student on the different groups have to use the following code to enter to their worksheet in wizer.me</p> <p>Sports in Australia: Code Z9PN3Z</p> <p>Sports in South Africa: Code 5MZGO7</p>	<p>60</p>

		<p>Sports in India: Code SA25EF</p> <p>Sports in USA: Code BQK1V2</p> <p>Sports in Germany: Code JTUPG3</p>													
<p>S E S S I O N 3</p>	<p>Activity 6</p>	<p>Work in the same cooperative groups and using the same roles as mentioned in Activity 1 (leader, secretary, webmaster, messenger, helper and spokesperson), they have to choose one of the sports that they have in their continent-team and write the basic rules and some information of the sport, following the instructions and the structure document that teacher give to students. They can see the videos in wizer.me more than one time, reading the subtitles and asking for vocabulary. The teacher can help them trying to guide their writing.</p> <p style="text-align: center;">A DESCRIPTION OF A SPORT</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">NAME OF THE SPORT</td> <td></td> </tr> <tr> <td>WHERE YOU PLAY IT</td> <td></td> </tr> <tr> <td>NUMBER OF PLAYERS</td> <td></td> </tr> <tr> <td>EQUIPMENT</td> <td></td> </tr> <tr> <td>RULES: YOU MUST YOU MUSTN'T</td> <td></td> </tr> <tr> <td>HOW TO WIN</td> <td></td> </tr> </table>	NAME OF THE SPORT		WHERE YOU PLAY IT		NUMBER OF PLAYERS		EQUIPMENT		RULES: YOU MUST YOU MUSTN'T		HOW TO WIN		<p style="text-align: center;">25</p>
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Activity 6	<p>In the ordinary classroom, each group has to use a tablet to record the description of the sport that they choose in the last activity. They can read the worksheet that they did or they can do other annotations or whatever they need to do it.</p> <p>The teacher can help them trying to guide their writing and their speaking process.</p> <p>Finally, they have to upload the video onto the school blog page.</p>	25
Activity 7	<p>The members of each group have to do a self-assessment about the working process of their team.</p> <p>Teacher asses the progress of the students in a checklist.</p>	10

	<p>Sports in the main countries of the world!</p> <p>Group <input type="text"/></p> <p>How do we do it? Put a green, yellow or red point in the semaphore.</p> <table border="1"> <tr> <td data-bbox="456 411 763 523">How does the group work?</td> <td data-bbox="763 411 913 523"></td> </tr> <tr> <td data-bbox="456 523 763 635">Was everybody working in their tasks?</td> <td data-bbox="763 523 913 635"></td> </tr> <tr> <td data-bbox="456 635 763 746">Do you help the other members of the group in case they need it?</td> <td data-bbox="763 635 913 746"></td> </tr> <tr> <td data-bbox="456 746 763 858">Have you got any problems?</td> <td data-bbox="763 746 913 858"></td> </tr> <tr> <td data-bbox="456 858 763 970">Do you like work together with your group members?</td> <td data-bbox="763 858 913 970"></td> </tr> </table>	How does the group work?		Was everybody working in their tasks?		Do you help the other members of the group in case they need it?		Have you got any problems?		Do you like work together with your group members?		<p>CHECKLIST: Sports in the main countries of the world!</p> <p>Student: _____</p> <table border="1"> <thead> <tr> <th data-bbox="1066 392 1637 448">ITEM</th> <th data-bbox="1637 392 1751 448">YES / NO</th> </tr> </thead> <tbody> <tr> <td data-bbox="1066 448 1637 560">Student knows the most important sports in their group country.</td> <td data-bbox="1637 448 1751 560"></td> </tr> <tr> <td data-bbox="1066 560 1637 616">Student relates sports to different countries of the world.</td> <td data-bbox="1637 560 1751 616"></td> </tr> <tr> <td data-bbox="1066 616 1637 727">Student knows different vocabulary and structures related to sports.</td> <td data-bbox="1637 616 1751 727"></td> </tr> <tr> <td data-bbox="1066 727 1637 839">Student can work in a cooperative group with their classmates.</td> <td data-bbox="1637 727 1751 839"></td> </tr> <tr> <td data-bbox="1066 839 1637 895">Student is able to identify the continents.</td> <td data-bbox="1637 839 1751 895"></td> </tr> <tr> <td data-bbox="1066 895 1637 951">Student is able to work with an ICT webapp.</td> <td data-bbox="1637 895 1751 951"></td> </tr> </tbody> </table>	ITEM	YES / NO	Student knows the most important sports in their group country.		Student relates sports to different countries of the world.		Student knows different vocabulary and structures related to sports.		Student can work in a cooperative group with their classmates.		Student is able to identify the continents.		Student is able to work with an ICT webapp.		
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Student is able to work with an ICT webapp.																											
<p>In terms of academic content, what are the students learning and what are they</p>	<p>Learning</p> <p>1/ Learn about and identify the most important sports in the world.</p> <p>2/ Relate sports to different countries of the world</p> <p>3/ Learn vocabulary and structures related to sports.</p>																										

<p>learning to do?</p>	<p>Learning to do</p> <p>1/ Work in a cooperative group, respecting the roles assigned to them.</p> <p>2/ Identify the continents and be able to restore their silhouette when torn apart</p> <p>3/ Work with a new ICT webapp.</p>	
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>1/ Vocabulary and structures related to sports. (Must / mustn't, equipment, verbs and actions, etc.)</p> <p>2/ Use the three basic skills (listening, speaking and writing) in the real setting to know about different sports of the world.</p>	
<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>It is transversal, uses 2.0 web applications which interact directly with the students (modified text-error-correction-error-free text), there are two types of interaction (Teacher-students; students-students), uses different types of input (visual, oral and written).</p>	
<p>Other important information</p>	<p>This didactic unit relates different sports to different countries on different continents. It is therefore a wonderful tool for introducing new sports working together during the classes of general English and physical education lessons.</p>	

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

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