

CORSO CLIL IPRASE 2017-2018



CLIL Module/Lesson Plan

Title: BADMINTON

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| Author(s) | BARBARA ZENARI | | | | |
| School | ISTITUTO COMPRENSIVO ARCO | | | | |
| School Grade | Primary <input type="checkbox"/> | Middle <input type="checkbox"/> X | | High <input type="checkbox"/> | |
| School Year | 1 <input checked="" type="checkbox"/> X | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| Subject : | PHYSICAL EDUCATION | | Topic: | BADMINTON | |
| CLIL language | English <input checked="" type="checkbox"/> X Deutsch <input type="checkbox"/> | | | | |

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| Personal and social-cultural preconditions of all people involved | <p>The school is located in Arco, it's a great school with seven sections. The school offers a lot of projects with different topics on the territory. The class is composed of 22 students, their learning level is normal. There are some students with Special Educational Needs (SEN):</p> <p>2 immigrants, who were born in Italy</p> <p>2 students with dyslexia.</p> <p>Average CEFR Level is A1. Someone had experiences of CLIL in primary school, no English mother tongue.</p> <p>Teacher profile: physical education teacher with B2 CEFR Level.</p> |
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| Students' prior knowledge, skills, competencies | Subject | Language |
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| | Basic motor skills Hitting and throwing skills Knowledge and use of the main gym equipments. | Body parts Basic directions and actions Gym equipments |

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| Timetable fit | ○ Module | Module length 10 LESSONS - 10 HOURS |
| | ○ Lesson | Lesson length 60 MINUTES |

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| Description of teaching and learning strategies | Methodological approaches: cooperative learning, peer-work Strategies to promote interaction and communication: brainstorming as a activating prior knowledge, cooperation in a project, give examples, suggesting, expressing and sharing ideas and opinions. Materials to support language and scaffolding: glossary, worksheet, pictures, posters, flashcards, crosswords. |
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Overall Module Plan

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| Unit 1 | Lesson 1 EQUIPMENTS AND GRIPS |
| INTRODUCTION ----- | Lesson 2 “HOW CAN I MOVE?” |
| Unit length | Lesson 3 “HOW CAN I HIT?” |

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| Unit 2 | Lesson 1 BACKHAND AND FOREHAND |
| DIFFERENT SHOTS ----- | Lesson 2 |
| Unit length | FOREHAND SERVICE |

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| Unit 3 | Lesson 1 THE RULES OF GAME |
| “TRY TO PLAY” ----- | Lesson 2 SINGLE CLASS TOURNAMENT |
| Unit length | Lesson 3 SINGLE CLASS TOURNAMENT |
| | Lesson 4 SINGLE CLASS TOURNAMENT |

CLIL Lesson Plan

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| Unit number 1 | Lesson number 3 | Title “HOW CAN I HIT?” |
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| Activity | Timing | Learning Outcomes | Activity Procedure | Language | Interaction | Materials | Assessment |
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| 1 | 10' | <p>List the names of different directions on the badminton court.</p> <p>Mime the specific badminton movements and recognize them by saying the names.</p> <p>Classify the movements based on directions, way of movement and specific movements</p> | <p>ACTIVATING PRIOR KNOWLEDGE</p> <p>Students make a brainstorming and repeat the names of different directions, ways of moving and specific movements used in badminton that we learned in the last lesson.</p> <p>Flashcards are hanged on the wall to provide scaffolding.</p> <p>Play in pairs: one mime and the other guesses and then change roles.</p> <p>Write the correct name on the right poster according to classification criteria.</p> <p>Teacher controls activities and eventually steps in where it's necessary to help.</p> | <p><i>Skills</i></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <p><i>Key vocabulary</i> Foreward, backward, sideways, diagonally, lunges, jumps, steps</p> <p><i>Communicative structures</i> How can I move my body? I can move with/in..... Which directions and movements do you know? I know....</p> | <ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work | <p>- 3 posters</p> <p>- Pens</p> <p>- Flashcards about directions</p> <p>https://www.teacherspayteachers.com/Product/Movement-Flash-Cards-Directions-2810443</p> <p style="text-align: center;"><i>See Attachment 1 Flashcards</i></p> | <p>Formative assessment : to understand how much and how well they learned about the content of the previous lesson about “How can I move”.</p> <p>Peer assessment: they work in pairs and assess each other and give feedback.</p> |

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| 2 | 15' | <p>List the names of the parts of the human body.</p> <p>Identify the correct names (Naming)</p> <p>Demonstrate the correct requested exercises</p> | <p>HOW CAN YOU HIT A BALLOON?</p> <p>A) Individually: Students try to hit a balloon with different parts of the body and write the correct names on a worksheet. They can read the correct name on a glossary on the wall (scaffolding)</p> <p>B) Play in pairs: One student asks to the partner to show how do he/she hits the balloon with different parts of the body?</p> <p>The other one shows the exercise and then change roles.</p> <p>Teacher controls activities and eventually step in where it's necessary to help.</p> | <p><i>Skills</i></p> <p>L S R W</p> <p><i>Key vocabulary</i> Head, shoulder, knee, arm, hand, finger, leg, foot, toes, chest, body, to hit ,to show</p> <p><i>Communicative structures</i> How can I hit....? I can hitwith.... Can you show me how.....?</p> | <ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work | <p>-Worksheets of human body http://www.kids-pages.com/folders/worksheets/Body/page8.htm (modificato)</p> <p>-Pens -Balloons -Glossary on the wall</p> <p><i>See Attachment 2 Worksheet: how can you hit the balloon?</i></p> <p><i>Attachment 3 Glossary</i></p> | <p>Self assessment: each student assess his own work with the balloon.</p> <p>Peer assessment: what they are able to do as a result of a specific request.</p> |
| 3 | 15' | <p>Ask about what is an object.</p> <p>Describe the available equipments and their use.</p> | <p>“CREATE YOUR HITTING GAME”</p> <p>Students divided into groups. They can choose 2 or 3 different equipments to invent their games.</p> | <p><i>Skills</i></p> <p>L S R W</p> <p><i>Key vocabulary</i> Racket, ball, hoop, cone, shuttlecock, bean bags, bat</p> | <ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work | <p>-Rackets (tennis, badminton, table-tennis...) -Tamburellos -Different balls -Shuttlecocks -Beanbags</p> | <p>Formative assessment: what they know about sports equipments</p> |

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| | | <p>Identify the correct equipment and their use.</p> <p>Naming the different equipments.</p> <p>Give examples</p> <p>Hypothesize on the use of different equipments</p> | <p>In rotation, one of the group asks to the others what that particular equipment is and what is used for; the rest of the group has to describe and try to give an example of their use.</p> <p>They can change equipments and try to practice their game.</p> <p>Afterwards they write the name and the rules of the game on a post it and stick it on a poster.</p> <p>Teacher controls activities and eventually step in where it's necessary to help.</p> | <p><i>Communicative structures</i></p> <p>What is it? It's a</p> <p>How would you describe this? This is</p> <p>How can we use the? We can pass, roll, throw, catch, hit, bounce...</p> <p>Can you give an example?</p> | | <p>-Hoops</p> <p>-Cones</p> <p>-Bats (baseball, hockey...)</p> <p>-Post it</p> <p>-Pens</p> <p>-Big poster</p> | |
| 4 | 15' | <p>Ask about what is a picture</p> <p>Identify the correct picture</p> | <p>“BADMINTON BATTLEWORDS”</p> <p>Students divided into 4 groups. Flashcards positioned in the hoops inside the badminton court. (scaffolding)</p> <p>One group in a row has to</p> | <p><i>Skills</i></p> <p>L S R W</p> <p><i>Key vocabulary</i></p> <p>To hit, net, court, player, match, point, score, grip, single, double, to throw, serve, across, down, clue (definition)</p> | <ul style="list-style-type: none"> o Whole class o Group work o Pair work o Individual work | <p>Hoops</p> <p>Shuttlecock</p> <p>Pictures</p> <p>Pens</p> <p>Worksheets with crosswords about badminton</p> <p><i>See Attachment 4 Badminton</i></p> | <p>Formative assessment: about the content of badminton.</p> |

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| | | | <p>throw the shuttlecock and try to hit the hoops on the ground. If they do it, they can take the flashcards inside. When they collect all the flashcards, in rotation one of the group asks which picture is and the others answer. Then they can try to complete the crosswords on their worksheet talking about the possible clues.</p> <p>The first team wins.</p> <p>Teacher controls activities and eventually step in where it's necessary to help.</p> | <p><i>Communicative structures</i></p> <p>Which picture is it? It's a</p> <p>What is the clue relative of the(number) across or down crossword? The answer is....</p> | | | |
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Lesson Plan Template realizzato a partire da materiale IPRASE precedentemente elaborato e riadattato con il coordinamento di Ludowica Dal Lago, in collaborazione con l'esperta CLIL Manuela Perini e la consulenza della docente Emanuela Atz per la versione in lingua tedesca.

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