

CLIL
PHYSICAL EDUCATION IN ENGLISH

Lessons 1-2. Sonia Mattana

Part only for the English teacher 1 hour	Part to be done as a team, in co- presence - 1 hour	Part only for the Content Specialist 1 hour
Parts of the body Roles in football	The rules of a football game	Football match

Lessons 3-4. Sonia Moi

Part only for the English teacher 1 hour	Part to be done as a team, in co- presence – 1 hour	Part only for the Content Specialist 1 hour
Sports injuries	Causes, prevention and management of injuries	Injuries in football, first aid treatment.

Trainees: Sonia Mattana, Sonia Moi**SSIS 2005/06**

	Lesson 1	Lesson 2	Lesson 3	Lesson 4/5	Assessment
Title	Body parts and football roles	Football rules	Sport injuries	Causes, prevention, management. Football injuries	
Time	1	2 (1 st co-presence, 1 PE teacher)	1	1 co-presence 1 PE teacher	2
Pre-requisites	Simple present, basic vocabulary, demonstrative objectives, possessive adjectives.	Basic vocabulary on football, Imperatives.	Vocabulary on body Parts, past simple.	Vocabulary on football, Body parts, injuries.	See previous objectives and pre-requisites
Objectives	Acquire vocabulary related to body parts and on football rules	Acquire knowledge on football roles, understand instructions	Acquire knowledge on sport injuries and how to prevent them.	Acquire knowledge on injuries and how to prevent and treat them. Specific for football.	Assess students' abilities and knowledge
Topic	Body parts and football roles	Football rules	Sport injuries	Causes, prevention, management. Football injuries	Body parts, football and injuries
Vocabulary	Vocabulary related to body parts and football roles	Vocabulary related to football rules	Vocabulary related to sport injuries	Vocabulary related to football injuries	Vocabulary related to body parts, football and injuries
Functions	Identifying body parts and football roles	Following instructions, playing a football match	Identifying and preventing the most common injuries in sport	Identifying and treating football injuries	Identifying body parts, following instructions in a team game and in preventing and treating injuries
l.ge features	Simple present, possessive adjectives	Simple present, imperative	Simple present, simple past	Simple present, simple past	Imperative, simple present
Abilities/skills	inferring from images, listening, speaking, reading	Inferring from images, listening, playing in a team	Inferring from images, listening, reading, speaking	Inferring from images, listening, reading, speaking	Inferring from images. Writing, speaking, reading
Activity type	Group activity, predicting	Playing in a football field	listening, reading, speaking	listening, reading, speaking	Reading, writing, matching, role play.
Teaching tool	Pictures, written text	Following given instructions.	Written text	Written text	Written text
Materials/aids	Pictures,	Balls, coloured t-shirts	Photocopies, pictures	Photocopies, pictures	sheets

	videobeamer, blackboard, chalks,				
Place	Classroom/lab	Gym/football field	Classroom	Classroom	classroom

<p>Needs analysis</p>	<p>The Teacher has to carry out a target situation analysis, that is, an analysis of the objective needs in the target situation.</p> <p>Since most students consider English a mere school subject, only to be learnt to gain a good mark at school, absolutely detached from their every day life, T has to stimulate and encourage them to consider English as a language rich in possibilities and through which each topic, even what they like most, can be learnt.</p> <p>T has to take into consideration what Ss already know and start from their background knowledge in planning his/her syllabus.</p>
<p>Students needs analysis</p>	<p>T has to consider students' wants, that is, their subjective needs, their expectations on the course. So, by means of a questionnaire, T finds out the following possible needs:</p> <ul style="list-style-type: none"> ▪ Ss would like to do more practical activities. ▪ Ss would like to enlarge their knowledge of English regarding sports ▪ Ss would like to play an active role during the lesson ▪ Ss would like to connect English to the activities they like most. ▪ Ss would like to improve their knowledge of English in order to understand sport articles or reports on the internet or satellite TV.

<p>Pre-requisites</p>	<p>T will build his/her syllabus starting from Ss's pre-requisites: Ss are already able to:</p> <ul style="list-style-type: none"> ▪ Understand instructions ▪ Infer meanings ▪ Skim and scan descriptive texts ▪ Read for specific information ▪ Talk about present actions ▪ Talk about past events ▪ Give and carry out orders
<p>General goals of the course</p>	<p>Ss are able to identify parts of the human body, follow given instruction to play a football match. Ss are able to understand a technical written text related to sport injuries and prevent and treat them.</p>
<p>Definition of objectives to be achieved at the end of the course</p>	<ul style="list-style-type: none"> ▪ Ss can identify parts of the body ▪ Ss can identify the roles of a football game ▪ Ss can understand given instruction ▪ Ss can follow given instruction ▪ Ss can perform a football match ▪ Ss can identify different kinds of sport injuries ▪ Ss can prevent injuries ▪ Ss can treat. as a first aid, football and sport injuries

TOPIC:

Body parts & football

TITLE:

Body parts & football

PRE-REQUISITES:

Students already know:

- Basic vocabulary on body parts
- present simple
- past simple
- Possessive adjectives

GROUP LEVEL

B1

OBJECTIVES

Students will know:

- Detailed vocabulary on the parts of the human body
- Vocabulary on rules and roles of football

Students will:

- Expand vocabulary related to the body
- Expand vocabulary related to football
- Learn to collaborate in a team
- Learn to follow imperatives
- Develop their listening, reading, writing and speaking skills

TIME

1 hour + 1 hour

PLACEMENT IN THE CURRICULUMBeginning of the 2nd term**MATERIALS AND RESOURCES :**

- realia
- Ppt slides
- pictures

LESSON PLANNING**LESSON N° 1 - 2****TITLE BODY PARTS & FOOTBALL****DETAILED LESSON PLAN 1 – SONIA MATTANA**

PROCEDURE	RATIONALE
<p>STEP 1 BRAINSTORM ACTIVITY TIME: 30'</p> <p>T shows a picture of a human body and asks Ss to tell the names of the parts she will point to. If Ss don't know the right answers T writes them on the blackboard.</p> <p>T introduces the vocabulary they don't know.</p> <p>T shows a blank picture that Ss have to fill in.</p>	<p>This lesson is meant to improve Ss' knowledge on the parts of human bodies.</p> <p>As the level is a B1, Ss may already know some of the most important, so this lesson starts with the brainstorming activity to find out what they already know.</p>

<p>STEP 2 INTRODUCING FOOTBALL TIME: 10'</p>	<p>T introduces football, focusing Ss's attention on the parts of the body used to play football: i.e. feet, head, knees, ankles, etc.</p>
<p>STEP 3 THE ROLES IN A FOOTBALL TEAM TIME: 20' T provides Ss with the most important roles of a football team. She will show some slides with pictures and description of each specific role</p> <p>Activity: T gives a definition to Ss and asks them to say what is the role.</p>	<p>As most Ss are interested in football (even girls) they will find stimulating to know how to talk about this sport in English.</p> <p>Example of a slide:</p> <p style="text-align: center;">The roles of football The goalkeeper</p> <p>Appreciate the goalkeeper. Also called goalie, or keeper, goalkeepers are unique in that they are the only players allowed to touch the ball with their hands. They may use their hands within the penalty area to keep the opposing team from scoring.</p> 
<p>Lesson 2</p> <p>The rules of football</p>	
<p>STEP 1 THE ROLES OF A FOOTBALL GAME TIME: 20' + 100' game</p> <p>The English teacher recalls the roles of football, then explains the most important rules of a football game using words that most Ss already know, such as off-side, corner, penalty, etc. E T introduces new vocabulary regarding the rules of football.</p>	<p>This lesson is meant to be a co-presence one. As it regards the roles of a football game, the presence of the PE teacher is important, since he is the specialist in this field.</p> <p>After the explanation, the PE Teacher let the Ss play the game</p>

Lessons 3 – 4

NAME: SONIA MOI

TOPIC:

Sports Injury Symptoms & Causes

TITLE:

Sports Injuries

PRE-REQUISITES:

Students already know:

- Vocabulary on body Parts
- past simple
- Basic vocabulary on injuries
- Possessive adjectives

GROUP LEVEL

B1

OBJECTIVES

Students will know that:

- Symptoms and causes of injury differ according to the type of injury
- The cause of an injury varies according to the activity

Students will:

- Expand vocabulary related to injuries
- Outline the attitudes and behaviours that cause and prevent accidents
- Learn to describe an injury
- Learn to prevent an injury
- Value their health and that of others
- Describe counter-measures for a variety of dangerous situations
- Learn the importance of rehabilitation
- Develop their listening, reading, writing and speaking skills

TIME

1 hour

PLACEMENT IN THE CURRICULUM**MATERIALS AND RESOURCES :**

- Text book
- Activity sheets
- Articles from the Internet

LESSON PLANNING**LESSONS N° 3 - 4****TITLE****Sport Injuries****DETAILED LESSON PLAN – SONIA MOI**

PROCEDURE	RATIONALE
<p>The first five minutes of the lessons are devoted to explain to the class that the lesson is about identifying different types of sporting injuries.</p> <p>Ss prepare their note-books and sit properly while the teacher prepares the video- beamer and starts the Power Point presentation.</p> <p>STEP 1 BRAINSTORM ACTIVITY TIME: 20'</p>	<p>Ss start concentrating.</p> <p>This lesson plan has been developed to increase students' knowledge of sporting injuries, injury prevention and management, and are appropriate and designed for teaching students having an A2 and above Level of English. Topics covered in this lesson include:</p> <ul style="list-style-type: none"> ▪ Sports Injuries-Classifying Sports Injuries ▪ Sports Injury Prevention- Sport Injury Management- Treating Sporting injuries <p>T brainstorms examples of sporting accidents and injuries. T asks Ss to give example of famous sport peoples' injuries and the sport injuries that they themselves and their classmates have already had.</p> <p>T. fills in the bubbles in her Power Point Presentation</p> <p>Some examples include:</p>

- Common sporting accidents:
 - Sprained ligament
 - Muscle strain
 - Dislocations
 - Corked muscles
 - Bruises, cuts and grazes
 - Dislocations/fractures

<p>STEP 2 TRANSLATION ACTIVITY TIME: 5'</p>	<p>T helps Ss to translate into English the words they still don't know but they need for this activity</p>
<p>STEP 3 NOTE TAKING EXERCISE TIME: 15' T discuss the rate of sporting injuries with students, giving the class appropriate facts and pictures. Ss take notes, key words and phrases.</p>	<p>T explain Ss that depending on the game or sport being played, there are common injuries that affect many teenagers. Some of these include</p> <ul style="list-style-type: none"> □ Common Sports Injuries that affect you and your friends <ul style="list-style-type: none"> ▪ Netball → Torn Knee ligaments ▪ Skateboarding → Concussion and bruises ▪ Football → Sprained ankles ▪ Hockey → Sprained ankles ▪ Running → Torn hamstrings ▪ Softball → Strained muscles ▪ Playing → Cuts and grazes ▪ Cricket → Injured back ▪ Rugby League → Facial lacerations ▪ <p>T explains types of Injuries by Cause: sports injuries are usually categorised according to the cause of injury, either direct, indirect or from overuse. The three different types of injuries are characterised as a:</p> <p>Direct Injury: An injury that is likely to be a result of contact with another player, object or the ground. E.g. Contused (corked) thigh</p> <p>Indirect Injury: An injury that is likely to be a result of physical impact without contact, i.e. straining a muscle from movement while running. E.g. Hamstring strain</p> <p>Overuse Injury: An injury that is likely to be a result of continual impact on tendon or bone leading to detrimental wear and tear and therefore high risk of injury.</p>

STEP 4 CLOZE ACTIVITY

TIME: 10'

Student complete:

About Sports Injuries

Complete the following cloze passage from the words in the box at the bottom of the page.

Sports injuries are more likely to occur during _____, like in the

backyard, at the park with friends or at _____, because

and game rules are often overseen.

The most common cause of school sports injuries are _____ and

_____.

These can result in sprains or _____.

The most common parts of the body to get injured are the arms, elbows and

_____.

Sport is very _____ and a healthy, fun way to live life. Sport should not be

avoided but it should be taken _____ when players are at risk of injury.

informal playing times	lunch-time	protective gear
over-exertion	falls	fingers
strained muscles	safe	seriously

T gives a passage “About sports Injuries” and Ss complete it from the words in the box at the bottom of the page.

If the school has a Lab every student can have his/her own computer to do this cloze.

T explain difficult words when asked to.

STEP 5 NOTE TAKING EXERCISE

TIME: 10'

Ss take notes

T. shows a chart on Sports Injury Symptoms and Causes

Injury	Symptoms & Signs	Possible Causes
Soft Tissue Injury (Bumps, sprains, strains)	Pain, swelling, reduced movement, tenderness	Uncontrolled movement, blow, collision, overstretching
Bruises	Tenderness, pain, discolouration	Fall, knock, blow
Cuts	Bleeding, pain, distress	
Blisters	Local pocket of fluid, pain, tenderness	Friction from shoes, clothing, equipment, pressure
Cramps & Stitches	Involuntary muscle spasm	Dehydration, low fitness, muscle fatigue
Winded Player	Pain, breathing difficulty, unable to straighten	Blow to abdominal, collision
Broken Bones	Pain, swelling, local tenderness, deformity, loss of sensation, numbness	Blow, collision, heavy fall
Nose Bleeds	Bleeding nose	Blow, heat, spontaneous
Head Injury, Eye Injury	Pain, swelling, impaired vision, bleeding	Hit with ball/bat/player, fall, collision
Broken Nose	Bleeding, pain, swelling, deformity	
Broken Jaw	Deformity, swelling	
Teeth Injuries	Loose/lost tooth, bleeding, swelling	

Lesson 4
Causes, prevention and management of injuries

STEP 1 SPEAKING ACTIVITY

TIME: 15'

Ss tell the class if they have ever had any kind of Injuries, what were symptoms and signs and the causes

As this topic is particularly specific, this lesson is meant to be a co-presence one.

T guides and controls the discussion. Moreover, introduces a discussion with the class about the different elements that can help prevent sport injuries, such as The environment of a particular sport(weather, facilities, surfaces, equipment), fitness levels(stretch, fluid, technique & training) and Protective wear(Eyewear, Mouthguards, wrist, elbow, knee, shin guards, helmets, Tapes, braces)

STEP 2 LISTENING AND NOTE TAKING EXERCISE

TIME: 15'

Ss complete boxes ON HOW TO IDENTIFY AN INJURY

T.introduces Sports Injury Management and discusses with the class the different elements to TOTAPS. Ss are to complete the boxes for each element based on teacher/class discussion

TOTAPS

	Talk	Ask the player what happened. Where does it hurt? What kind of pain is it?
	Observe	Look at the affected area for redness or swelling. Is the injured side different from the other side?
	Touch	Touch will indicate warmth for inflammation – touch also assesses pain.
	Active movement	Ask the injured player to move the injured part without any help.
	Passive movement	If the player can move the injured part, carefully try to move it yourself through its full range of motion.
	Skill test	Did the active and passive movement produce pain? If no, can the player stand and demonstrate some of the skills from the game carefully? If an injury is identified, remove the player from the activity immediately.

STEP 3 **WRITING HEADING**
TIME: 15'
 Ss are provided with a worksheet "Treating injuries with Riche" on Injury treatment and write headings on the left

T explain that the following is a table to help to stop bleeding and swelling

REST	Rest reduces further damage. Avoid as much movement as possible to limit further injury. Don't put any weight on the injured part of the body.
ICE	Apply a hot/cold pack to the injury for 20 minutes every 2 hours. Continue this treatment for the first 48-72 hours (ice cools the tissue and reduces pain, swelling and bleeding). Place cold pack wrapped in a towel onto the injured area. Do not apply frozen cold pack directly to the skin. Extra care must be taken with people sensitive to cold (children) or with circulatory problems.
COMPRESSION	Apply Elastoplast Sport Elastic Adhesive bandage or a non-elastic compression bandage, covering the injured area as well as the areas above and below. Compression reduces bleeding and swelling. Check bandage is not too tight.
ELEVATION	Elevate the injured area to stop bleeding and swelling. Place the injured area on a pillow for support.
REFERRAL	Refer the injured person to a qualified professional such as a doctor for definitive diagnosis and continuing management.

STEP 4 **FEEDBACK**
TIME: 15'

Role play:
 Some Ss pretend to be hurt and the others have to find out the possible kinds of injuries, causes and treatment.