

Portfolio and
formative
assessment

Physical Education and Gaeilge (or a second/additional language)

A sample lesson plan for CLIL LOTE transitions -
To be used in the language classroom and/or in other subjects

Subject: Physical education – Games (Football)

Level: Primary Level 2nd, 3rd & 4th class (age: 7-10)

Duration: 1 month: Four 1.25 hour lessons

Short description:

In this lesson plan proposal, the students will learn key footballing skills whilst also learning and using Gaeilge.

The proposal builds on the IILT (2001). *Post-Primary European Language Portfolio Ireland*. https://ncca.ie/ga/resources/pp_elportfolio/ and literature on Physical Education through CLIL (Coral, 2013; Emmanouilidou & Laskaridou, 2017).

Furthermore, the proposal takes the following curriculum documents in the Irish context taken into account:

NCCA. (2019). *Primary Language Curriculum*. https://www.curriculumonline.ie/getmedia/524b871d-1e20-461f-a28c-bbca5424112d/Primary-Language-Curriculum_1.pdf

NCCA. (1999). *Physical Education Curriculum* https://www.curriculumonline.ie/getmedia/ca8a385c-5455-42b6-9f1c-88390be91afc/PSEC05_Physical-Education_Curriculum.pdf

NCCA. (2005). *Intercultural Education in the Primary School*. https://www.curriculumonline.ie/getmedia/236745b0-a222-4b2a-80b1-42db0a3c7e4c/Intercultural-Education-in-Primary-School_Guidelines.pdf

Main learning objectives for language learning (in the following: Communication)

That the student will be enabled to

Understanding:

- Demonstrate understanding by following and giving instructions.
 - Demonstrate understanding through understanding stories, explanations and descriptions.
 - Create sentences using the past and present tenses of verbs appropriately to inform and describe things they have personally experienced.
- (NCCA, 2019)

Inquiry and Use

- Describe, predict and reflect on actions, events and processes in realistic contexts.
 - Ask and answer open and closed questions, to seek help, information and understanding.
 - Name, explain and categorize people, objects, events, experiences, and opinions based on different topics.
- (NCCA, 2019)

Language of/for/through Learning:

Language of Learning: Key Vocabulary: football, cones, foot, leg, bibs, left foot/right foot, referee, sideline, goal, goalkeeper, referee, dribble, pass, shoot, target

Language for Learning: you dribble the ball..... around the cone/side to side. You use.... inside/outside of your foot. You need/have to.... You succeeded. You didn't succeed.

Language through Learning: Using peer assessments and explanations.

Main learning objectives for content learning (in the following: Content)

That the student will be enabled to:

Sending Receiving and Travelling

- Develop and practise a range of kicking skills: dribbling, kicking on the ground, shooting (NCCA, 1999)

Creating and Playing Games

- Develop and create games with a partner/small group (NCCA, 1999)

Understanding and Appreciation of Games

- Discuss and improve movement skills relevant to games
 - Develop problem-solving and decision-making strategies, and an understanding of tactics and strategies for use in modified game situations
- (NCCA, 1999)

Main learning objectives for plurilingual and intercultural education (in the following: Culture/Plurilingualism)








That the student will be enabled to:

- Develop the ability to work cooperatively with others
- Recognise the value of, gain an understanding of and develop an appreciation for plurilingualism (through the development of understanding and empathy of the difficulties and the challenges of learning a second/additional) (NCCA, 2005)
- Further extension: Explore games from different origins: World Cup, different footballing nations (Argentina, France, Italy, Germany etc.)

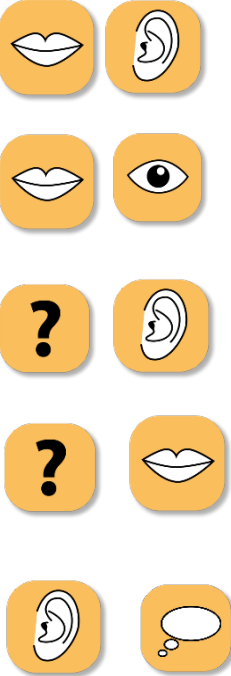
COGNITION

Lower Order Thinking Skills: Remembering, Understanding, Identifying









Higher Order Thinking Skills: Expressing opinions, Analysing, Evaluating, Creating








	Learning objectives for language learning, for content learning, and for plurilingual education	Icons	Activities	Tools/ resources
Lesson 1 Gaeilge (Language Lesson- Pre-teach key vocabulary required) Physical Education lesson	Language Objectives: -Name and identify different equipment, parts of the body used in football (football, boots, foot, cones, bibs, goalkeeper, sideline, goals, referee) -Identify specific movements and rules in football (dribble, stop, trap, pass, shoot the target, a foul, out of play/bounds) Content: - Develop a range of kicking skills (Dribbling, shooting) - Play 4 V 4 football game (miniature soccer games) (PSSI, n.d.)	      	Gaeilge/Language Lesson(s) <ul style="list-style-type: none"> ● Possible Vocabulary Games: Card Matching Games, Simon Says, Poems/Songs, bingo, scavenger hunt ● Poster (Soccer)/Video: Q & A ● Story/Scéal: Football Game 	Poster Video Pictures Cards Text Songs Cones, footballs, bibs Visual cues

	<p>Communication:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of the skills explained/modelled: dribbling, trapping, shooting - Ask and answer questions related to the skills being undertaking - Evaluate the skills of their peers and communicate this information to their partner (dribbling/shooting) - Use short sentences/phrases when communicating with others in a small mini-sided game. <p>Culture/Plurilingualism:</p> <ul style="list-style-type: none"> -Understand that each player has a role to play -Co-operate as a team 		<p>Activity 1:</p> <ul style="list-style-type: none"> -Teacher demonstrates the skill, modelling the key language needed. The teacher will question children on techniques used, children will demonstrate and explain the skill/technique (Dribbling/ Shooting). -Pair Work: Children will practise the skills. While one child is completing the task, the other child will provide feedback (Emmanouilidou & Laskaridou, 2017) of the skill which the teacher modelled. <p>Activity 2:</p> <ul style="list-style-type: none"> -Relay: Dribble relay, zig-zag relay (PSSI, n.d.). <p>Activity 3:</p> <ul style="list-style-type: none"> -Dribble and Shoot: One child becomes a goalkeeper. Three children line up after a cone. Children dribble between two cones and then shoot (PSSI, n.d.). <p>Activity 4:</p> <p>Mini-Games: 4-V-4</p> <ul style="list-style-type: none"> -Children play a mini-game with no goalkeeper. First team to score four goals is the winner (PSSI, n.d.). -Children will be encouraged to communicate with one another 	
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			<p>e.g. pass the ball, I'm here in space, shoot, well done, great goal.</p> <p>Scaffold the learning throughout the unit: Through the use of realia, total physical response, adaption of language, visual cues.</p> <p>Reflection: Portfolio: identifying new words, phrases (IILT, 2001, p.25)</p>	
<p>Lesson 2</p> <p>Physical Education lesson (Passing: Short and Long Pass/trapping the football)</p>	<p>Physical Education:</p> <p>Content:</p> <ul style="list-style-type: none"> - Develop a range of football skills (Long and short pass, trapping a football) - Play miniature games of football (PSSI, n.d.) <p>Communication:</p> <ul style="list-style-type: none"> - Use present and present tense to explain the football skills (Long and short pass, trapping the ball) - Evaluate a partner's skills and relay the information to their partner (passing skills) - Explain the rules to team members when playing the role of referee. - Use short sentences/phrases when communicating with others in a small mini-sided game. <p>Culture/Plurilingualism:</p>		<p>Activity 1:</p> <p>Warm up Games: Traffic Lights Football (PE Shed, n.d.) Children as teacher - giving instructions</p> <p>Activity 2: Revision of skills -Dribble, zig-zag relay, dribbling and shooting relay (PSSI, n.d.)</p> <p>Activity 3: Passing -Teacher models the skills (trapping and passing long/short pass) and the language required. Teacher questions children to check for understanding. -Children line up in pairs-passing the ball and trapping the ball. Children will evaluate other pairs'</p>	<p>Cones</p> <p>Bibs</p> <p>Footballs</p> <p>Visual Cues</p>

	<ul style="list-style-type: none"> - Develop an appreciation for plurilingualism - Co-operate as a team (NCCA, 2005) 		<p>skills and explain this to their pair (Emmanouilidou & Laskaridou, 2017) .</p> <p>Activity 4: Intercepting the pass -3 V 1: Children are in groups of four. Children will pass the football around the grid area. One child tries to intercept the pass. When the child intercepts, they will take the place of the child whose pass was intercepted (PSSI, n.d.).</p> <p>Activity 5: Mini-Game -Teacher will explain the rules, questioning children to check their understanding. Keep the ball-passing Game: -When a team is in possession of the ball they must make five passes to earn a point. The other team will try to intercept the ball. When they've intercepted the ball, they will try to make five consecutive passes. The first team to five points are the winners. The ball goes back to the opposing team when: a foul is committed, the ball goes out of bounds, a point is won, the ball is intercepted (PSSI, n.d.).</p>
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			-Children will rotate as referees (Coral, 2013). Reflection: Portfolio: identifying new words/phrases (IILT, 2001, p.25)	
Lesson 3 Physical Education lesson	Physical Education: Content: -Practise all football skills from previous sessions (dribbling, trapping the ball, passing, shooting) Communication: -Explain the rules of the football games, while participating as a referee -Use short sentences/phrases when communicating with others in a small-sided game Culture/Plurilingualism: -Co-operate as a team	       	<p>Warm-up Game: Stuck in the mud Football (PE Shed, n.d.)</p> <p>Activity 1: 6 v 6 Kicking Games -Teacher and children create the rules for the game: Example: -To start the game, the ball is kicked from the centre of the pitch -One person stands in goal, as goalkeeper -When the ball passes the sideline a kick or throw is given -When the ball goes past the goals the goalkeeper kicks out -Everytime a goal is scored, a kick is taken from centre circle -No tackling, emphasis is placed on intercepting -A free kick is awarded if an opponent is kicked (PSSI, n.d.)</p> <p>Children rotate as referees (Coral, 2013).</p> <p>Activity 2: Four Goal Game:</p>	Bibs Cones Footballs Visual Cues

			<p>-The game starts the same as activity one.</p> <p>-The teams will have no goalkeepers but with two goals to defend and two goals to attack.</p> <p>-No player stands two metres from the goals. One player is nominated to kick the ball (PSSI, n.d.).</p> <p>-Children will be chosen as referees (Coral, 2013) and rotate.</p> <p>Reflection: Portfolio identifying new words/phrases (IILT, 2001, p.25)</p>	
<p>Lesson 4</p> <p>Gaeilge lesson</p> <p>Physical Education lesson</p>	<p>Gaeilge lesson: -Write the rules of their new game using a graphic organiser</p> <p>Physical Education: Content: Creating games -Create a football game or relay -Identify the equipment needed and select the rules for the game</p> <p>Communication: -Explain the rules of the game to other groups -Understand and demonstrate the rules of other games by playing the games of other groups</p>	      	<p>Gaeilge Lesson: Writing: Creating own Football Game/Football relay, writing the rules: Using graphic organiser. Children can choose from a range of different rules and equipment used in previous games/relays.</p> <p>Warm -up Game: Simon says</p> <p>Game: Mini-Game: -Children play their own game and play the games of other groups. Children will need to explain the rules of their game to other children using the graphic</p>	<p>Graphic organiser</p> <p>Footballs Cones Goals Bibs</p>

	<p>-Use short sentences/phrases when communicating with others in a small mini-sided game.</p> <p>Culture/Plurilingualism:</p> <p>-Co-operate as a team player</p> <p>-Develop an understanding and appreciation for plurilingualism (NCCA,2005)</p>		<p>organiser. Children as referee (Coral, 2013).</p> <p>Reflection: Portfolio- hobby: children can choose to explain the new game they created and include it on this page. (IILT, 2001, p.28)</p>	
<p>Using this lesson plan at other educational levels</p>	<p>Pre-primary education (5-6 years)</p> <ul style="list-style-type: none"> • Emphasis will be placed on kicking skills similar to Physical Education lesson 1 and 2 such as dribbling, passing, trapping the ball and shooting. As a result, more time is given to develop these key skills. Playground games such as Simon says, Traffic Lights and Stuck in the Mud Football (PE Shed, n.d.) will also provide children with opportunities to practise these key skills. • Teachers will be encouraged to scaffold the language learning. Also, additional time may need to be given to vocabulary development. <p>Secondary education (12-18 years – see the Teaching/Learning scenario)</p> <ul style="list-style-type: none"> • To further extend this lesson plan for older age groups, emphasis can be placed on other key footballing skills such as the use of space, defending, taking throw-ins, free kicks etc. Given that the students will have a greater knowledge and awareness of football, students can create their own rules in matches using an expansive vocabulary range to communicate with others. 			

Final products that could be added to the students' portfolio:

See lesson 4: Reflection: Portfolio- hobby: children can choose to explain the new game they created and include it on this page. (IILT, 2001, p.28).

Furthermore, the lesson plan proposal gives several examples for how the [Post-Primary European Language Portfolio Ireland](#) can be used by the students in order to reflect and identify new words and phrases (IILT, 2001, p. 25).

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