

## The world of Play

### Objectius

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- To learn some specific content from the Physical Education curriculum through English.
- To read, write and talk about Play and Games in English.
- To develop cognitive skills in a CLIL context.
- To engage students positively in a CLIL environment to benefit both from the learning of the content and the learning of the language.

### Descripció de la proposta

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This project has been designed for students of 4th ESO. But it may be used and adapted for other groups, too; for example it may be of some use for the design and preparation of a 'Crèdit Variable' or even an 'Optativa de Batxillerat'.

The contents are based on P.E. but the topics covered in each unit do also include other aspects related to subjects such as Ethics, Philosophy, Geography and History. The contents are not part of the compulsory PE syllabus; they are a free interpretation of it. They are just a proposal for teachers and an invitation to take and reuse them in any way.

### Aspectes didàctics i metodològics

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The module's duration is of approximately 20 hours, distributed in 5 lessons of 4 hours each. The first 4 lessons are made up of: thematic introduction, a practical game playing and a creative game design (assessment).

The name of the lessons are: Are you Game?, Live Utopia!, Stones, Pubs and Rugby, Gods at Play and The Game's Lab.

The formal aims of the module are the following:

- To make the English language the vehicle of the teaching and learning process.
- To introduce them to the concept of play as an important aspect of life and culture.
- To use games as a 'catalyser' not only for physical and social skills but also for thinking skills and as a source of knowledge.
- To become aware that abstract concepts can be understood if they are experienced in practice.
- To become more aware of the variables that hold a group of people together.

### Recursos emprats

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This didactic sequence contains downloadable worksheets addressed to students and ready to use materials and resources for teachers (ppt presentations, flashcards, games, videos, etc).



## **Competències i continguts que es treballen de forma destacada**

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The lesson plans of this didactic sequence have been designed taking into account the specific skills of the two subject areas involved plus some transferable competences.

## **Alumnat a qui s'adreça especialment**

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These CLIL materials are suitable for students of secondary education. (ESO)

## **Interdisciplinarietat, transversalitat, relacions amb l'entorn...**

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This didactic sequence combines content from the English language curriculum and the Physical Education curriculum.

## **Documents adjunts**

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The materials of this didactic sequence are structured as follows:

- **Introduction** to the didactic sequence with information about the context and the development of the units.
- **Lesson plans:** detailed information of the different units contained in the sequence with the teaching objectives, learning outcomes and assessment criteria.
- **Students' worksheets:** downloadable ready to use materials in pdf files.
- **Teaching notes:** step by step instructions to implement the didactic sequence.
- **Support teaching resources:** supplementary materials to support the teaching of the didactic sequence.

All these materials are accessible at:

[http://www.xtec.cat/monografics/cirel/pla\\_le/nottingham/barbara\\_giros/index.htm](http://www.xtec.cat/monografics/cirel/pla_le/nottingham/barbara_giros/index.htm)

## **Autoria**

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This material was developed by Bárbara Girós Gotthardt in a paid study leave of the Catalan Department of Education, run by the University of Nottingham in the 2007-2008 .academic year.

