

Master's Dissertation/
Trabajo Fin de Máster

**VALUES AND BILINGUAL
PHYSICAL EDUCATION AT
PRIMARY LEVEL**

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ABSTRACT

This Master's Dissertation is related to the teaching of values through the area of bilingual Physical Education. Firstly, it includes a theoretical framework of pivotal elements such as the concept of education in values throughout history; the connection of some educational regulations with this topic; and the relationship between the Physical Education subject, the Content and Language Integrated Learning (CLIL) method and some values such as environmental education, respect among classmates, school mediation and responsible use of Information and Communication Technology. Secondly, this Master's Dissertation focuses on a didactic unit about the teaching of some cross-curricular issues in the 6th level of Primary Physical Education provided under CLIL.

Regulations at international, European, national and Andalusian levels have been taken into consideration, as well as expert authors who work in different fields.

Key words: education in values, cross-curricular issues, Physical Education, Content and Language Integrated Learning, bilingual education.

RESUMEN

Este Trabajo Final de Máster está relacionado con la enseñanza de valores a través del área de Educación Física bilingüe. En primer lugar, se incluye una revisión bibliográfica de elementos importantes tales como el concepto de educación en valores a lo largo de la historia; la conexión de algunas normativas educativas con este asunto; y la relación entre la asignatura de Educación Física, el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) y algunos valores tales como la educación ambiental, el respeto entre compañeros, la mediación escolar y el uso responsable de las Nuevas Tecnologías. En segundo lugar, este Trabajo Final de Máster se centra en una unidad didáctica sobre la enseñanza de algunos temas transversales a través de AICLE en 6º nivel de Educación Física Primaria.

Se han tenido en consideración normativas a nivel internacional, europeo, nacional y andaluz, así como autores expertos que trabajan en distintos ámbitos.

Palabras clave: educación en valores, temas transversales, Educación Física, Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, enseñanza bilingüe.

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1. INTRODUCTION

1.1. Justification

This didactic proposal will tackle the issue of cross-curricular issues (CCIs), methodologies that foster cooperation between classmates and, at the same time, promote the learning of content in the area of bilingual Physical Education. The designed unit, which is intended as a contribution from different school projects such as the bilingual program or *Escuela: Espacio de Paz*, will be based on the laws in force in Andalusia, Spain, the European Union and some international organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Secondly, this proposal will comprise different activities according to educational and social needs, which have been analyzed and studied in some research. To name but a few examples, the World Health Organization (WHO) states that health programs are necessary, since "many children today are growing up in environments that encourage weight gain and obesity" (WHO, n.d., p. 4). On the other hand, Brailovsky (2016, pp. 49-73) expresses that climate change has existed throughout history, but our current behaviour has a very negative influence on Earth's climate. Moreover, in relation to the promotion of positive attitudes among students, reference will be made to Garaigordobil (2018, pp. 34-50) and her evaluation, prevention and intervention strategies. Finally, other authors such as Rascón (2009, pp. 129-131), who analyzed the fruitful relationship between values, Information and Communication Technology (ICT) and learning English, will be borne in mind.

On top of that, the CLIL methodology will be appealing for this didactic proposal, since many of its aspects are directly related to the objectives of this Master's Dissertation. According to de Grève and Van Passel, 1971 (as quoted in Cano, 2013, p. 99) "linguistic teaching contains ipso facto a cultural teaching, since in its condition of phenomenon, language essentially represents one of the main aspects of the culture of a community" (my own translation). As for culture, the 4Cs framework (communication, content, cognition and culture) establishes a direct relationship between this factor and the learning of a foreign language (Coyle, Hood, & Marsh, 2010, as quoted in Llull, Fernández, Johnson, & Peñafiel, 2016, p. 29). Besides this, student-centered methodologies as task-based learning and cooperative techniques are closely related to the Content and Language Integrated Learning method (CLIL) and encourage the teamwork, equal opportunities and critical sense, without

mentioning the opportunities to learn through digital resources and using strategies like realia or gamification.

To put it in a nutshell, this proposal presents teaching Physical Education (PE) content through the mother tongue (Spanish) and a foreign language (English) and, at the same time, it develops the key competences that appear in the different educational regulations and that are defined "as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment" (cf. Recommendation of the European Parliament and of the Council of 18 December 2006, annex). However, it must be borne in mind that the *Ley Orgánica de Educación (LOE)* and *Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE)* consider education, culture, values, democratic coexistence and solidarity fundamental, since "a good education is the greatest wealth and the main resource of a country and its citizens" (my own translation) (*Ley Orgánica 2/2006, de 3 de mayo, preámbulo*). Finally, the values and components expressed in this proposal have been described in different educational regulations such as article 17 on the objectives of Primary Education (*LOE*), article 10 on cross-curricular elements (*Real Decreto 126/ 2014*, article 5 on capacities (*Decreto 97/ 2015*) and article 3 on principles for the development of the curriculum (*Orden de 17 de marzo de 2015*).

1.2. Aims

First and foremost, this Master's Dissertation aims to offer a didactic proposal on CCIs in the area of bilingual Physical Education (Primary Education level) and improve students' content knowledge. Many surveys and authors consider that values are crucial components in order to achieve a tolerant and respectful society.

According to Boqué (2018, pp. 52-55) teachers, family members and students must work together in order to create an adequate climate of coexistence, that is, to favour democratic participation and respect for different points of view. Moreover, a school must be inclusive and foster a peaceful environment of coexistence through cooperative and solidarity activities. In a similar vein, Haydon (2003, pp. 192-194) conveys an appealing element with reference to teachers, values and equal opportunities. According to this author, education must promote equal opportunities because of our plural society and the teachers should educate students so that they can resolve future conflicts related to values themselves.

On the other hand, a great deal of studies on fields such as neurology or psychology have shown that the traditional way of teaching in school is ineffective. This concept is based on Romera (2018, p. 49), who states that we must prepare students so that they can face the social changes (that is, an emotional education must be provided) and to develop current jobs (which give great importance to cooperation between coworkers and ICT).

The different international, national and Andalusian laws have carried out contributions to the values and attention-grabbing circumstances expressed previously. The *LOE* covers values, equality, peaceful conflict resolution, cooperation, interculturality, health and proper use of new technologies (*LOE, artículos 1, 2*).

Last but not least, it seems reasonable to carry out didactic proposals which teach students the mentioned values and aspects. This Master's Dissertation will cover some of them through a theoretical framework and a didactic unit: peaceful resolution of conflicts, health, care of the environment, knowledge of other cultures, respect between classmates, entrepreneurship, and the promotion of leisure activities such as drama or popular games.

Taking into consideration the different aspects aforementioned, the following generic and specific aims of this proposal can be considered:

1. To analyze legislative aspects and studies in order to carry out didactic proposals on Physical Education and CCIIs.
 - 1.1. To review the international, European, Spanish and Andalusian regulations related to education in values, as well as other aspects such as bilingual education.
 - 1.2. To investigate the need to teach values through scientific surveys and authors specialized in these issues.
2. To prepare a didactic unit that covers the area of Physical Education through the CLIL methodology.
 - 2.1. To undertake activities related to physical exercise and body expression such as popular games, a gymkhana, school mediation games and drama activities.
 - 2.2. To carry out aspects of the CLIL methodology such as cooperative techniques, the responsible use of ICT, learning through tasks, the 4Cs framework, the Language Triptych or Bloom's Taxonomy.
3. To foster values which prepare students for a democratic society.
 - 3.1. To undertake activities on different cultures, respect for the environment, school mediation, bullying, responsible use of ICT, Mediterranean diet and drama activities as a means of expressing feelings.

3.2. To encourage students' critical thought through cooperative activities and an educational video game called *Cybereduca Cooperativa 2.0*.



Figure 1. Generic and specific aims of this Mater's Dissertation (own preparation)

2. THEORETICAL FRAMEWORK

2.1. Concept of education in values: theoretical approach

Values are necessary to favour coexistence among people, this is based on Haydon (2003, pp. 65-66) who explains that values are moral aspects to reduce conflicts between human beings.

On the other hand, the *Lexico*¹ dictionary defines the term values as "principles or standards of behaviour; one's judgment of what is important in life" and proposes the following synonyms "principles, moral principles, ethics, moral code, morals, moral values, standards, moral standards, code of behaviour, rules of behaviour, standards of behaviour".

However, other experts have a more global and engaging vision of values and they link them with other concepts, this is the case of Valdemoros and Goicoechea (2012, pp. 19-20) who consider that the terms values, human dignity and human rights go hand in hand. They strongly affirm that the school must offer opportunities to learn and to live in democracy, that is, to make collective decisions. Additionally, these authors link the values with compliance with basic rules of coexistence and some attitudes such as valuing friendship, helping, controlling frustration, greeting and so on. Along this same line of thinking, there are authors who also relate values to the school in order to face social problems and, consequently, laws and terms arise on CCIs or subjects on citizen education. According to Lucini, 1994 (as quoted in Martínez et al., 2008, p. 18) CCIs are "problems and realities that are alive in the social sphere, that the students experience in their daily lives and that demand an educational treatment and response; on the other hand they are issues that influence and connect with an ethical and personal basis" (my own translation). In that sense, Rascón (2011, pp. 35-36) summarizes the different CCIs that should be taught in the Primary Education curriculum taking into account different authors and the *LOGSE*. According to the PhD thesis of this teacher, the following CCIs must be present in the classroom of this first compulsory educational stage:

<p style="text-align: center;"><u>Peace education</u> (Jares, 1992)</p> <ul style="list-style-type: none"> - Intercultural education - Talking instead of fighting as the way to bridge differences - Helping people/schoolmates as much as possible, cooperation - Respect for other (young) people (as a way to avoid violence) - Friendship, love and family 	<p style="text-align: center;"><u>Moral and civic education</u> (Puig Rovira, 1992)</p> <ul style="list-style-type: none"> - Being supportive, polite and tolerant to other people's opinions and conditions - Living all together happily in a democratic society, justice - Building one's own system of values that does not threaten other people's happiness
<p style="text-align: center;"><u>Environmental education</u></p>	<p style="text-align: center;"><u>Sex education</u> (Nieda, 1992)</p>

¹ <https://www.lexico.com/en/definition/value>

<p>(Jiménez Armesto and Laliena Andreu, 1992)</p> <ul style="list-style-type: none"> - Respect for the environment - Animals, animals in danger - Geographical phenomena - Recycling - Keeping one's city/town clean - Saving water 	<ul style="list-style-type: none"> - Pregnancy - Body changes during puberty - Meaning of sexuality - Men's and women's reproductive organs
<p style="text-align: center;"><u>Gender education</u></p> <p>(Mañeru Méndez and Rubio Herráez, 1992)</p> <ul style="list-style-type: none"> - Sharing household tasks between men and women - Gender equality at work - Equality of rights between men and women 	<p style="text-align: center;"><u>Health education</u> (Nieda, 1992)</p> <ul style="list-style-type: none"> - Healthy habits - Common illnesses, injuries - Sports - Drugs - Food
<p style="text-align: center;"><u>Road safety education</u> (Ocio Simó, 1992)</p> <ul style="list-style-type: none"> - Traffic signs and road marks - Riding on a bike or skating safely - Walking carefully and quietly down the street - Means of transport 	<p style="text-align: center;"><u>Consumer education</u> (Álvarez Martín, 1992)</p> <ul style="list-style-type: none"> - Free time options - Shopping - Saving money, not wasting it - Watching television responsibly

Table 1. Content based on the LOGSE guidelines that should be covered across the primary education curriculum (Rascón, 2011, pp. 35-36)

To conclude, there are several ways to teach values in a school. Nonetheless, it seems more reasonable that it is carried out with the participation of the school community and taking into account the study plans of a center (Martínez et al., 2008, pp. 19-20). In the same line, the Proceedings of the Seminar on Education and values of the Ministry of Education and Science, 1992 (as quoted in Martínez et al., 2008, pp. 20-21) conclude that the activities, participation, schedules and subjects of the curriculum should be connected to the values that a center intends to teach. On top of that, Valdemoros and Goicoechea (2012, pp. 113-115) consider that the plan of coexistence of a school must have principles and purposes intimately related to values and human rights, that is, freedom, responsibility, equality, inclusion, participation, conflict prevention and peaceful resolution of problems.

2.2. Legal framework on values education

2.2.1. Evolution throughout history: outstanding elements

Throughout the history of the human being many aspects contrary to coexistence have taken place and, at the same time, loads of beneficial facts have happened. Just to give an example, the Universal Declaration of Human Rights can be considered as a pivotal reference worldwide and should be taught in schools today, since it is related to human values:

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction. (The United Nations, 1948, preamble)

If the truth be told, this document outlines the fundamental rights that different countries should include in their local laws. Moreover, in one of its articles it refers to education and its purpose:

Education will aim at the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms; it will favor understanding, tolerance and friendship between all nations and all ethnic or religious groups; and promote the development of United Nations activities for peacekeeping. (The United Nations, 1948, article 26.2.).

On top of the that, several texts on the rights of the child have been approved throughout history such as the United Nations Convention on the Rights of the Child (United Nations, 1989), which highlights the need to protect children and favor their development.

With reference to our country, the Spanish Constitution of 1978 can be considered as the first text in modern history that talks about values, rights and education. In the European and national educational context we can highlight different laws, however the *LOGSE* (1990) and the *Real Decreto 1344/ 1991 (artículo 5.4.)* can be considered as the precursor regulations

of cross-curricular themes, that is, of "moral and civic education, education for peace. for health, for gender equality, environmental education, sex education, consumer education and road education".

2.2.2. European regulations

The European Union is aware of the importance of education and it always tries to promote measures in order to improve the quality of the education system, without mentioning the integral development of students and their preparation for society. In this respect, the Council Conclusions on school development and excellent teaching asks the member countries for improvements that have connections with values such as integration, solidarity, social skills, democracy or the responsible use of ICT (cf. Council Conclusions, p. 12).

With regards to the key competences, European regulations consider them crucial for the development of students' knowledge, skills and attitudes. The member countries must incorporate the following competences in their educational regulations:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship; and
- 8) Cultural awareness and expression.

(cf. Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning: key competences).

Each of these eight competences contributes to promote values and respect for cultures. Just to give an example, communication in foreign languages "is one of the key competences that could foster employability, personal fulfillment, active citizenship and social inclusion" (my own translation) (*Consejo de la Unión Europea, 10*).

Last but not least, the European Union has more regulations, resources and tools that try to strengthen culture, the union between citizens of different member countries, language learning and mobility. To name some very familiar examples (see Cano, 2013, pp. 48-52; consult *El Parlamento y Consejo Europeo, 2013, Capítulo I*):

- Erasmus program, which favours students and teachers learning and practice in other countries. It intended for Higher Education.
- Comenius and eTwinning are proposals to develop collaborative projects between schools of Infant and Primary Education.
- Leonardo da Vinci is a program for Vocational Training.
- Erasmus Mundus, which has an international vision.
- Grundtving, which is intended for Adult Education.
- Other solidarity and sports programs.

All these proposals belong to Erasmus+ programs² and complement other proposals such as the Common European Framework of Reference for Languages³ and the European Portfolio of Languages, whereby we can achieve objectives and competencies previously expressed and it will be explained in later sections.

2.2.3. Spanish regulations

The current education law is the *LOMCE*, which modifies some aspects of the *LOE*. These regulations are intended to specify the European proposals in our country and, therefore, the educational tendencies on key competences, values and democratic attitudes. In this sense, educational regulation considers that “behind people's talents are the values that support them, the attitudes that drive them, the skills that materialize them and the knowledge that builds them” (my own translation) (*LOMCE, preámbulo*). Moreover, the objectives of Primary Education underline the importance of teaching values, conflict resolution strategies, respect for different cultures, gender equality, health, responsible use of new technologies and emotional intelligence. Moreover, it includes a subject called Social and Civic Values (cf. *LOE, texto consolidado, artículos 17, 18*).

With reference to the *Real Decreto 126/2014 (artículo 10)*, the term cross-curricular elements appears, that is, those that in the LOGSE were called cross-curricular themes. This Royal Decree considers the following CCIs:

- Language skills, ICTs, entrepreneurship and civic education.
- Attention to student diversity.
- Gender equality, respect for human rights and peaceful conflict resolution.
- Personal autonomy, creativity and teamwork.

² https://ec.europa.eu/programmes/erasmus-plus/node_en

³ <https://www.coe.int/en/web/common-european-framework-reference-languages>

- Physical exercise and balanced diet.
- Road safety education.

(My own translation)

2.2.4. Andalusian regulations

Andalusian laws and Decrees undertake a contextualization of international and national regulations. First and foremost, the *Ley 17/2007 (artículo 4)* expresses the principles of the Andalusian education system, many of which relate to the topic of this Master's Dissertation: integral development of the students, equity, gender equality or recognition of cultural diversity.

Secondly, the *Decreto 97/2015 (artículos 5.5., 5.6., 10.5.)* states that all subjects must work on the following aspects associated with the CCIs: the peaceful resolution of conflicts, healthy habits, respect for the environment, equality, respect for all people, entrepreneurial spirit, appropriate use of ICT, values that appear in the Andalusian Statute of Autonomy and respect for Andalusian heritage. Additionally, it includes two new areas called Education for Citizenship and Human Rights (it is taught in fifth level) and Culture and Digital Practice (it is taught in sixth level).

Thirdly, the *Orden de 17 de marzo de 2015 (artículo 3)* speaks about the need to learn in an interdisciplinary way in order to develop key competencies and raise awareness among students of issues such as poverty, global warming, racism, violence and so on.

Moreover, we must consider the key competences which are stated in article 6 of the Andalusian Decree, since these elements are related to ethical values and attitudes:

1. Key competence is understood as a combination of skills, practices, knowledge, motivation, ethical values, attitudes, emotions, and other social and behavioral components that are mobilized together to achieve effective action. Therefore, as knowledge in practice, knowledge acquired through active participation in social practices that, as such, can be developed both in the formal educational context, through the curriculum, and in non-formal educational contexts and inform them.
2. The Primary Education curriculum must include, according to the Real Decreto 126/2014, the following key competences:
 - a) Linguistic communication.
 - b) Mathematical competence and basic competences in science and technology.
 - c) Digital competence.

- d) Learn to learn.
 - e) Social and civic competences.
 - f) Sense of initiative and entrepreneurial spirit.
 - g) Cultural awareness and expressions.
- (My own translation) (*Decreto 97/2015, artículo 6*)

Last but not least, the Andalusian public administration establishes measures such as plans and projects that directly influence the documents of a school and, at the same time, in the learning of the cross-curricular elements. To name but a few examples, some of these proposals are *Red Andaluza de Ecoescuelas*, *Creciendo en Salud*, *Proyecto Lingüístico de Centro*, *Innicia*, *Aula de Cine*, *Vivir o Sentir el Patrimonio o Familias Lectoras* (cf. *Resolución de 5 de julio de 2019, anexo I*). On top of that, the administration supports other plans such as *Escuela: Espacio de Paz*⁴ or *Plan de Fomento del Plurilingüismo*⁵.

2.3. Education in values through Physical Education and language teaching

A great deal of cross-curricular issues expressed in the previous sections relate directly to the area of PE and bilingual education. The focus of this section is to emphasize the connection of this curriculum subject, which is included in a bilingual program, and the values that today's society demands.

2.3.1. Physical Education and values

The PE area includes alluring issues, cross-curricular themes and other aspects of the 21st century school. In this regard, we are going to summarize the contributions of this subject taking into account the ideas of Martínez et al. (2008, pp. 24-30):

- Education for health. Teachers can offer tools to avoid obesity and to be critical with societal pressures that are related to some illnesses.
- Education for gender equality. This subject should foster the critical sense related to discrimination against people.
- Multiculturalism is favoured through activities such as drama, games and sports.

⁴ <http://www.juntadeandalucia.es/educacion/webportal/web/convivencia-escolar/eep>

⁵ <http://www.juntadeandalucia.es/educacion/portals/web/plurilinguismo>

- Physical Education allows the inclusion of students with special educational needs, inasmuch as the activities can adapt and promote respect.
- Education for peace is developed through the concept of fair-play, the analysis of violent situations or collaborating with institutions.
- Consumer education. These authors propose to analyze the links between sports, economics or advertising.
- Physical Education can promote road safety education through activities such as cycling or hiking.
- Through different tools such as webquest, we can include the use of ICT in the PE subject.

All these strong links between physical exercise and the CCIIs appear in the educational regulations. Just to give an example, current laws make direct reference to the promotion of physical activity and balanced diet, since it states that the administration must offer measures to promote health and exercise habits among children (*cf. LOMCE, disposicion adicional cuarta; Real Decreto 126/2014, artículo 10.5.*). As for Andalusian regulations, it can be highlight the *Orden de 17 de marzo de 2015 (anexo I, Área de Educación Física)* and whose philosophy contributes a lot to the objectives of this didactic proposal. First and foremost, the four content blocks develop aspects such as self-esteem (block 1 on the body and motor skills), healthy habits (block 2 on Physical Education as a health promoter), body expression and creativity (block 3 on body expression) and knowledge of cultural elements (block 4 on games and sports). Moreover, PE helps to develop the key competences as follows:

- Social and civic competences are developed through the rules of PE and values like respect or integration.
- Mathematics, scientific and ICT competences are developed through simple mathematical calculations and knowledge of the environment.
- Competence in knowledge and cultural expressions is developed through the corporal expression and traditional games.
- The entrepreneurial spirit develops through attitudes such as self-improvement.
- When a student knows his/ her body or improves his/ her self-esteem through sport, we can consider that the competence called learning to learn develops.
- The use of digital tools favours digital competence in PE.
- Linguistic competence is favoured through the communication possibilities offered by the area.

2.3.2. Bilingual education and values

Concerning bilingual education and its most outstanding elements, this didactic proposal will be carried out in a bilingual school which applies the CLIL methodology. In this respect we must ask how this method relates to the values and promotion of culture through the teaching of contents and languages. For these reasons, the following CLIL concepts will be summarized:

- The 4Cs framework is a way of expressing the connection between content, communication that must be in a classroom, cognition and culture. That is, through CLIL, cultural aspects are learned and, therefore, respect for the customs of other regions (cf. Llull, Fernández, Johnson, & Peñafiel, 2016, pp. 28-30). Moreover, the contents of the bilingual subjects are related to different values and elements such as the responsible use of ICT (the two subjects on science, PE and Artistic Education) without mentioning the areas whose main objectives deal with these topics, that is, Citizenship and Human Rights and, on the other hand, Culture and Digital Practice (cf. *Instrucciones de 15 de mayo de 2019, tercera*).

- The communicative element of this method and the Language Triptych (cf. Coyle, Hood, & Marsh, 2010, as quoted in Llull, Fernández, Johnson, & Peñafiel, 2016, pp. 36-38) should be carried out with activities, methodology focused on students (such as tasks or learning through projects) and cooperative techniques, which favour interaction between students. This way of learning can be related to teamwork, solidarity between classmates and the peaceful resolution of conflicts, since children must learn to debate or find a solution.

- The cognitive aspect of the CLIL method is based on Bloom's Taxonomy (consult Bloom, 1956, as quoted in Ball, Kelly, & Clegg, 2015, p. 55), which considers that activities should develop higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS). In other words, CLIL develops cognitive skills such as creativity, analysis or critical sense and, therefore, contributes to the development of key competences such as learning to learn.

Apart from this, we must take into account other very important elements in language teaching such as:

- The use of new technologies and gamification as a methodological perspective. These tools can improve linguistic skills and learning values (cf. Rascón, 2009, pp. 129-131), without mentioning their power in order to take action in aspects such as cyberbullying (cf. Garaigordobil, 2018, pp. 107-114) and as a recommendation for special educational needs (cf. *Libro de actas de los trabajos presentados en el I Congreso Nacional ISEN – A la Vanguardia en Educación, 2018, pp. 150-152*).

- The Common European Framework of Reference for Languages (CEFRL), which was developed by experts and has many objectives such as promoting language learning in Europe, promoting knowledge of cultures, offering teaching strategies and a framework of linguistic reference levels. It is supported with tools and resources provided from Europe, such as the CEFRL and experience exchange projects such as eTwinning (*cf. Dirección General de Innovación Educativa y Formación del Profesorado, 2013, pp. 106-112, 137-139*).

To conclude, many aspects of the previous bilingual methodology have been published in the educational regulations. To name but a few examples, the *Orden de 28 de junio de 2011 (artículo 9)* talks about integrated language and content learning, CEFRL, the integrated language curriculum or communicative tasks to work on language skills. Additionally, other aspects of the previous regulation are related to the learning of other cultures. Just to give a couple of examples, article 23 is about linguistic assistants, who can teach aspects of their home regions. Moreover, the *disposición adicional primera* of this order is on the *Bachiller-Baccalauréat* program, which is related to the Spanish and French cultures.

2.4. Cross-curricular issues in the didactic unit of this Master's Dissertation: conceptual approach, studies and literature review

The measures and norms of coexistence of the schools must favour the social relations between the members of the educational community. Therefore, the Coexistence Plan is one of the pivotal documents of a school and the values that appear in this document must be present in the different curricular areas and didactic units as a preventive measure of conflicts (inspired by Valdemoros & Goicoechea, 2012, pp. 113-114).

In the didactic unit that has been designed in this Master's Dissertation will be carried out the promotion of a culture of peace, provide tools such as mediation in order to resolve conflicts, educate in values such as respect, prevent conflicts and develop key competences from the PE area (based on the *Orden de 20 de junio de 2011, artículo 3*).

If the truth be told, it is going to hit the nail on the head of these goals through activities on environmental education, school mediation or prevention of bullying through a video game called *Cybereduca Cooperativo 2.0*. On top of that, the practice of popular games will promote the health and knowledge of other cultures. On the other hand, cooperative work (through tasks), the responsible use of ICT and the promotion of reading and writing (especially through drama activities) will be encouraged in most sessions.

2.4.1. Environmental education

According to Intergovernmental Conference on Environmental Education of Tbilisi, 1994 (as quoted in Brailovsky, 2016, p. 13) “environmental education is a permanent process in which individuals and communities become aware of their environment and learn the knowledge, values, skills, experience and the determination that enables them to act, individually and collectively, in order to solve present and future environmental problems” (my own translation). This definition of environmental education makes us think that we must consider different pivotal issues in order to educate people in this topic, since it is linked to nature, cities, natural disasters, animals, the economy and human attitudes like recycling. On the other hand, we can also take care of the environment because it is a resource of great value (cf. Haydon, 2003, pp. 133-135).

For all the reasons expressed previously, there have been many global meetings and assemblies on this crucial aspect. For instance, *Agenda 21* was a meeting held in Brazil in 1992. This World Summit established that countries should take care of the environment through various measures such as (cf. Brailovsky, 2016, pp. 148-153) (my own translation):

- Measures coordinated and not individually.
- The economy must help human beings.
- The fight against poverty.
- Promote access to health, education and measures in order to care children.
- Control pollution in the most industrialized countries.
- Avoid natural disasters.
- Prevent problems that come from the contamination of water, air or urban spaces.

On top of that, Intergovernmental Panel on Climate Change (2018, p. 32) confirms the need to take care of the environment, because there is scientific evidence that shows that Global Warming is causing the temperature to rise, heavy rains, droughts, sea level rise, loss of biodiversity and more risks to human health. This goal is one of the United Nations Sustainable Development Goals.

FAQ5.1: The United Nations Sustainable Development Goals (SDGs)

The link between sustainable development and limiting global warming to 1.5°C is recognised by the Sustainable Development Goal for climate action (SDG 13)



Figure 2. Climate action is number 13 of the United Nations Sustainable Development Goals (The Intergovernmental Panel on Climate Change, 2018, p. 32)

Some pedagogical proposals to educate in this issue may be those proposed by Brailovsky, (2016, pp. 98-170). Firstly, with projects in order to analyze a specific issue, how institutions work and the possibilities of intervention. Finally, through a *School Agenda 21* that proposes activities to react to a disaster or save electricity.

2.4.2. Respect among classmates: the bullying and cyberbullying issues

The phenomenon of bullying and cyberbullying are frequent in schools, for this reason these attacks must be addressed by all teachers, family members and people who belong to a school. At the same time, we must give students peaceful tools to solve any type of violence and educate in values in order to avoid these problems.

According to Olweus, 1973 (as quoted in Garaigordobil, 2018, p. 15) and Garaigordobil and Oñederra, 2010a (as quoted in Garaigordobil, 2018, pp. 16-17) bullying consists of a set of attacks that a student receives from students or a group of classmates. Some examples of behaviours are insults, teasing, social isolation, lies and false rumours. Its main features are:

- There are some aggressors who have aggressive behaviours like verbal, social or psychological violence.

- There is a difference in power between the victim and the aggressor.
- Attacks are frequent and over a period of time.
- There is usually only one victim, although a group of students can be victims too.

On the other hand, Tokunaga, 2010 (as quoted in Garaigordobil, 2018, p. 18) defines harassment through new technologies as follows: “Cyberbullying is any conduct performed by individuals or groups through digital or electronic means that communicates hostile or aggressive messages with the intention of inflicting harm or disturbing” (my own translation). There are many types of bullying such as receiving insults, receiving threats, manipulating photographs, isolating the victim in social networks or applications, phishing, provocations, happy slapping (violent videos uploaded to YouTube) and so on (consult Garaigordobil, 2018, pp. 21-23).

As for the effects of these two types of violence, several surveys conclude that they affect victims, aggressors and observers. With reference to Garaigordobil and Oñederra, 2010a (as quoted in Garaigordobil, 2018, p. 42) we highlight the following consequences:

- On the victim: rejection in school, poor academic performance, low self-esteem, anxiety, unhappiness, suicide and so on.
- On the aggressor: poor academic performance, antisocial behaviour, anger, aggressive behaviour in adulthood and so on.
- On the observer: fear, lack of empathy, unsupportive behaviour and so on.

On the other hand, the following consequences of cyberbullying have been summarized taking into account Garaigordobil, 2011a, 2013, 2017a (as quoted in Garaigordobil, 2018, pp. 49-50):

- On the victim: unhappiness, insecurity, stress, low self-esteem, phobias, sleep disorders and so on.
- On the aggressor: lack of empathy, criminal behaviour, truancy or dependence on new technologies.

Taking everything into consideration, intervention proposals should be carried out at the institutional level (that is, all the people who in a school), at the family level (for parents, in order to collaborate and be informed), at the classroom level (programs to prevent bullying and cyberbullying, or learn to mediate conflicts peacefully) and, finally, at the individual level with the victim and the aggressor (this is based on Garaigordobil, 2018, pp. 76-82).

Last but not least, the Andalusian administration has established a protocol to act against this type of violence and that implies measures in the different areas that have been previously explained (cf. *Orden de 20 de junio de 2011, anexo I*).

2.4.3. Respect among classmates: school mediation

According to Lexico⁶ dictionary, a conflict is "a serious disagreement or argument, typically a protracted one" or "a serious incompatibility between two or more opinions, principles, or interests". Because there are different points of view among people (something that takes place in schools too) teachers must provide models of peaceful behaviour, norms and techniques such as mediation. All these non-violent alternatives are related to the ability to think independently and to listen to different points of view, which can be considered pivotal values (inspired by Haydon, 2003, pp. 131-132).

With reference to Malik and Herraz, 2005 (as quoted in Valdemoros & Goicoechea, 2012, p. 100) school mediation or settlement is "a process through which a person acts as an intermediary between two or more parties in order to facilitate communication between them, to reach an agreement or to look for a solution" (my own translation).

Apart from this, other authors (consult Boqué, 2018, pp. 17-25) consider school mediation as an agreement of values such as solidarity, understanding, creativity or justice. It is a natural way of reconciliation, which takes into account all the people involved in a conflict and, therefore, give a solution to everyone. According to this expert in education, mediation has several principles and characteristics:

- It is a measure to prevent situations of violence.
- It totally voluntary.
- Mediation is confidential, except that the conflict could be a crime.
- The people involved decide the solutions to be carried out, which must be positive for both points of view.
- People develop skills and key competences, as they learn to solve problems or make decisions autonomously.
- Mediators only supervise the mediation process, that is, they are not judges.
- It seeks moral development, that is, of many values.
- The time to find a solution should be brief, this indicates that there is a desire to reach an agreement.

Considering the contributions of Valdemoros and Goicoechea (2012, p. 101) the perks of the settlement are several, since it allows people to reach an agreement and it helps prevent future conflicts. Additionally, mediation develops communication, expression of emotions and self-esteem.

⁶ <https://www.lexico.com/en/definition/conflict>

Last but not least, the teacher and psychologist Boqué proposes a great deal of experiences in order to develop the ability to listen and dialogue of students in the stages of Infant, Primary and Secondary Education. The following ideas are taken from Boqué (2018, pp. 93-97) and they summarize the activities and tools for Primary Education:

- Friendship banks: volunteer students spend some time with children who have difficulties to socialize, are bored or even suffer bullying. Volunteer children are trained so they know the importance of their role.
- Godparents and godmothers: this activity encourages coexistence, conflict prevention and many values. Young and old students carry out academic activities together during a school year. To name but a few examples: reading activities, talks about values or games.
- Cooperative groups: with these techniques students perform roles, contribute to school activities and they can learn to manage conflicts as well.
- Class assembly: it is perfect for managing conflicts and establishing solutions or norms.
- Mediation in the classroom: everyone must carry out this role and apply previously acquired knowledge. This role should not interrupt the development of the lessons and should be applied during the break or meal time.
- Mediation during the break: some students perform this role in order to help the small conflicts that appear during the break.
- Teacher training and families: it consists in spreading the mediation program among teachers, relatives and students.
- Peace counter: this idea tries to highlight peaceful experiences related to values in class. Just to give a couple of examples, students can narrate experiences related to friendship, solidarity or other positive aspect. On the other hand, activities can be uploaded to a school website.
- Peaceful classrooms: it consists in applying the values learned to other aspects such as democratic participation or fighting against injustices.

2.4.4. Health education

According to the WHO's website⁷ "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". Considering this definition, we can affirm that taking care of health is a very important aspect in today's society, since there are studies that show the increase of many diseases linked to their attitude and habits of life. In this respect, there are authors like Martínez et al. (2008, pp. 25-26) who consider the

⁷ <https://www.who.int/about/who-we-are/frequently-asked-questions>

direct connection between the subject of PE and health education. Based on the ideas of these experts, this transversal issue is crucial because there are more and more cases of children with diseases such as obesity. On the other hand, through education we must teach to develop the critical sense against some advertisement that spread a certain body model.

On top of that, the *Orden de 17 de marzo de 2015* (area of PE) speaks about health care in one of its content blocks as follows “Physical education as a health promoter: it is focused on the consolidation of healthy lifestyle habits, protocols to avoid injuries and the increasingly autonomous reflection against harmful habits” (my own translation). Secondly, we should deal with some scientific surveys that confirm the need to educate for health through the area of PE and the other curricular subjects. For instance, the WHO’s website⁸ shows that overweight and childhood obesity are a very serious problem in many countries of the world and that it can lead to other diseases. For this reason, prevention programs must be applied.

Other researchers analyzed this problem in Spain and one of them concluded (which is called *Aladino 2015*) that 23.2% of children between 6 and 9 years are overweight and, on the other hand, 18.1% of children are obese. Additionally, it has been noted that the eating habits and lack of physical exercise are related to the data previously expressed (this is summarized from Ortega, 2015, pp. 17-18, pp. 53-54).

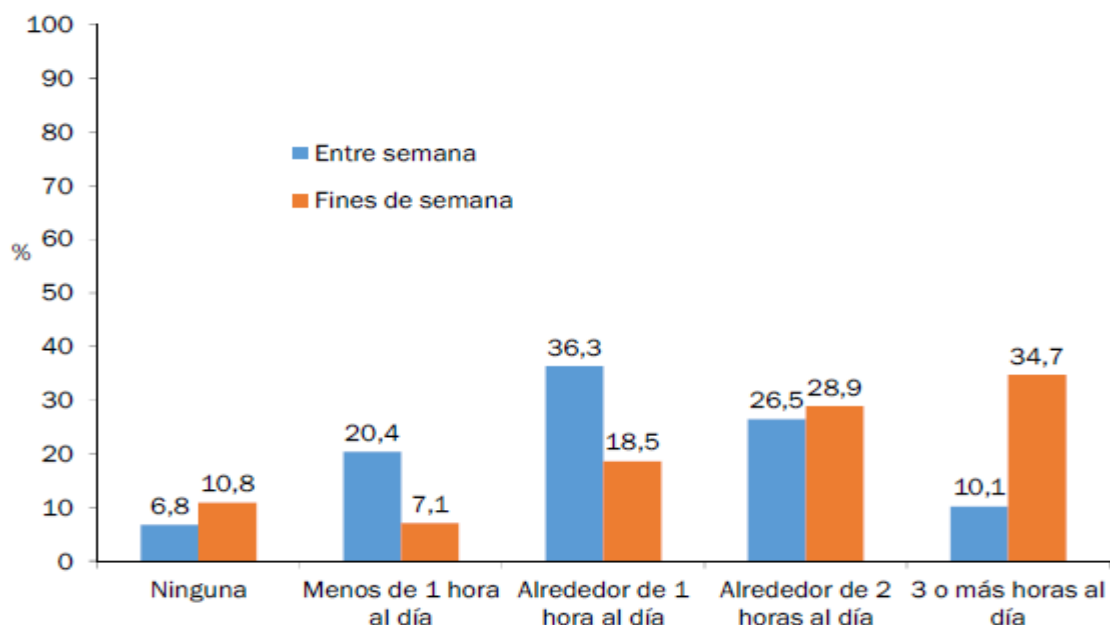


Chart 1. Time spent playing away from home (Ortega, 2015, p. 55)

⁸ <https://www.who.int/dietphysicalactivity/childhood/en/>

Moreover, similar conclusions have been contributed by Gómez and Casas (2016, pp. 94-94), who state that Spain is a country with high rates of overweight and childhood obesity.

	MUESTRA	SOBREPESO		OBESIDAD		SOBREPESO + OBESIDAD	
		N	%	N	%	N	%
3 a 5 años	6279	1218	19,4	583	9,3	1801	28,7
6 a 9 años	9347	1780	19,0	1485	15,9	3265	34,9
10 a 12 años	4682	957	20,4	706	15,1	1663	35,5
Muestra total	20308	3955	19,5	2774	13,7	6729	33,2

Chart 2. Thao 2015 results, according to age group and based on WHO growth tables (Gómez & Casas, 2016, p. 95)

These same authors make a series of recommendations in order to combat this disease and which cover five levels (cf. Gómez & Casas, 2016, pp. 97-105):

- At the social level through research and campaigns in order to change the perception that exists about childhood obesity.
- At the political level through including this issue within the political objectives and as a subject in Primary and Secondary Education.
- At the health level through the prevention of this disease in medical consultations and promoting adequate feeding of babies.
- At the community level plans should be carried out, families should be educated, with schools plans and so on.
- At the academic level through measures such as better training doctors and families.

Finally, it would be appealing to highlight some experiences that cover physical exercise (which is pivotal in order to fight against childhood obesity and, at the same time, to create healthy lifestyle habits) and values. The following ideas are taken from Martínez et al. (2008, pp. 35-112) and they have been carried out in Infant and Primary Education:

- Proposal 1.

It is a project that aims to promote attitudes and values through sport. On the other hand, it seeks the participation of students, teachers and family. The proposal has two blocks that work on the peaceful resolution of conflicts in the area of PE and promote knowledge of different sports. Prejudices in the world of sports are studied as well.

- Proposal 2.

This experience is very interesting, as it aims to foster solidarity towards disabled people. Through this project, students learn more about the different disabilities that exist and practice exercises in order to be in the shoes of classmates who have a disability.

- Proposal 3.

This idea is to organize recreational activities and educational games during the break. Some of the objectives are to favour coexistence, avoid the aggressive attitudes of some students, develop social skills or practice traditional games.

2.4.5. Responsible use of Information and Communication Technology

New technologies have a lot influence on today's society and the education system. Applications, websites, blogs, educational platforms, social networking sites or video games have a great influence on students and, therefore, teaching methods should take advantage of it. In fact, different regulations refer to the responsible use of ICT in the education system.

On the one hand, this topic is related to the CCIs. For instance, the *Real Decreto 126/2014 (artículo 10.3.)* states that the curriculum must address the risk situations associated with new technologies. Additionally, the *Decreto 97/2015 (artículo 5.5.f.)* expresses that students must develop responsible use of the ICT.

On the other hand, the key competences of European and national educational regulations also cover this issue. In this vein, the digital competence is one of those stated for the Recommendation of the European Parliament and of the Council of 18 December 2006 (key competences, number 4). Apart from this, the Andalusian regulations also express the need to develop this competence (*cf. Decreto 97/2015, artículo 5.5.f.*).

With reference to Rascón (2009, pp. 128-131), the use of ICT can be very important in improving students' language skills and attitudes. This expert conducted eleven sessions with 6th grade Primary Education students in the English area. Activities on CCIs and related to the educational use of ICT were designed, and the conclusions show improvements in linguistic objectives and objectives on values.

3. DIDACTIC UNIT

3.1. Justification

The following proposal is a PE didactic unit that will be carried out in a bilingual school and which aims to promote education in values among students of 6th level of Primary Education. The values or cross-curricular issues that will be taught are environmental education, respect among classmates (through a video game and activities that teach attitudes against bullying and cyberbullying issues, as well as through school mediation), health education and responsible use of ICT. Moreover, cooperative techniques, popular games and drama activities will also foster values, as well as the development of key competences such as linguistic communication, social and civic competences, sense of initiative and entrepreneurial spirit and so on.

All these cross-curricular elements and necessary aspects are included in the different educational norms at European, national and regional level. Without mentioning, that many studies and experts consider CCIs fundamental in the integral formation of students.

The activities that have been designed will be undertaken in ten sessions and they will be related to other curricular subjects such as Natural Sciences, Social Sciences, English, Spanish Language and Literature, Artistic Education and Culture and Digital Practice.

The title of this proposal is "We play and learn values", which will have four activities: "Popular games from different cultures", "Environmental gymkhana", "We learn to respect classmates" and "Drama activities".

3.2. Contextualization

This unit is designed to be put into practice at *Colegio de Educación Infantil, Primaria y Secundaria San José Artesano*, located in *Torreblascopedro (Jaén)*. The social and cultural characteristics of students and family members are diverse. In relation to the facilities, the school has several buildings, playgrounds and a gym, as well as municipal sports facilities that can be used by students. This centre has a library, language room, music classroom and Special Education room.

The school has a low pupil ratio, since there is only one class for each educational level. In fact, this teaching unit is designed to be carried out with students of 6th grade of Primary Education, whose number of students is eighteen.

In relation to the educational laws, regulations expressed in section two of this Master's Dissertation and others applicable in the 2019/2020 school year will be taken into account, although the following will be highlighted:

- *LOE, texto consolidado*. The objectives of Primary Education will be taken into consideration in order to design this didactic unit.
- *Decreto 97/2015*. The objectives of Primary, the CCIIs and the key competences are mentioned in this didactic proposal.
- *Orden de 17 de marzo de 2015*. This legislation expresses the objectives, content, criteria and indicators of PE and English.
- *Instrucciones de 15 de mayo de 2019 (tercera)* and *Orden de 28 de junio de 2011 (artículo 13)*. They express the characteristics of bilingual education in Andalusia.
- *Instrucción 12/ 2019, de 27 de junio de 2019*. Aspects such as the PE schedule will be taken into consideration in the activities designed.

3.3. Objectives

This didactic unit contributes to the development of some objectives of Primary Education, the subject of PE and the subject of English. On top of that, didactic objectives are expressed on content and linguistic aspects.

3.3.1 Objectives of Primary Education

This didactic proposal is linked to the following objectives of Primary Education (*cf. LOE, texto consolidado, artículo 17*): a, b, c, d, f, h, i, j, k, and m. On the other hand, if we take into account the *Decreto 97/2015 (artículo 4)*, this didactic unit contributes to the acquisition of the following objectives:

- a) To develop self-confidence, critical sense, personal initiative, entrepreneurial spirit and the ability to learn, plan, evaluate risks, make decisions and assume responsibilities.
- b) To participate in solidarity in the development and improvement of their social and natural environment.
- c) To develop critical attitudes and habits related to health and responsible consumption.
- d) To know and value natural and cultural heritage and actively contribute to its conservation and improvement, understand diversity linguistic and cultural as a value of peoples and individuals and develop an attitude of interest and respect towards it.

f) To know and respect the cultural reality of Andalusia, based on knowledge and understanding of it as culture meeting community.

(My own translation)

3.3.2. Objectives of Physical Education

This didactic unit is related to the following PE objectives (*O.EF.*), according to the *Orden de 17 de marzo de 2015 (Educación Física)*:

O.EF.3. To use imagination, creativity and body expressivity through movement to communicate emotions, sensations, ideas and states of encouragement, as well as understand messages expressed in this way.

O.EF.4. To acquire physical exercise habits aimed at proper motor execution, health and personal well-being, likewise, appreciate and recognize the effects of physical exercise, diet, effort and postural habits to adopt a critical attitude towards harmful practices for health.

O.EF.5. To develop cooperative and social attitudes and habits based on fair play, solidarity, tolerance, respect and acceptance of the rules of coexistence, offering dialogue in solving problems and avoiding discrimination based on gender, cultural and social reasons.

O.EF.6. To know and value the diversity of physical, recreational, sports and artistic activities as a proposal for leisure time and a way to improve social relationships and physical capacity, taking into account the care of the natural environment where these activities take place.

O.EF.7. To use ICT as a resource to support the area to access, investigate and share information related to physical activity and sports.

(My own translation)

3.3.3 Linguistic objectives (English)

This proposal will be developed in a bilingual school, so there is coordination between the content areas and the linguistic areas that is carried out through the integrated curriculum of languages and content. If we take into account the *Orden de 17 de marzo de 2015 (1ª Lengua Extranjera)*, this unit favours the acquisition of the following foreign language objectives (*O.LE.*):

O.LE.1. To listen and understand messages in varied verbal interactions, using the information transmitted to carry out tasks various concrete and related to your experience.

O.LE.2. To express and interact in simple and usual situations, using verbal and nonverbal procedures and following the rules typical of the communicative exchange to respond with sufficient autonomy and in an appropriate, respectful and cooperative manner and correct in situations of everyday life.

O.LE.3. To write texts for various purposes on topics previously discussed in the classroom and with the help of models.

O.LE.5. To learn to use with progressive autonomy all the means at your disposal, including new technologies, to obtain information and to communicate in the foreign language.

O.LE.7. To value foreign language and languages in general as a means of communication between people from different backgrounds and cultures developing a positive attitude towards multilingual and multicultural diversity integrated in our Andalusian community.

O.LE.9. To identify phonetic aspects of rhythm, stress and intonation, as well as linguistic structures and lexical aspects of the language foreign, using them as basic elements of communication.

(My own translation)

3.3.4. Didactic objectives

The didactic objectives in this unit are of two types, that is, content objectives and linguistic objectives.

Content objectives of this unit:

1. To create representations using the body and movement as expressive resources, demonstrating the ability to communicate messages, ideas, sensations and small choreographies with special emphasis on the rich Andalusian cultural context.
2. To recognize and internalize the beneficial effects of physical activity on health and assess the importance of healthy eating, correct postural habits and responsible body hygiene.
3. To know and value the diversity of physical, recreational, sports and artistic activities that can be carried out in the Autonomous Community of Andalusia.
4. To show an attitude of rejection towards antisocial behaviours derived from conflict situations.
5. To show respect for the environment and the natural environment in outdoor games and activities, identifying and carrying out concrete actions aimed at their preservation.

6. To extract and elaborate information related to topics of interest in the stage and share it using specific sources of information and using information and communication technologies as a resource to support the area and element of competence development.
7. To posting teamwork, fair play and personal relationships established in the practice of games and physical activities above their own interests and results.

Linguistic objectives of this unit:

1. To know and know how to use the most appropriate strategies for understanding the general meaning of messages, advertisements, instructions, more complex indications at different times: in a station, in a restaurant, in a supermarket ...
2. To understand and recognize the basic syntactic structures as well as a repertoire of frequent vocabulary related to issues of daily and school life, and express interests, needs and experiences in different contexts, inferring the meaning of the new lexicon through the context in The one that appears.
3. To participate in face-to-face conversations or through technological means to exchange information, applying basic and socio-cultural and socio-cultural strategies and knowledge to produce monologues and dialogues, brief and simple, using a repertoire of memorized expressions and previously worked formulas; as well as respecting the elementary communicative conventions to exchange information in different contexts, in medical consultation, interviews with colleagues, restaurants, banks, etc.
4. To know and apply the basic strategies to produce short and simple written texts: copying usual words and phrases to perform the communicative functions that are pursued.

3.4. Key competences

With reference to current regulations, this proposal intends to develop the following key competences (my own translation) (see *Decreto 97/2015, artículo 6*):

- a) Linguistic communication.
- b) Mathematical competence and basic competences in science and technology.
- c) Digital competence.
- d) Learn to learn.
- e) Social and civic competences.
- f) Sense of initiative and entrepreneurial spirit.
- g) Cultural awareness and expressions.

3.5. Contents

The contents will be of two types: on the one hand, PE contents and, on the other hand, linguistic contents.

PE (*EF*) contents of this unit:

EF- Block 1.3. Adaptation of tonic control and breathing to motor control to adapt the posture to expressive and motor needs in a balanced way.

EF- Block 1.9. Assessment and acceptance of one's own physical reality and that of others, showing personal autonomy and self-esteem and confidence in oneself and others.

EF- Block 2.1. Consolidation of healthy postural and eating habits and autonomy in body hygiene.

EF- Block 2.2. Assessment of the effects of physical activity on health and well-being. Recognition of the beneficial effects of physical activity on health and well-being and identification of unhealthy practices.

EF- Block 3.6. Comprehension, expression and communication of messages, feelings and emotions through the body, gesture and movement, with spontaneity and creativity, individually or collectively.

EF- Block 3.7. Enjoy and experiment with body language through artistic improvisations and with the help of objects and materials.

EF- Block 3.8. Scenario of real or imaginary situations that involve the use of expressive techniques.

EF- Block 4.2. Appreciation of the game and sport as social and cultural phenomena, source of enjoyment, relationship and satisfactory use of leisure time.

EF- Block 4.7. Respect for the environment and awareness for its care and sustainable maintenance.

EF- Block 4.8. Acceptance and respect for the rules, rules, strategies and people who participate in the game.

EF- Block 4.11. Contribution with personal effort to the collective level in the different types of games and sports activities, regardless of preferences and prejudices.

EF- Block 4.13. Experimentation of popular, traditional games of different cultures and natives with an impact on the recreational and cultural wealth of Andalusia.

English (*ING*) language contents of this unit:

ING- Block 1.5. Knowledge and understanding of usual vocabulary related to personal identification, housing, home and environment; daily life activities; family and friends; work and occupations; free time, leisure and sports; travel and vacations; health and physical care; education and study; shopping and commercial activities; food and restoration; transport; language and communication; environment, climate and natural environment; new information and communication technologies.

ING- Block 1.7. Management of syntactic-discursive structures to establish oral interactions, affirmative, exclamatory, negative sentences; Expression of logical relationships: conjunction, disjunction, opposition, cause, purpose, comparison, position: 1st and 2nd person singular, verbal time, appearance, ability, quantity, prepositions and adverbs.

ING- Block 1.10. Recognition, identification and understanding of significant basic linguistic and paralinguistic elements (gestures, facial expression, eye contact and images).

ING- Block 2.4. Knowledge and application of basic strategies to produce simple monologues and dialogues using prior knowledge and compensating for linguistic deficiencies through linguistic, paralinguistic or paratextual procedures.

ING- Block 2.9. Sociocultural and sociolinguistic aspects: social conventions, courtesy rules and registers; customs, values, beliefs and attitudes; nonverbal language.

ING- Block 4.2. Knowledge and application of basic strategies and execution to produce short written texts. Use of the dictionary.

(My own translation)

3.6. Timing

Firstly, the proposed activities will be carried out at the 6th level of Primary Education and over ten sessions (January and February). According to the *Instrucción 12/ 2019 (tercero e)*, in this didactic unit it will be carried out different activities in one month and one week, since there are two weekly hours of PE at this level of Primary Education.

Secondly, this subject will take into consideration the CLIL methodology and bilingual laws, especially the regulations on the schedules of bilingual subjects: the *Instrucciones de 15 de Mayo de 2019 (tercera)* and the *Orden de 28 de junio de 2011 (artículo 13)*.

Finally, the activities designed for this unit are the following:

- Popular games from different cultures, which will take place in two sessions.

- Environmental gymkhana, it will also last two classes.
- We learn to respect classmates, which will take place over three sessions.
- Drama activities, which will last three classes.

3.7. Methodological aspects

Taking into consideration the regulations and characteristics of PE and CLIL, the methodology of this didactic unit will be participatory, motivating, related to the real world (use of ICT) and links to teamwork, that is, with cooperative techniques. The physical activities will be different, since the students will practice popular games, drama activities and a gymkhana about the environment. Secondly, ICT have a crucial role in order to encourage the responsible use of social networks or learn through them. Moreover, the methodology will be participatory, that is, most sessions are designed as a task (a type of student-centered methodology) and taking into account some cooperative techniques such as station work, think-pair-share, rotating paper , role-playing games, a video game against bullying and brainstorming. To conclude, this proposal will be borne in mind many components of the CLIL methodology such as the 4Cs framework (content, communication cognition and culture), the Bloom's Taxonomy, different supports in order to facilitate scaffolding (words learned in other subjects or units, flash cards, videos, Total Physical Response and so on) and the Language Triptych (cf. Coyle, Hood, & Marsh, 2010, as quoted in Llull, Fernández, Johnson, & Peñafiel, 2016, pp. 36-38).

3.8. Measures for attention to diversity

The attention to the diversity of the students is a crucial element in the teaching process, since we can find different learning rhythms and physical, sensory and psychological characteristics in the different groups of students. In this case there are no students with great learning difficulties, however there are different learning rhythms that must be taken care of. In this sense, cooperative techniques and teamwork are perfect to meet the diversity of students for different reasons. Firstly, each student has a role and it makes them feel part of the group, that is, this improves self-esteem. Secondly, students can help other classmates and, finally, give some feedbacks. In addition, the proposed activities and resources can be modified in order to adapt the PE sessions to the student group, reinforce some content and find additional measures of attention to diversity such as curricular adaptations.

3.9. Resources

The activities carried out in this didactic unit will be related to different technological resources, as well as materials considered more traditional. On the one hand, we will use ICT such as YouTube, Google or eTwinning (which is an educational platform). On the other hand, *Cybereduca Cooperativa 2.0.* or PowerPoint will be very useful in some activities. Other resources will be taken into consideration such as notebooks, books of other curricular subjects (in order to look for information on different topics), dictionaries (to consult English words) and sports materials such as balls, hoops and ropes.

3.10. Transversality

First and foremost, we must take into account that the current regulations define education in values or CCIs as cross-curricular elements (*cf. Real Decreto 126/2014, artículo 10*), as capacities (*cf. Decreto 97/2015, artículos 5.5., 5.6.*) and as awareness of the issues and problems that affect all people in a globalized world (*cf. Orden de 17 de marzo de 2015, artículo 3*). All these definitions deal with values and, if the truth be told, they express similar aspects.

In this didactic unit, the proposal made in the Andalusian Decree will be taken into account, therefore, the following cross-curricular issues have been summarized from the *Decreto 97/2015 (artículos 5.5., 5.6.)*:

- A. The peaceful resolution of conflicts.
- B. Healthy habits.
- C. Responsible use of free time and respect for the environment.
- D. Equality.
- E. Entrepreneurship (creativity, teamwork, self-confidence...).
- F. Appropriate use of ICT.
- G. Values that appear in the Andalusian Statute of Autonomy.
- H. Respect for Andalusian heritage.

(My own translation)

3.11. Interdisciplinarity

The different activities of this didactic proposal will be carried out in PE class. However, on some occasions we will ask for help from teachers in other areas or who give tutorial hours in order to have enough time. In any case, this unit is related to the following subjects that appear in the *Decreto 97/2015 (artículo 10)*:

- Natural Sciences.
- Social Sciences.
- First Foreign Language (English).
- Spanish Language and Literature.
- Artistic Education.
- Culture and Digital Practice.

(My own translation)

3.12. Activities and links with the curricular aspects

3.12.1. Popular games from different cultures

Activity one	
CCIs	Healthy habits, responsible use of free time and respect for the environment, entrepreneurial spirit and respect for Andalusian heritage.
Number of sessions	Two (60 minutes per session).
Interdisciplinarity	Social Sciences, Natural Sciences, Culture and Digital Practice and linguistic subjects.
Objectives of Physical Education	<i>O.EF.4, O.EF.5. and O.EF.6.</i>
Linguistic objectives	<i>O.LE.1, O.LE.2, O.LE.7. and O.LE.9.</i>
Didactic objectives (content objectives)	2, 3, 4, 5 and 7.
Didactic objectives (linguistic objectives)	1 and 2.
Key competences	Linguistic communication, mathematical competence and

	basic competences in science and technology, digital competence, social and civic competences and finally cultural awareness and expressions.
Criteria (Physical Education)	<i>C.E.3.5., C.E.3.8, C.E.3.9. and C.E.3.13.</i>
Criteria (English)	<i>C.E.3.2. and C.E.3.4.</i>
Indicators	<i>EF.3.5.1., EF.3.5.5., EF.3.8.1., EF.3.9.1., EF.3.9.2., EF.3.10.1., EF.3.10.2., LE.3.2.1. and LE.3.4.1.</i>
Explanation of the activity	<p>Students will play popular games belonging to different cultures: Andalusian games, games from some Anglo-Saxon countries and traditional games from Morocco and Algeria (as there are students from these two African countries). The station work cooperative technique will be used in both sessions, that is, the students will rotate and practice the games designed in the different stands (each game will last 6-10 minutes).</p> <p>In relation to the phases of the tasks, the sessions will have a pre-task (search for information on popular games through the internet), a task that consists of practicing the previously searched games and others selected by the teacher) and, finally, a task assessment (there will be a group assembly in order to express the games learned and the attitudes of the students).</p>

Table 2. Popular games from different cultures: pivotal aspects and curricular elements (own preparation)

3.12.2. Environmental gymkhana

Activity two	
CCIs	Healthy habits, responsible use of free time and respect for the environment, entrepreneurial spirit, appropriate use of ICT and respect for Andalusian heritage.
Number of sessions	Two (60 minutes per session).
Interdisciplinarity	Social Sciences, Natural Sciences, Artistic Education, linguistic subjects and Culture and Digital Practice.

Objectives of Physical Education	<i>O.EF.4, O.EF.6. and O.EF.7.</i>
Linguistic objectives	<i>O.LE.1, O.LE.2, O.LE.5, O.LE.7. and O.LE.9.</i>
Didactic objectives (content objectives)	2, 4, 5, 6 and 7.
Didactic objectives (linguistic objectives)	1, 2 and 3.
Key competences	Linguistic communication, mathematical competence and basic competences in science and technology, digital competence, learn to learn, social and civic competences and finally cultural awareness and expressions.
Criteria (Physical Education)	<i>C.E.3.9., C.E.3.10., C.E.3.12. and C.E.3.13.</i>
Criteria (English)	<i>C.E.3.2., C.E.3.4. and C.E.3.6.</i>
Indicators	<i>EF.3.5.1., EF.3.5.2., EF.3.9.1., EF.3.9.2., EF.3.10.1., EF.3.10.2., EF.3.12.1., EF.3.12.2., EF.3.13.1., LE.3.2.1., LE.3.4.1., LE.6.3.6.1. and LE.3.6.2.</i>
Explanation of the activity	<p>This activity will be undertaken in two sessions and will work on aspects related to recycling, natural spaces, monuments and natural disasters. The first hour will have the following structure: pre-task (the teacher puts a video on YouTube about the care of the environment and monuments), a task (students answer questions written by the teacher about this topic through the think-pair-share technique and look for pictures on Google) and, finally, a task assessment that consists of joining the answers and pictures of all the students in a PowerPoint (each pair of students will explain their contribution to the rest of classmates).</p> <p>The second session is a gymkhana on the previous slides and it consists of looking for clues distributed by playgrounds (groups of four or five students). At the end of class each group will find one of the slides created by their classmates (which is printed on paper) and they should</p>

	explain it to their classmates.
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Table 3. Environmental gymkhana: pivotal aspects and curricular elements (own preparation)

3.12.3. We learn to respect classmates

Activity three	
CCIs	The peaceful resolution of conflicts, equality, entrepreneurial spirit and appropriate use of ICT.
Number of sessions	Three (60 minutes per session).
Interdisciplinarity	Social Sciences, linguistic subjects and Culture and Digital Practice.
Objectives of Physical Education	<i>O.EF.3, O.EF.5. and O.EF.7.</i>
Linguistic objectives	<i>O.LE.1, O.LE.2, O.LE.5, O.LE.7. and O.LE.9.</i>
Didactic objectives (content objectives)	1, 4, 6 and 7.
Didactic objectives (linguistic objectives)	1, 2 and 3.
Key competences	Linguistic communication, mathematical competence and basic competences in science and technology, digital competence, learn to learn, social and civic competences and finally cultural awareness and expressions.
Criteria (Physical Education)	<i>C.E.3.9., C.E.3.12. and C.E.3.13.</i>
Criteria (English)	<i>C.E.3.2., C.E.3.4. and C.E.3.6.</i>
Indicators	<i>EF.3.2.1., EF.3.2.2., EF.3.9.1., EF.3.9.2., EF.3.12.1., EF.3.12.2., EF.3.13.1., LE.3.2.1., LE.3.4.1., LE.3.6.1., and LE.3.6.2.</i>
Explanation of the activity	This activity will take place in three educational sessions, although students may play more time at other times or classes (it depends on the collaboration of other teachers or tutors). The first two sessions follow the same structure: a pre-task (the teacher asks students about bullying and explains the rules for playing an online video game called

	<p>Cybereduca Cooperativa 2.0.⁹), a task (students play in groups of four or five children) and, finally, a task assessment that consists of commenting on some aspects learned during these sessions.</p> <p>On the other hand, during the third hour will be to carry out a role play on school mediation. There will be four teams and each group must deal with a conflict invented by students such as a problem in PE class or the playground. The pre-task is to read the steps of school mediation, which are written on the board and based on Valdemoros and Goicoechea (2012, p. 101): to accept this technique of conflict resolution by students, to express the different points of view about a issue, to find beneficial solutions for all students and to set a date to assess the evolution of the problem. During the task this mediation technique will be carried out and the teacher will give some feedbacks. Finally, students will express the ups and downs they have encountered during class (task assessment). This activity will be shared on eTwinning (which is part of Erasmus +) in order to share peaceful ways to solve problems with schools of other European regions.</p>
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Table 4. We learn to respect classmates: school mediation and video game *Cybereduca Cooperativa 2.0*. Pivotal aspects and curricular elements (own preparation)

3.12.4. Drama activities

Activity four	
CCIs	The peaceful resolution of conflicts, healthy habits, responsible use of free time and respect for the environment, equality, entrepreneurial spirit, appropriate use of ICT, values that appear in the Andalusian Statute of

⁹ <http://www.cybereduca.com/>

	Autonomy and respect for Andalusian heritage.
Number of sessions	Three (60 minutes per session).
Interdisciplinarity	Social Sciences, Natural Sciences, Artistic Education, linguistic subjects and Culture and Digital Practice.
Objectives of Physical Education	<i>O.EF.3, O.EF.5. and O.EF.7.</i>
Linguistic objectives	<i>O.LE.1, O.LE.2, O.LE.3., O.LE.5, O.LE.7. and O.LE.9.</i>
Didactic objectives (content objectives)	1, 4, 6 and 7.
Didactic objectives (linguistic objectives)	1, 2, 3 and 4.
Key competences	Linguistic communication, mathematical competence and basic competences in science and technology, digital competence, learn to learn, social and civic competences and finally cultural awareness and expressions.
Criteria (Physical Education)	<i>C.E.3.2., C.E.3.9., C.E.3.12. and C.E.3.13.</i>
Criteria (English)	<i>C.E.3.2., C.E.3.4., C.E.3.6. and C.E.3.15.</i>
Indicators	<i>EF.3.2.1., EF.3.2.2., EF.3.9.1., EF.3. 9.2., EF.3. 12.1., EF.3.12.2., EF.3.13.1., LE.3.2.1., LE.3.4.1., LE.3.6.1., LE.3.6.2 and LE.3.15.1.</i>
Explanation of the activity	There are four teams and each of them must prepare a short text with dialogues about a topic (the care of the environment, games from different parts of the world, school mediation and the Mediterranean diet). The first two classes have the following structure: a pre-task (the teacher explains the activity and a brainstorm is prepared), a task (the cooperative technique called rotating paper is applied and all students write simple ideas or dialogues on the four topics) and a task assessment (the teacher corrects ideas, expressions, spelling and so on). The last class is that each team must express some ideas, some phrases from the dialogues prepared previously (they can be expressed in English or Spanish). This activity can be considered as an

	evaluation tool, since students express the knowledge learned during this didactic unit.
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Table 5. Drama activities: pivotal aspects and curricular elements (own preparation)

3.13. Evaluation

3.13.1. Types of evaluation according to the moment of application

These ten sessions include different aspects of evaluation. If we consider the moments, this proposal has an initial evaluation in order to know the students' knowledge and motor skills (at the beginning of each of the first three activities), a formative evaluation (throughout all the activities, since students receive information on their progress) and a summative evaluation (children must show their knowledge through drama exercises in the last activity).

3.13.2. Criteria

The evaluation criteria (*C.E.*) of this didactic unit will be divided into criteria related to the contents of PE and those related to English (my own translation) (consult *Orden de 17 de marzo de 2015, Educación Física, 1ª Lengua Extranjera*):

Physical Education criteria of this unit:

C.E.3.2. To create representations using the body and movement as expressive resources, demonstrating the ability to communicate messages, ideas, sensations and small choreographies with special emphasis on the rich Andalusian cultural context.

C.E.3.5. To recognize and internalize the beneficial effects of physical activity on health and assess the importance of healthy eating, correct postural habits and responsible body hygiene.

C.E.3.8. To know and value the diversity of physical, recreational, sports and artistic activities that can be carried out in the Autonomous Community of Andalusia.

C.E.3.9. To show an attitude of rejection towards antisocial behaviours derived from conflict situations.

C.E.3.10. To show respect for the environment and the natural environment in games and outdoor activities, identifying and carrying out actions concrete aimed at its preservation.

C.E.3.12. To extract and elaborate information related to topics of interest in the stage and share it using specific sources of information and using information and communication technologies as a resource to support the area and element of competence development.

C.E.3.13. To put above the interests and results (losing or winning) teamwork, fair play and personal relationships established in the practice of games and physical activities.

Linguistic criteria of this unit:

C.E.3.2. To know and know how to use the most appropriate strategies for understanding the general meaning of messages, advertisements, instructions, more complex indications at different times: in a station, in a restaurant, in a supermarket ...

C.E.3.4. To understand and recognize the basic syntactic structures as well as a repertoire of frequent vocabulary related to issues of daily and school life, and express interests, needs and experiences in different contexts, inferring the meaning of the new lexicon through the context in which appears.

C.E.3.6. To participate in face-to-face conversations or through technological means to exchange information, applying basic and socio-cultural and socio-cultural strategies and knowledge to produce monologues and dialogues, brief and simple, using a repertoire of memorized expressions and previously worked formulas; as well as respecting the elementary communicative conventions to exchange information in different contexts, in medical consultation, interviews with colleagues, restaurants, banks, etc.

C.E.3.15. To know and apply the basic strategies to produce short and simple written texts: copying usual words and phrases to perform the communicative functions that are pursued.

3.13.3. Indicators

The indicators of this proposal refer to PE and linguistic aspects (consult *Orden de 17 de marzo de 2015, Educación Física, 1ª Lengua Extranjera*) (my own translation):

Physical Education indicators of this unit:

EF.3.2.1. Creates representations using body and movement as expressive resources.

EF.3.2.2. Communicates messages, ideas, sensations and participate in small choreographies, using the body and

movement as expressive resources and with special emphasis on the rich Andalusian cultural context.

EF.3.5.1. Recognizes and internalizes the beneficial effects of physical activity on health.

EF.3.8.1. Knows and values the diversity of physical, recreational, sports and artistic activities that are they can performs in the Andalusian Autonomous Community.

EF.3.9.1. Participates in debates respecting the opinions of others.

EF.3.9.2. Expresses an attitude of rejection towards antisocial behaviours derived from conflict situations.

EF.3.10.1. Shows respect for the environment and the natural environment in games and outdoor activities.

EF.3.10.2. Identifies and carries out concrete actions aimed at the preservation of the environment and the natural environment.

EF.3.12.1. Extracts, elaborates and shares information related to topics of interest in the stage.

EF.3.12.2. Uses certain sources of information and makes use of information and communication technologies as a resource to support the area and element of competence development.

EF.3.13.1. Puts above your own interests and results (losing or winning) teamwork, the fair play and personal relationships that are established in the practice of games and physical activities.

Foreign Language (*LE*) indicators of this unit:

LE.3.2.1. Knows and uses the most appropriate strategies for understanding the general sense of messages, advertisements, instructions, more complex indications at different times: in a station, in a restaurant, in a supermarket ...

LE.3.4.1. Understands and recognizes basic syntactic structures as well as a repertoire of frequent vocabulary related to issues of daily and school life, and expresses interests, needs and experiences in different contexts, inferring the meaning of the new lexicon through the context in which it appears.

LE.3.6.1. Participates in face-to-face conversations or by technological means to exchange information; applies the basic strategies and sociolinguistic and sociocultural knowledge to produce monologues and dialogues, short and simple; and use a repertoire of expressions memorized and previously worked formulas.

LE.3.6.2. Respects the elementary communicative conventions to exchange information in different contexts, in medical consultation, interviews with colleagues, restaurants, banks, etc.

LE.3.15.1. Knows and applies the basic strategies to produce short and simple written texts: copying usual words and phrases to perform the communicative functions that are pursued.

3.13.4. Procedures and instruments for assessment and evaluation

The assessment tools of this didactic proposal are analytic rubrics, a single-point rubric (which favours self-assessment), a gallery walks (with pictures, texts and other materials developed during the ten sessions of PE) and a target evaluation (this tool encourages self-assessment too). As for procedures, observation and recording in the class diary will be the two main ones.

4. CONCLUSIONS

First and foremost, this Master's Dissertation has intended to reinforce the need to educate in values in today's society, as a tool to train citizens with social skills and ethical criteria in order to make decisions that are related to their lives and the people around them. On the one hand, educational regulations, studies on CCIs and other aspects have been reviewed (objectives 1, 1.1. and 1.2.). On the other hand, a didactic proposal which combines exercise, values, drama, responsible use of ICT, attention to diversity, CLIL methodology and cooperative techniques was designed as a resource for bilingual Physical Education teachers. Therefore, and taking into consideration these elements, it can be argued that the aims 2, 2.1., 2.2., 3, 3.1 and 3.2. have been fulfilled.

With reference to the theoretical framework aspects about educational regulations, experts and scientific studies related to the topic under research could be gathered. The human being tries to regulate this pivotal issue (education in values) through laws and elements such as the Universal Declaration of Human Rights, the United Nations Convention on the Rights of the Child or European laws that underline the importance of educating in values and competences (see Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, key competences). Additionally, some Spanish laws (e.g. the *LOMCE*) and Andalusian regulations (like the *Decreto 97/2015*) stress these contents.

Moreover, there are many studies and authors that highlight the importance of educating in the care of our environment (cf. Brailovsky, 2016), addressing the issue of bullying (cf. Garaigordobil, 2018), teaching peaceful strategies to solve different points of

view (cf. Boqué, 2018) or avoid health problems such as obesity (cf. Gómez & Casas, 2016) 2016; Ortega, 2015). All of them were reviewed in section 2.4. and they demonstrate the need to educate in CCIs.

Taking everything into consideration, it can be stated that the PE curriculum is linked to crucial values. As for bilingualism, CLIL is related to CCIs and has been shown to influence the acquisition of knowledge such as communication, the responsible use of ICT and cognitive processes. For all the reasons analyzed in this Master's Dissertation, it seems reasonable and necessary to completely promote these cross-curricular issues and provide didactic proposals that enable to teach content and foreign language learning such as popular games, environmental education, health education, interculturality, drama, bullying and ICT. Nevertheless, some limitations may make it difficult to undertake this didactic proposal. For instance, there may be limitations regarding the schedule, that is, not having enough time in order to carry out the activities. Moreover, coordination in bilingual programs is vital and it should be planned properly. The availability of technological resources like computers and tablets could be other limitations to consider, since they do not work correctly on some occasions.

Finally, further research is an appealing aspect to have in mind. To begin with, it could be interesting to carry out scientific analysis of the effectiveness of units and plans about education in values. Through conducting research, the perks and the drawbacks of this didactic proposal about CCIs could be analyzed, as well as other elements reported in this Master's Dissertation such as the responsible use of ICT or the CLIL method. Moreover, a scientific analysis should take into account several variables. For example, bilingual non-bilingual schools could be compared. Centers located in different contexts or students from different educational stages (from Infant Education to Baccalaureate) could be analyzed too. In short words, some classroom studies could be carried out in order to check the benefits and downsides in different educational contexts. At the same time, this type of analysis could improve teaching through scientific evidence.

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