

Master's Dissertation/  
Trabajo Fin de Máster

**PHYSICAL EDUCATION,  
MULTIPLE  
INTELLIGENCES AND  
CLIL. AN INTEGRATED  
DIDACTIC UNIT FOR 5<sup>TH</sup>  
GRADE OF PRIMARY  
EDUCATION**

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## **RESUMEN**

Este Trabajo Fin de Máster consiste en la realización de una propuesta didáctica destinada a 5º de Educación Primaria y perteneciente a la materia de Educación Física. Esta propuesta didáctica sigue el enfoque AICLE como eje vertebrador, y tiene como objetivo el trabajo y desarrollo inteligencias múltiples (Gardner, 2011) a lo largo de sus sesiones, así como la adquisición de los contenidos y objetivos propios de la unidad. En la primera sección de este trabajo, se ha desarrollado un marco teórico el cual engloba conceptos básicos y literatura esencial de la metodología CLIL y sus respectivas derivaciones. La segunda sección, por su parte, consiste en el desarrollo de la propuesta didáctica en sí, donde se desarrollan las sesiones de la unidad, así como los elementos curriculares de toda ella.

## **ABSTRACT**

This MA dissertation consists of the development of a didactic proposal for the 5th year of Primary Education and belonging to the subject of Physical Education. This didactic proposal follows the CLIL approach as the main axis, and aims to work and develop multiple intelligences (Gardner, 2011) throughout its sessions, as well as the acquisition of the contents and objectives of the unit. In the first section of this paper, a theoretical framework has been developed which encompasses basic concepts and essential literature on CLIL methodology and its respective derivations. The second section, on the other hand, consists of the development of the didactic proposal itself, where the sessions of the unit are developed, as well as the curricular elements of the whole unit.

## **PALABRAS CLAVE**

AICLE, Inteligencias Múltiples, Educación Física, unidad didáctica integrada.

## **KEYWORDS**

CLIL, Multiple Intelligences, Physical Education, integrated didactic unit.

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## 1. INTRODUCTION AND JUSTIFICATION

Different education systems evolve along with society. It is quite clear that the education system in Spain decades ago is not the same as it is today, despite the fact that many of the more traditional practices are still maintained. It is not possible to think that education is not contextualised with the type of society that exists at any given time, as its role is responding to the demands of society. Education in the 21st century must respond to the demands of 21st century society, and it is the task of all members of the educational community to make this happen.

Nowadays, learning second and third languages is more justified than ever. The phenomenon of globalisation is now fully established, and the young and not-so-young generations need languages in their daily lives. Ramírez-Castillo & Torres-Calles (2011) state that language skills are nowadays a shared goal throughout the globalised world, and speaking English is becoming a necessity in any context.

The purpose of education is to prepare students to deal with the world in which they live, and education must therefore integrate language learning as the backbone of its work. In the introduction to the Foreign Language curriculum in the Royal Decree on Primary Education (R.D.126/2014), it is pointed out that language is essentially a means of communication, and the importance of knowledge of two foreign languages is stressed, being English specially one of them, since it is used worldwide as an instrument of communication. There is a lot of interest in linguistic diversity and FL teaching in order to promote tolerance and respect towards other cultures and languages.

English is spoken as L1 by more than 400 million people, as the official or second language in countries such as India, South Africa, etc. and as a foreign language in the rest of the world. It has become a universal communicative tool. Nevertheless, countries are entering the EU where English is the 'second first-language' or the 'first second-language' which has altered the EU balance. There are arguments resisting the teaching of English since it represents a form of cultural imperialism and globalisation. Since World War II English has become the dominant international language, leaving other international languages in decline. *Englishization* is divisive in that a knowledge of English is increasingly a condition to access to social positions and resources.

In the Autonomous Community of Andalusia, English bilingual schools account for the vast majority. The number of these bilingual schools has been increasing since the introduction

of the bilingual sections. With the approval of the Plan for the Promotion of Plurilingualism in Andalusia, a total of 101 schools started their bilingual programme. In the current academic year (2020/2021) there are 1,153 schools teaching some of their subjects in English (Consejería de Educación y Deporte, Junta de Andalucía, 2021).

As can be seen in Table 1, the number of bilingual schools in Andalusia has increased considerably over the past few years. Sevilla is the province with the highest number of English bilingual schools, followed by Malaga and Granada. This increase in the number of bilingual schools is not a coincidence, but rather a response to a progressive demand for second viable languages for our pupils.

Table 1.

EVOLUTION OF ENGLISH BILINGUAL EDUCATIONAL INSTITUTIONS IN ANDALUSIA									
Year	05/06	07/08	09/10	11/12	13/14	15/16	17/18	19/20	20/21
Schools	101	354	625	733	782	876	1007	1076	1105

Table 1. *Evolution of English bilingual educational schools in Andalusia.* Source: Consejería de Educación y Deporte, Junta de Andalucía, 2021.

On the other hand, the area of Physical Education in many Andalusian schools is also taught through English. According to Chiva, García & Isidori (2018) "in Spain, the CLIL methodological approach has gradually increased its relevance in the area of Physical Education" (p. 836). Teachers, at any educational stage and in any curricular area, must be prepared for the organisational and structural changes that education is undergoing, which is giving way to an increasingly multilingual education. Physical Education becomes a key area, in which many of the students are motivated and in which there is a clear stimulation of aspects related to communication, socialisation and language.

In this sense, an increase in bibliographical studies and didactic proposals related to CLIL and Physical Education would be necessary, since the introduction of this methodology in schools is on the increase, as we have seen in the table provided by the Junta de Andalucía (Table 1).

## **2. THEORETICAL FRAMEWORK**

### **2.1. Bilingualism**

#### ***2.1.1. Basic aspects of bilingualism***

Many people have a very basic concept of what bilingualism is, which is based on the use of two languages – many times simply teaching through a different language to a greater or lesser extent (instead of changing the methodology as well). However, the concept of bilingualism is variable and has evolved dynamically over time. For this reason, it is somewhat complex to determine a single precise definition (Bermúdez & Fandiño, 2012). Lam (2001) defines bilingualism as the phenomenon of competence and communication in two languages. On the other hand, Titone (1976) states that bilingualism is the ability of a person to express her/himself in an L2 while respecting the structures and concepts of that language. The Real Academia Española de la Lengua (RAE, 2021) defines 'bilingualism' as the "habitual use of two languages in the same region or by the same person". Other authors such as Weinreich (1974:69) consider bilingualism as "the process of using two languages alternately". For Siguán & Mackey (1986:34) a bilingual person is "one who, in addition to the competence she or he possesses in her or his first language, has a similar competence in another, which she or he can use with similar effectiveness".

Following Signoret-Dorcasberro (2003), bilingualism is an issue that has generated two opposing lines of opinion. Until the 1960s it was criticised and many authors chose not to recommend it. From that decade onwards, however, studies began to present a positive view of bilingualism in education. Thus, authors such as Cummins (1979), Tunmer & Myhill (1984) and Duverger (1995) show that bilingualism promotes the development of cognitive and linguistic skills, as well as the development of the individual.

In relation to bilingualism and the relationship between two languages, Cummins (1979) presents the 'Cummins Interdependence Hypothesis' or better known as the 'Iceberg model'. This theory puts forward the idea that language skills developed in one language can be transferred to another, provided that certain conditions are met: adequate exposure to the second language, both in educational and non-educational settings; and motivation to learn. Cummins (1979) represents this interdependence through the 'double iceberg' model shown in Figure 1.

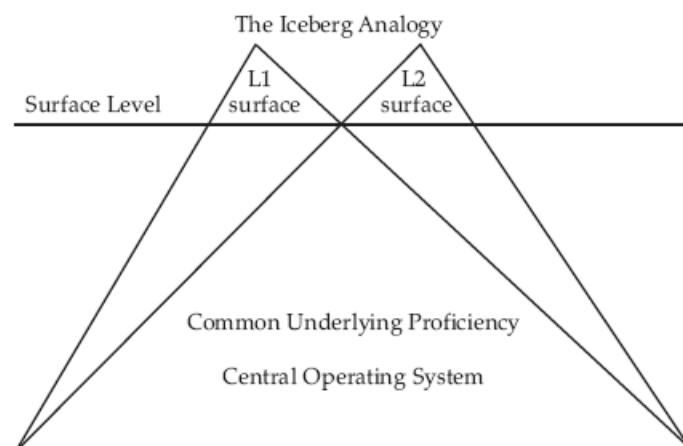


Figure 2. Cummin's Dual Iceberg Model of Bilingualism. Source: Baker & Hornberger (2001).

In this sense, and bearing in mind that language is acquired by using it in social contexts and that there are general rules related to its use, the evolution and improvement of learners will occur through the knowledge and learning of other languages (Hughes-Canalís, 2009). Thus, it could be assumed that a learner who attends a school where teaching is in her or his L2 will not only improve in L2 competence but also in the development of general and common language competence for her or his L1 and L2.

### ***2.1.2. Bilingualism and Plurilingualism in Spain***

Over the last decades, European language policies have promoted multilingualism in order to achieve the objectives of linguistic development and multiple identities. One of these proposals was to increase the number of languages of schooling. (Lorenzo & Granados, 2020).

One of the consequences of globalisation is the conversion of language knowledge as one of the key elements for success in the 21st century. In this sense, European institutions have made it a priority to increase and promote bilingual programmes to encourage language learning (Council of Europe, 2002). Despite this, authors such as Izquierdo (2017) state that language training in Spain has been ineffective for decades, possibly due to the numerous legislative changes that have taken place in the country.

In 1970, the 'Ley General de Educación (LGE)' introduced foreign language learning from the age of 12. With the arrival of the LOGSE (1990), foreign language learning is brought forward to the age of eight, in addition to increasing the teaching load of a second language.



From the LOCE (2002) and LOE (2006) onwards, foreign language teaching is introduced at the pre-school level. In the preamble to the current education law (Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación), it is stated that "citizens demand a modern [...] and multilingual education system that develops the full potential and talent of young people".

In Andalusia, concern for language learning and bilingual language dates back to 1998, when an experimental bilingual programme was launched, which laid the foundations for what would become bilingual education in our community (Lorenzo, 2019). From that moment on, the need arose for a methodological renovation which would take more into account the communicative aspects and functions of language, as opposed to the more traditional teaching of languages. According to Bryam (2009), for the development of current multicultural societies in Europe, it is of vital importance to generate educational planning that favours intercultural dialogue and communication.

Thus, in 2005, the 'Plan de Fomento del Plurilingüismo' was born in Andalusia. This framework responds to the need to address an ambitious educational project that enables Andalusian pupils to attain a broad knowledge of other languages in the context of a globalised world, as an essential instrument to ensure the possibilities of success and to share a better world (Consejería de Educación y Deporte, Junta de Andalucía, 2005). This plan also incorporated a novel approach to foreign language learning: the CLIL (Content and Language Integrated Learning) approach, which led to the training and pedagogical action of a large number of teachers.

However, in 2016 the so-called 'Plan Estratégico de Desarrollo de las Lenguas en Andalucía: Horizonte 2020' was initiated. The aim was to improve and expand teacher training, consolidate the achievements of the Bilingual Programme, optimise the use of research, promote interculturality, increase language exposure outside the classroom and improve student outcomes in language learning (Consejería de Educación y Deporte, Junta de Andalucía, 2016). According to the study conducted by Lorenzo (2019), the Bilingual Programme in Andalusia enhances foreign language learning, benefits the learning of Spanish and does not affect the learning of other subjects at the Primary Education stage.

In short, the promotion of bilingualism and plurilingualism in Andalusia is booming, as we can deduce from the progressive increase in the number of bilingual schools in our region (see Table 1). European and Spanish educational policies, and more specifically Andalusian

educational policies, are committed to the promotion and development of plurilingualism, taking CLIL methodology as one of its fundamental aspects.

## **2.2. CLIL Approach**

### **2.2.1. *What is CLIL?***

The term CLIL (Content and Language Integrated Learning) is translated into Spanish as "Aprendizaje Integrado de Contenidos y Lenguas Extranjeras".) According to Coyle, Hood & Marsh (2010) "CLIL is an umbrella term adopted by the European Network of Administrators, Researchers and Practitioners (EURICLIC) in the mid-1990s" (p.2). This methodology "encompasses any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role (Marsh, 2002:58). On the other hand, following Marsh & Langé (2000:2), CLIL is defined as a dual educational approach in which an additional language is used for learning and teaching both content and language. In this sense, we can see how CLIL has a dual intention: on the one hand, the learning of content; and on the other hand, the learning and fostering of linguistic communication. In this way, it breaks with the traditional separation between linguistic and non-linguistic curricular areas, merging them and taking them as a whole.

In this sense, the CLIL approach must be differentiated from other initiatives that sought to promote bilingualism, as CLIL introduces the concept of integration (Coyle, Hood & Marsh, 2010). According to Marsh (2002) teaching a subject in a foreign language is not the same as integrating language and content. It seems logical to mention the integration of content, cognition, communication and culture proposed by Coyle (2007) which becomes one of the fundamental keys of this approach. According to Coyle et al (2010):

In the 4Cs Framework, the language and communication are used interchangeably. This is not only a syntactical device for promoting 'c' concepts but also a strategy for promoting genuine communication in the foreign language if learning is to take place (p.10)

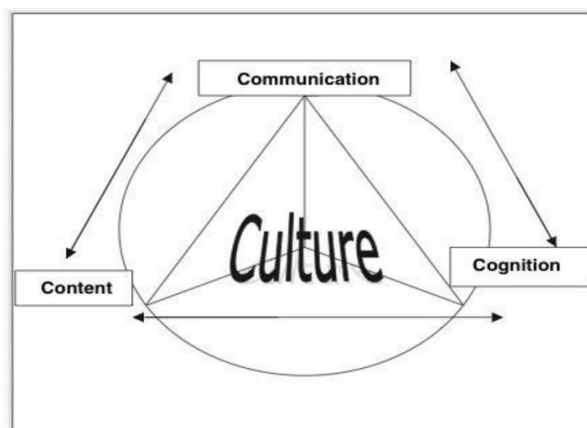


Figure 3. Coyle's 4Cs framework for CLIL. Source: Coyle (2007)

As can be seen in Figure 2, this model starts with subject matter and focuses on the interrelationship between content, communication (language learning and using), cognition (learning and thinking processes) and culture (self-awareness and interculturality), with the aim of establishing a mutually beneficial relationship between content learning and language learning. The four basic principles - content, communication, cognition and culture - provide a theoretical and methodological framework on which teachers can build to plan their educational approaches and create their CLIL materials (Meyer, 2010).

Thus, content would be the starting point of the planning process in the CLIL approach. However, it is essential to take into account the teaching objectives and learning outcomes which we expect learners to achieve not only at the level of content but also at the level of communication, cognition and culture. Communication will not only refer to grammatical systems and structures, but should involve learners using the language in a way that is contextualised to their learning. Furthermore, it should involve learners cognitively, engaging in both lower and higher order skills.

In relation to this significant cognitive involvement of pupils, one of the most essential contributions in this field is that made by Bloom (1956), an educational psychologist who developed a hierarchy of educational objectives to be achieved by pupils, dividing them into three areas: the cognitive area, the affective area and the psychomotor area. From the cognitive domain comes the so-called Bloom's Taxonomy (Bloom, 1956). According to Krathwohl (2010) this taxonomy "provided carefully developed definitions for each of the six major categories in the cognitive domain. The categories were Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation" (see Figure 3).

These categories were ordered from simple to more complex, as well as from concrete to abstract (Krathwohl, 2010), reflecting a hierarchy where mastery of a simpler category was a prerequisite for moving to mastery of a higher order category. Thus, we would move from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS), from lower order to higher order. In this way, knowledge (Remember) would be a LOTS, while Synthesis (Create) would be a HOTS (see Figure 3).

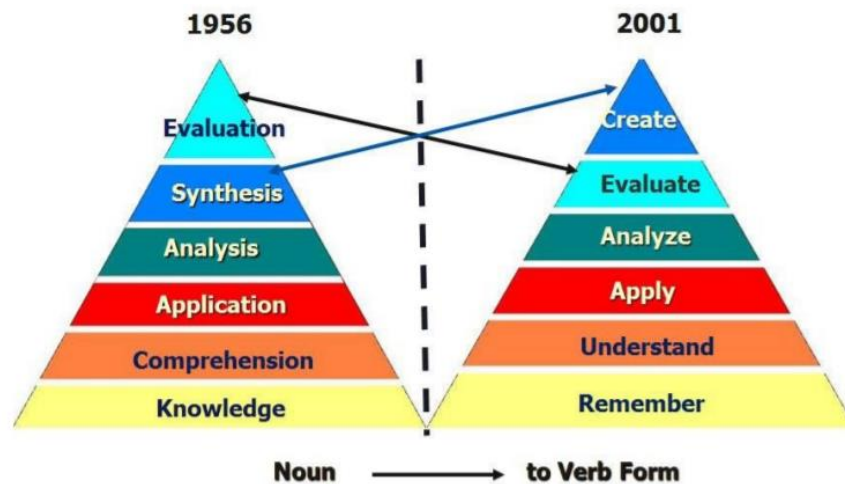


Figure 3. Comparative Table of Bloom's Taxonomy (1956) vs Anderson & Krathwohl's revised version (2001).

Source: Coyle (2007)

In the 1990s and early 2000s, Anderson and Krathwohl (2001) published one of the most crucial revisions of Bloom's Cognitive Taxonomy. In this revision, these authors decided to use verbs instead of nouns for each of the categories, as well as to readjust the sequence. Each of the categories have a number of verbs associated with them (Willson, 2001):

- Knowledge - Remembering: list, know, define, recall, memorize, record, name, etc.
- Comprehension – Understanding: restate, locate, recognize, explain, express, identify, illustrate, differentiate, etc.
- Application – Applying: apply, organize, practice, relate, employ, calculate, show, develop, etc.
- Analysis – Analysing: analyse, differentiate, experiment, compare, contrast, investigate, etc.
- Synthesis – Creating: formulate, compose, produce, design, collect, develop, etc.
- Evaluation – Evaluate: judge, assess, compare, argue, decide, validate, etc.

It should be noted that the main differences are not in the reformulation from nouns to verbs per se, nor in the change of location of the latter two categories. In fact, the most significant differences lie in the fact that the taxonomy crosses over and acts on different types of knowledge (Wilson, 2001). According to Burns (2017) "Bloom's revised taxonomy has proven to be more descriptive for assessing higher order thinking, especially with creativity, an element of complex thinking, taking over the top tier of the taxonomy" (p.47).

Focusing now on the analysis on communication as one of the 4Cs (Coyle, 2007), it is necessary to talk about The Language Triptych (Coyle, Hood & Marsh, 2010) and the distinction between BICS and CALP (Cummins, 1984). Before discussing these terms, it is important to note that for communication to be properly referred to, it will be essential that the exchange of information is meaningful and relevant to learners (Vygotsky, 1995).

The Language Triptych (see Figure 4) is a conceptual representation for representing content objectives and language objectives. According to Coyle, Hood & Marsh (2010) the teacher needs to be aware of the linguistic and curricular level of the learners so that the integration of the linguistic into the content subject is as successful as possible. This triptych thus provides an understanding of how to interrelate content objectives with language learning objectives, providing the means to analyse the language needs and types of language demand that occur in CLIL settings.

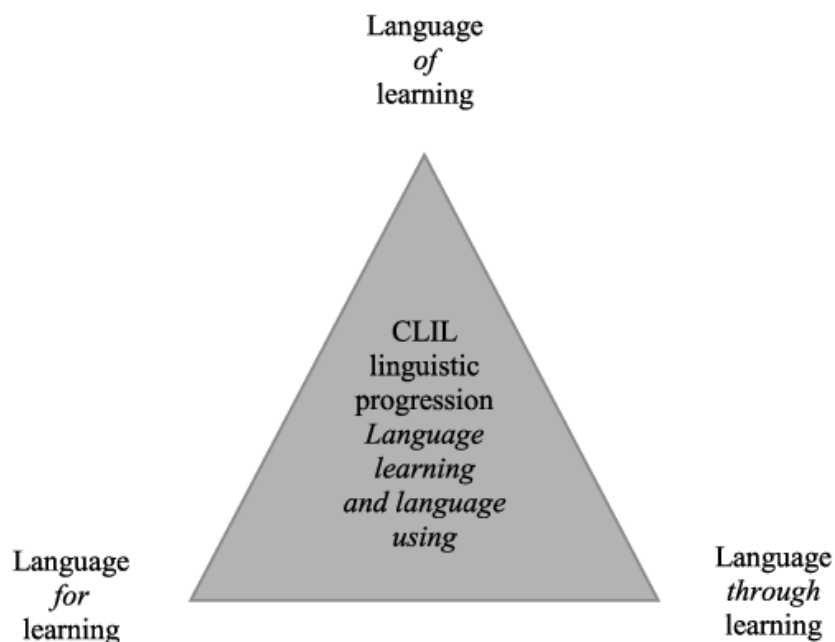


Figure 4. Language Triptych. Source: Coyle, Hood & Marsh (2010)

Following Martín del Pozo (2016):

- *Language of learning*: is the language needed to access a given field of knowledge, consisting of the essential lexicon and grammar associated with the field of knowledge.
- *Language for learning*: the language that is required to operate in the subject matter in question, in real contexts for learners. It is a language for academic purposes. In short, it is the language that enables learners to be operational in a learning environment.
- *Language through learning*: the language that is generated during the learning process. According to Coyle, Hood & Marsh (2010), effective learning cannot occur without the active participation of language and cognition. As they acquire knowledge, they progress in language learning.

Coordination between content and language is undoubtedly fundamental, although the problem lies in its implementation (Pavón, Ávila, Gallego & Espejo, 2014). For this reason, the Language Triptych will allow teachers (both content and language teachers) to work collaboratively and establish which language is used in a CLIL environment.

Another key element in this respect is the distinction between Basic Interpersonal and Communication skills (BICS) and Cognitive Academic Language Proficiency (CALP) established by Cummins (1979). This author points out that not all linguistic aspects can be set at the centre of an overall or general language proficiency, but must be distinguished. For example, if we take as a reference two monolingual English-speaking siblings (12 years old and 6 years old, respectively) there will be enormous differences in the language ability of these children. Although both may have high language ability in everyday contexts, this would not be the case in academic contexts which require higher demands in terms of vocabulary knowledge, reading comprehension, etc. (Cummins, 1981).

Hence, BICS refers to conversational fluency in a language, whereas CALP refers to learners' ability to understand and express academic and learning-related concepts orally and in writing. This distinction between BICS and CALP has strongly influenced studies and practices related to foreign language teaching (Cummins, 2004). According to Cummins, Brown & Sayers (2007) this distinction is not at all inconsistent in relation to language teaching practices, as they are fully contextualised within the school context.

In this sense, it could be said that language used in academic contexts is different from language used in everyday situations, and that academic competence is not acquired in a natural way (as is everyday language competence). This distinction of language use in different contexts has enabled many educational specialists to establish in which direction language teaching should be directed.

Despite this, Cummins (2004) argues that the establishment of BICS and CALP has not been proposed as a general theory, but as a very concrete and specific distinction in practice. However, this distinction remains somewhat controversial, as there is no interdisciplinary consensus on the nature of language proficiency and its relationship to learners' academic development.

There is no doubt that the distinction between BICS and CALP can help our students to optimise their learning processes while optimising the teaching process as teachers. We may come across students whose fluency in a foreign language is quite good, but who have low scores in academic tests. This is where BICS and CALP would come into play, reflecting the fact that this student performs well in BICS while being deficient in CALP. In this sense, knowledge of our students and the adaptation of the language used in the teaching-learning process is fundamental.

Another fundamental concept related to the CLIL approach is *Scaffolding*, which is a key concept in the most current educational theories and a fundamental axis of the CLIL methodology. This concept is closely related to the learning theories of Vigotsky (1978) and his concept of the Zone of Proximal Development (ZPD).

According to Mehisto, Marsh & Frigols (2008), the CLIL approach has six basic characteristics: the multiple focus, the facilitation of a rich and safe learning environment, the promotion of active learning, cooperation among participants, authenticity in class and the use of scaffolding strategies in the teaching-learning processes. Scaffolding is a concept used in mainly educational contexts, which tries to describe a certain support that is provided to learners in the development of a learning task and during the learning process, which disappears when it is no longer needed (Mehisto, Marsh & Frigols, 2008). According to Hammond (2001) scaffolding techniques are "temporary supporting structures that will assist learners to develop new understandings, new concepts and new abilities" (p. 23).

The concept of scaffolding in educational contexts can be traced back to Wood, Bruner & Ross (1976) who used it to describe the positive effect parents had on children's language

development. Those parents who divided the task into simple sequences and helped their children to focus their attention on the most relevant aspects showed a more satisfactory performance than the rest. In this sense, Bruner (1978) describes scaffolding as: "the steps taken to reduce the degrees of freedom taken in carrying out some task so that the child can concentrate on the difficult skill he is in the process of acquiring" (p.19).

According to Mehisto, Marsh & Frigols (2008) scaffolding involves tapping into students' skills, knowledge and interests to reorganise information in a clear and simple way, foster students' critical thinking and help them challenge themselves in the teaching and learning processes. According to Maybin, Mercer & Steirer (1992) it is the tutor's assistance in helping students to complete tasks successfully.

Scaffolding is therefore a support that tries to help learners to develop new skills and concepts. This support is not permanent, but temporary, with the aim that the learner will in the future be able to do something on his or her own. It is therefore oriented towards developing students' autonomy, thus following Vygotsky's (1978) theory of ZPD.

As we have seen previously, the use and development of BICS and CALP is present in L2 teaching contexts, so scaffolding will play a fundamental role in this aspect. In this sense, teacher-learner interaction plays a key role in helping learners to use and acquire academic language efficiently (Evnitskaya, 2018). Scaffolding thus helps students to understand new concepts and develop new skills. This scaffolding or support may take place throughout the teaching-learning process, not only in language teaching.

It is important to understand that scaffolding is temporary in nature (Hammond & Gibbons, 2005). According to these authors, the aim is for pupils to learn independently, so teacher support is gradually withdrawn as pupils become increasingly able to perform the task autonomously. For this reason, it is essential that teachers have a good understanding of the students' starting point, their level in terms of both content and language. This support should be progressively adjusted to meet the needs of the learners in the classroom (Hammond & Gibbons, 2005).

Mehisto (2012) suggests a number of activities that teachers can use in CLIL classes, with the aim of promoting students' cognitive development and the development of autonomy. Some examples proposed by the author are:



- *Scaffolding for language*: shortening sentences and paragraphs, including synonyms in parentheses, repeating new nouns, explaining some expressions and vocabulary in the margins, brainstorming, grouping language according to usage, etc.
- *Scaffolding for content*: connecting content to everyday life, pre-organising content, using mind and concept maps, using graphs and tables, highlighting key ideas, using examples, etc.
- *Scaffolding for the development of learning strategies*: providing samples of good and bad work, including monitoring and evaluation, asking learners to guess meaning from context, self-assessments, etc.

Ultimately, the type of scaffolding and its duration will depend on the level and diversity of the learners, so it is very important that the teacher is fully aware of the type of learners and their needs.

### **2.2.2. CLIL: advantages and disadvantages**

When the different features of CLIL that have been mentioned above are optimally developed, there are numerous advantages for both the learner and the teacher. Following Pérez Cañado (2013), the multiple benefits of CLIL can be categorised along the following dimensions:

- In relation to the *linguistic dimension*, the use of CLIL increases the presence of the foreign language in the curriculum, with the consequent exposure to the language of the learners. This input is more relevant, thus increasing learners' communicative language competence in general as well as specifically. In CLIL environments, language is seen as an essential communication tool, so it is used in unforced and contextualised situations for learners, developing in them a more complex language and greater communicative fluency.
- In regard to *content knowledge*, CLIL is not detrimental to content knowledge (Cummins, 1999). This approach provides learners with opportunities to learn content from different perspectives, acquiring specific terminology in the target language.
- Considering the *learning dimension*, the CLIL approach facilitates the conditions for natural, incidental and implicit rather than forced learning. It provides a relevant context

for language learning, creating real and meaningful communication situations, thus encouraging more demanding communicative exchanges.

- On a *cognitive level*, CLIL provides greater cognitive engagement, with consequent improvement in language acquisition. In addition to communicative skills, it develops other skills such as problem solving, interpersonal relations, etc.
- At a *pedagogical level*, the CLIL approach can be applied to all types of educational levels, allows teachers and schools to build meaningful learning environments, enables the development of methodologies such as cooperative learning, etc. Furthermore, according to Crandall (1993) it has been shown to improve learning and the quality of foreign language teaching. In short, it allows a modernisation of pedagogy and didactics and a diversification of the different classroom methodologies.
- At the *motivational level*, Perez Cañado (2013) states that motivation and interest increase in both L1 and L2 due to the relationship established between the content and the learning of the language. In addition, the different methodologies that this approach allows are more motivating for learners.
- Similarly, on a *social level*, this approach allows all kinds of learners the opportunity to learn languages in a meaningful way, favouring inclusion and equality due to its introduction into mainstream education.
- In relation to the *cultural dimension*, CLIL fosters intercultural awareness, developing communication skills and promoting intercultural communicative competence. In turn, it helps to foster cultural awareness and global citizenship. Let us not forget Coyle's 4Cs approach mentioned above.
- On a pragmatic level, CLIL prepares students for the future and the demands of today's society, increasing their preparedness and future employability.

Despite the advantages that the CLIL approach has on all these dimensions already mentioned, there have also been authors who have identified some drawbacks in practice (Mehisto, Marsh & Frigols, 2008).

While the essential benefits of CLIL are acquired by learners, it is teachers who may encounter the main difficulties (Pérez Cañado, 2013). Following Dickey (2004) and Mehisto

et al. (2008) the main difficulties teachers may encounter is the relative novelty of this approach. Many teachers may have misgivings or mistaken beliefs about the implementation of CLIL teaching and learning processes.

Similarly, another important concern that is mentioned relatively frequently is the lack of teacher training, especially in relation to the target language. There is no doubt that CLIL makes considerable demands, as teachers must not only be content specialists but also possess pedagogical training in foreign language in order to provide meaningful and effective language exposure (Pérez Cañado, 2013). Furthermore, the development of CLIL teaching-learning processes requires a great deal of initiative, time and effort on the part of teachers, as well as qualities of teamwork and cooperation with their respective colleagues.

In relation to the latter, Mehisto (2008) found that CLIL classes taught solely by content specialists were supported by the second language through unnecessary translations. This, in turn, reflected that teachers saw themselves as either content *or* language teachers (not both), which affected the full integration of the different components. Similarly, Mehisto (2008) and Coyle (2007) argue that many teachers have little willingness to incorporate materials from other specialists or subjects, and that team teaching is one of the main drawbacks of CLIL.

At the student level, it has already been mentioned above that this approach is more cognitively demanding, so students may feel confused, overwhelmed or frustrated (Pérez Cañado, 2013). Following Dickey (2004) it is possible that more attention is devoted to language (the most difficult factor) than to content.

At the level of materials, many authors point to some difficulties. Pérez Cañado (2013) states that there is a deficit in the development of materials and resources, so many teachers may be intimidated by having to prepare their own materials. Other authors such as Ballman (1997) argue that publishers need to produce materials that relate to the lives of learners and are contextualised. This lack of CLIL materials is another difficulty encountered by teachers (Alonso, Grisaleña & Campo, 2008).

Another major difficulty is mentioned by Serragiotto (2007). While the CLIL approach focuses its efforts on both content and language (as the name suggests), national tests are mainly content-focused, thus creating a 'fracture' in this whole system of interrelation. According to Mehisto (2008) all stakeholders (especially school management teams) need to play their part in facilitating collaboration between different teachers and subjects. A key player in this regard

is the CLIL coordinator, who can act as a liaison between different teachers, between students and teachers and between families and the school (Pavón Vázquez & Rubio, 2010).

### **2.3. Physical Education and CLIL**

Following Bartoll, González, & Isidori (2018) the CLIL approach has been gradually increasing its relevance in the area of Physical Education. Physical Education can work on global communicative competence through different possibilities: corporal and gestural expression, role-playing, problem solving, interaction between students, etc. (Piqueras, 2017). Coral (2012) states that Physical Education is an ideal medium for developing motor skills, improving foreign language, promoting cognitive skills and favouring students' personal and social development.

In this sense, the area of Physical Education appears to be an ideal area, since in it both cognitive and motor skills act together, where thought and action remain united (Ruiz, 2004). Furthermore, the area of Physical Education promotes meaningful learning for students, as it presents different situations that students perceive as reliable, favouring motivation for learning (Ramos & Ruiz, 2011).

Although there is an increasing amount of research on the CLIL method (Lova & Bolarín, 2015), in the area of Physical Education there is still a lot to explore (Salvador-García, Chiva-Bartoll & Vergaz-Gallego, 2018). In this sense, there are some studies focused on the relationship between Physical Education and the learning of English as a foreign language. Coral (2010) studied the effects of the CLIL approach on language learning in Primary Education, where he concluded that this area constitutes a different possibility of learning a foreign language. Other authors such as Figueras, Flores & González (2011) did the same, this time in university contexts, where they highlighted the linguistic progress of the participants.

In addition to the advances in relation to pupils' linguistic competence, other authors such as Alonso, Cachón, Castro & Zagalaz (2015) mention the suitability of this subject for working on English culture, which would be closely related to one of Coyle's 4Cs mentioned throughout this paper. It should be noted that there are a number of authors who highlight the benefits of developing CLIL methodology in the area of Physical Education thanks to the communication and interaction between pupils that takes place in this subject, due to its playful and movement-based nature, thus triggering significant language learning (Coral and Leixà, 2013). In this sense, the motivation related to the playful aspect that is intrinsic to the area of

Physical Education is undoubtedly a very influential factor, as there are students who are more motivated to learn a foreign language (Alonso et al., 2015).

Other authors such as González-Villora, Villar-García, Pastor-Vicedo & Gil-Madróna (2013) state that the play component associated with this area favours the learning of English as a foreign language, as well as increasing student motivation. Likewise, the improvements in the different expressive and verbal skills through the teaching of EF in English have been highlighted (Alías, 2011). According to the study carried out by Montávez, Mariscal & López-Díaz (2002), the development of Physical Education in a foreign language by developing a didactic unit of corporal expression improved the students' communicative and expressive abilities, thus relating the link between movement and the use of language in a significant way.

On the other hand, it should be noted that there are some authors who claim that there may be a loss of content and motor engagement in students. In an extreme in which the subject of Physical Education is distorted due to an excessive emphasis on the teaching of the L2, there could be a loss of content in the area of Physical Education (Martínez & García, 2017). For this reason, it is necessary for PE teachers to be very clear about the level of competence of their students, both in their own area and in the foreign language area. The CLIL approach, as we have mentioned extensively throughout this paper, focuses its efforts on both content and language, where communicative competence is fundamental. Because of this, Physical Education should be an area that provides the opportunity for students to communicate and interact using a foreign language, to contextualise this communication in real situations and to foster meaningful learning of both content and language.

In short, the area of Physical Education can be presented as an ideal area, provided that the methodological principles of CLIL are implemented in an optimal way and taking into account the context of both teachers and pupils. The playful and communicative nature of the subject makes it an ideal context for exposure to a second language, for communicative exchange between pupils and with the teacher, and for the development of both subject knowledge and knowledge of the foreign language. The CLIL approach can be applied to any of the non-language subjects in the curriculum (Coyle, 2007), so physical education should not be left behind.

## 2.4. Multiple intelligences and education

Multiple intelligences refer to the ability to solve problems or produce products that are valuable in one or more cultures (Gardner, 2011). In 1983, this developmental psychologist began to consider that intelligence is a single strand, but a set of multiple and different, although interdependent, intelligences.

Table 2.

<b>INTELLIGENCES</b>	<b>DESCRIPTION</b>
Linguistic	An ability to analyse information and create products involving oral and written language such as speeches, books, and memos.
Logical-Mathematical	An ability to develop equations and proofs, make calculations, and solve abstract problems.
Spatial	An ability to recognize and manipulate large-scale and finegrained spatial images.
Musical	An ability to produce, remember, and make meaning of different patterns of sound.
Naturalist	An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.
Bodily-Kinesthetic	An ability t to use one's own body to create products or solve problems.
Interpersonal	An ability to recognize and understand other people's moods, desires, motivations, and intentions.
Intrapersonal	An ability to recognize and understand his or her own moods, desires, motivations, and intentions.

Table 2. Gardner's eight intelligences. Source: Davis, Christodoulou, Seider & Gardner (2011).

Following Gardner & Hatch (1989) the eight intelligences (see Table 2) are:

- Logical-Mathematical Intelligence: consists of the ability to detect patterns, reason deductively and think logically. This intelligence is often associated with scientific and mathematical thinking.
- Linguistic Intelligence: related to mastering language and manipulating it effectively, as well as poetically and for recalling information.
- Spatial Intelligence: related to the manipulation and creation of mental images and schemata to solve problems.
- Musical Intelligence: consists in the ability to recognise and compose musical tones, melodies and rhythms.
- Bodily-Kinesthetic Intelligence: the ability to use body movements, to use mental skills to coordinate movements, etc.
- Interpersonal Intelligence: recognising and understanding how others feel, their intentions and emotions.
- Intrapersonal Intelligence: recognise and understand how we feel about ourselves.
- Naturalistic Intelligence: related to discrimination between living beings, sensitivity to the natural world, etc.

These eight intelligences designed by Gardner rarely operate independently, but often complement each other. The acceptance of this theory breaks with the traditional teaching style, which has traditionally focused on the mathematical and linguistic areas (Brualdi, 1996).

According to Davis, Christodoulou, Seider & Gardner (2011), students have different levels of ability in each of the eight intelligences, so it is understood that all people are more skilled in some skills and less skilled in others. However, it is not common for a person to excel in only one type of intelligence, but may be high in one intelligence and average in others. These levels of ability are variable over time, especially after being enhanced by different experiences (Davis et al., 2011).

In this sense, it is important to individualise teaching by identifying the strengths and weaknesses of learners and from there to further plan the teaching-learning process (Gardner,

2011). Authors such as Knight (2018) state that a successful way of identifying students' strengths and weaknesses is through direct and constant observation of students' learning, as well as the collection and synthesis of information.

#### ***2.4.1. Multiple intelligence: Criticism of Gardner's theory***

The theory proposed by Gardner on the multiple concept of intelligence, despite being a theory that is widespread throughout the educational and psychological field, has had and still has some criticisms that should be taken into account, with the aim of obtaining a global vision of this proposal.

Several authors state that the operational definition of the forms of intelligences proposed by Gardner has a tautological reasoning, i.e., it repeats the same thought using similar words, without advancing information (Larivée, 2010). On the other hand, Hunt (2004) questions this theory by stating that there may be a component of "talent" which does not necessarily have to be related to "intelligence". In this sense, Gardner himself and Walters (1986) acknowledge that the term has been used interchangeably. Other authors such as Alix (2000) and Bourchard (1984) affirm that we are faced with an anecdotal theory that is not very articulated at a scientific level. In this sense, Larivée (2010) states that Gardner has not proposed any strict scientific means to verify his theory.

In order to address the differences that exist in relation to this model, several authors have chosen to use the term "different learning styles" instead of "multiple intelligences". This concept is rejected by Gardner, who states that an individual's way of learning may vary from one intelligence to another, so that a given individual may have a holistic perception in logical-mathematical and sequential intelligence when working with musical intelligence.

However, if we understand learning style as the global tendencies of a student when it comes to learning and if we conceive them as something variant and in continuous evolution, there is no contradiction between Gardner's theory and the authors who prefer to use the alternative terminology. For this reason, the terminology of Gardner's theory will be used in this work, as it is the most widespread at the educational level and because it is relevant to the proposal put forward.



### **3. DIDACTIC PROPOSAL**

#### **3.1. Introduction**

The main features of this Didactic Unit will be the following:

- It is a unit of the subject of Physical Education, which will follow as one of its methodologies the CLIL through English.
- This Didactic Unit includes the promotion of the 8 Multiple Intelligences (Gardner, 2001).
- It belongs to an interdisciplinary unit together with the subjects of Natural Sciences, English Foreign Language and Physical Education.

Multiple Intelligences (Gardner, 2001) are present in all pupils, to a greater or lesser extent. The subject of Physical Education will work, throughout the school year, on these intelligences by means of strategically selected activities of various kinds. Due to the idiosyncrasy of the subject, the main intelligence worked on in the subject is Bodily-Kinesthetic Intelligence. In spite of this, each and every one of the Intelligences will be worked on throughout all the didactic units, including the unit that will be developed below.

It should be noted that the present Didactic Unit will be carried out during the first term, specifically it will be the last unit of this period, coinciding its completion with the arrival of the Christmas holidays. The aim of this is to foster in students a critical attitude towards the importance of nutritional health, especially with the arrival of Christmas and the excesses that occur at this time.

#### **3.2. Justification**

According to the Orden 15 de Enero de 2021, which develops the basic curriculum in Primary Education in Andalusia, the main aim of Physical Education will be the development of motor competence, as well as the promotion of physical well-being and the improvement of the students' living conditions (Consejería de Educación y Deporte, Junta de Andalucía, 2021). In this sense, Physical Education should allow pupils to investigate their own physical well-being and that of their classmates, with health as a fundamental axis and without forgetting the recreational nature of the subject.

Within the specific objectives of the subject present in the Orden 15 de Enero de 2021, it is worth highlighting objective number 4 which seeks to "acquire physical exercise habits

aimed at correct motor performance, health and personal wellbeing, as well as to appreciate and recognise the effects of physical exercise, nutrition, effort and postural habits in order to adopt a critical attitude towards practices that are harmful to health" (BOJA, 2021, p. 132).

This Didactic Unit will be included in Block 2 of contents entitled "Physical Education as a health promoter", which is mainly based on the consolidation of healthy lifestyle habits, safety in physical activity and the reflection of students in the face of habits that are harmful to their health. As it will be carried out in an interdisciplinary way together with other curricular subjects, it is worth highlighting the definition of Integrated Didactic Unit proposed by Cañizares & Carbonero (2018) who define it as a unit that allows the elements of the curriculum to be related through various areas, integrating all types of knowledge.

The promotion of healthy lifestyle habits, including eating habits, is justified within the current educational legislation in our country not only in the Orden 15 de Enero de 2021 but also in Decreto 97/2015, modified by Decreto 181/2020, de 10 Noviembre, where it is included that students should develop the capacity for responsibility, initiative, healthy lifestyle habits and sport, etc. In turn, Physical Education appears as a curricular area that favours the CLIL approach, due to the great communicative exchange that students have as well as its playful and motivating nature (Ruiz, 2004).

### **3.3. Basic Legislation of reference**

For the development of this Didactic Unit, the legislation in force has been reviewed and respected and is developed below (Spanish Legislation):

- ORDEN de 15 de enero de 2021, por la que se desarrolla el currículo correspondiente a la etapa de Educación Primaria en Andalucía, se determinan aspectos relacionados con la atención a la diversidad, se establece la ordenación de la evaluación del proceso del aprendizaje del alumnado y se determina el proceso de tránsito entre distintas etapas educativas.
- DECRETO 97/2015, de 3 de marzo, por el que se establece la ordenación y el currículo de la Educación Primaria en la Comunidad Autónoma de Andalucía
- DECRETO 181/2020, de 10 de noviembre, por el que se modifica el Decreto 97/2015, de 3 de marzo, por el que se establece la ordenación y el currículo de la Educación Primaria en Andalucía.

- ORDEN de 25 de julio de 2018, por la que se modifica la Orden de 1 de julio de 2016, por la que se establece el calendario de implantación de la Segunda Lengua Extranjera en la Educación Primaria en Andalucía.
- ORDEN 4 de noviembre de 2015, por la que se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado de Educación Primaria en Andalucía.
- ORDEN ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la Educación Primaria, la Educación Secundaria Obligatoria y el Bachillerato.

### **3.4. Contextualization**

The Didactic Unit developed is entitled *We are what we eat* and is intended for the 5th year of Primary Education at CEIP Luis Rosales (Granada). This unit, despite being designed for this group of pupils, can be applied to the third cycle of Primary Education and even to the second cycle, as long as the appropriate changes and modifications are applied for its adaptation.

CEIP Luis Rosales is located in the central district of Granada, specifically within the Fuentenueva University Campus, a relatively modern area adjacent to the historic centre of the city. The socio-economic and cultural background of the pupils' families is medium-high. A large number of the families work in private companies or in public administrations such as the University of Granada, hospitals, etc. The school's pupils are a mirror image of the families to which they belong, demonstrating generally positive characteristics and a predisposition towards learning.

Specifically, this group is made up of 24 pupils, of whom 13 are boys and 11 are girls. In terms of maturity, the group presents what is considered to be average levels for those expected regarding age and maturity. In terms of coexistence and climate, it should be noted that the group is relatively calm, but there are sporadic problems of conflicts between classmates.

This group has been studying subjects in English for three years, so they are used to receiving not only Physical Education but also other subjects such as Natural Sciences and Social Sciences in a foreign language following the CLIL methodology. At a linguistic level, the majority of pupils at the school have medium-to-high assessments in Foreign Language as

well as in the rest of the subjects, although there are obviously some pupils with greater difficulties.

### **3.5. Objectives**

The development of this Didactic Unit will try to help students to achieve a series of related objectives in the area of Physical Education. For this purpose, we will mention below the objectives belonging to the Order of 15 January 2021, which develops the curriculum corresponding to the Primary Education stage in Andalusia, both stage and area, as well as the specific didactic objectives of this Unit.

#### **3.5.1. Stage objectives**

This Didactic Unit aims to achieve the following Stage Objectives (Art. 7, RD 126/2014) for students:

b) To develop habits of individual and team work, effort and responsibility in study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit.

f) To acquire in at least one foreign language the basic communicative competence that will enable them to express and understand simple messages and to cope in everyday situations.

h) To know the fundamental aspects of the natural sciences, social sciences, geography, history and culture.

k) Value hygiene and health, accept one's own body and that of others, respect differences and use physical education and sport as a means to favour personal and social development.

#### **3.5.2. Area objectives**

As well as the objectives mentioned above, this Didactic Unit will encourage pupils to achieve the following area objectives (Orden 15 de Enero de 2021):

1) To know their own body and its motor possibilities in space and time, extending this knowledge to the body of others.

2) To know their own body and its motor possibilities in space and time, extending this knowledge to the body of others.

4) To acquire physical exercise habits aimed at a correct motor performance, health and personal wellbeing, in the same way, to appreciate and recognise the effects of physical exercise, nutrition, effort and postural habits in order to adopt a critical attitude towards practices that are harmful to health.

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 the resolution of problems and avoiding discrimination for gender, cultural and social reasons.

7) To use ICT as a resource to support the area to access, research and share information related to physical activity and sport.

### **3.5.3. Didactic objectives**

By the end of this Unit / Lesson Plan, students will be able to:

- Content objectives:
  - o Distinguish between healthy and unhealthy foods.
  - o List the different macronutrients and its functions
  - o Illustrate the value of the importance of good health and the risks of unhealthy eating.
  - o Practice games and activities related to food.
  - o Make basic healthy eating guides (Food Pyramid) visible
  
- Language objectives (communication):
  - o Verbalise specific vocabulary related to nutrition and healthy habits.
  - o Apply basic grammatical structures of communication: Present Simple, adverbs of frequency, modal verbs, etc.
  - o Practise the different language skills: reading, writing, listening and speaking.
  
- Cognition:
  - o Develop LOTS and HOTS through different activities
  - o Use different cognitive strategies to apply it in real life

- Culture:
  - o Value and assess the Mediterranean diet and compare it with others
  - o Develop cultural awareness and respect for other lifestyles

### Key Competences

Generally speaking (and specifically in this proposal), Physical Education contributes to the development of the following Key Competences, according to the Orden ECD/65/2015 and Orden 15 de enero de 2021:

- *Competence in linguistic communication*: Physical Education contributes to this competence by offering a wide variety of communicative exchanges (spontaneous and directed), adapting the register to the context and purpose, understanding and correctly applying the communicative resources and strategies required at all times. Furthermore, this area provides a very favourable setting for the development of oral expression and the adjustment of discourse to the communicative intention, using general vocabulary (BICS) as well as specific vocabulary (CALP).
- *Mathematical competence and basic competences in science and technology*: through the approach to calculations, analysis of relevant data, use of specific instruments, etc. In turn, this competence is contributed to through knowledge of the main organs, apparatus and systems of the human body, the assessment of healthy practices and lifestyles, etc.
- *Digital competence*: through the use of digital media and their possibility to search for and organise relevant information, digital recording and editing tools, etc.
- *Learn to learn competence*: through knowledge of the students' own learning process, where they are able to interpret what the teacher and the task demand with autonomy and precision. Likewise, through the use of learning strategies, the selection of necessary resources, the transfer of knowledge from other subjects (in this case English and Natural Sciences content), etc.
- *Social and civic competences*: both the dynamics and the environments in which this area is located generate situations conducive to the development of active citizen participation, encouraging behaviour that respects and cares for the surroundings and

the environment, cultural heritage, the development of values of responsibility, etc. In addition, the activities proposed help to acquire skills such as cooperative and collaborative work, communication between people, respect for rules, etc.

- *Sense of initiative and entrepreneurship*: through student decision-making for the management of activities and tasks, the promotion of student autonomy and control of their emotions, the inclusion of effort and perseverance in learning, self-evaluation of their own and others' learning, conflict management, etc.
- *Cultural awareness and expressions*: Physical Education contributes to this competence through the expression and communication of different ideas and thoughts, favouring creativity, the exploration of the possibilities of the body and movement, knowledge of other languages and cultural and artistic manifestations, identifying characteristic elements of one's own and foreign cultures, etc.

### **3.6. Contents**

#### **3.6.1. Curricular contents**

In this Didactic Unit we will work on contents belonging to the area of Physical Education. However, as mentioned above, other contents from the areas of Natural Sciences and English as a Foreign Language will be included.

In accordance with Orden 15 January 2021, the contents to be presented in this Unit will be the following (Block 2. Physical Education as a health promoter).

2.1. Assessment and autonomous application of healthy lifestyle habits related to physical activity in terms of posture and healthy eating habits (breakfast, balanced diet, hydration and autonomy in body hygiene) necessary for physical activity. EF.03.05.

2.2. Reflection and assessment of the effects of physical activity on health and wellbeing. Identification of unhealthy practices. EF.03.05., EF.03.11.

2.5. Fundamentals of a healthy and balanced diet, with special emphasis on the Mediterranean diet, its impact on health and physical exercise. Prevention of diet-related diseases. EF.03.05., EF.03.11.

2. 11. Use of new technologies to search for, obtain and present information and present work on healthy lifestyles, safety measures, etc. EF.03.05., EF.03.11.

2. 12. Understanding and use of terminology and knowledge specific to the area, as well as that acquired in other areas related to hygiene, food, nutrition, hydration, heart rate, warm-up, injuries, illnesses, materials, safety measures, etc. EF.03.04., EF.03.05., EF.03.12.

### **3.6.2. *Specific contents of the Unit***

Specific Physical Education content in this unit includes the following:

- Identification of basic aspects related to nutrition and healthy eating.
- Comprehension of basic healthy food guides: The Food Pyramid
- Distinction of the main macronutrients and its functions
- Realization of motor activities related to healthy lifestyle habits.
- Creation of a Healthy Menu.

Language contents:

- Knowledge of specific vocabulary related to nutrition and healthy lifestyle habits.
- Application of basic grammar structures: present simple, adverbs of frequency and modal verbs.
- Development of different communicative situations.

### **3.7. Timing**

This Didactic Unit will be carried out during the first term of the academic year. This temporal organisation, as in the rest of the didactic units that can be carried out, is strategically thought out and selected. December is the last month before the Christmas holidays, when many families do not follow healthy eating habits. The intention of this didactic unit is to make students aware of which meals are healthy and which are not, as well as to be able to design a healthy weekly menu.

The Didactic Unit will have a total of 8 sessions of approximately 60 minutes. The 3rd year of Primary Education will have 3 sessions per week for the 2021/2022 school year, so it is estimated that the duration of the Lesson Plan will be two and a half weeks.



### **3.8. Methodology**

Within the area of Physical Education, when it comes to methodology or "teaching methods", a large number of didactic strategies can be covered. For this reason, it is necessary to differentiate between: Teaching Techniques, Teaching Styles and Strategy in Practice.

#### ***3.8.1. Teaching techniques***

According to Delgado (1991) this refers to the teacher's performance during the lesson, which includes the correct way of acting, the way of giving initial information, maintaining the motivation of the students, etc. In this way, we can differentiate between Direct Instruction and Inquiry or Searching. In this Unit both techniques will be used. As an example, Direct Instruction will be used in some warm-up activities, while Inquiry will be carried out through problem solving in the Lesson Plan.

#### ***3.8.2. Teaching styles***

Again, following Delgado (1991), teaching styles refer to the interaction between teacher and students during the decision-making process. The styles to be used in this Lesson Plan will be:

- Traditional styles: direct command and assignment of tasks.
- Socialising styles
- Cognitive styles: problem solving.

#### ***3.8.3. Strategy in practice***

Strategy in practice is defined as the way of presenting the activity. It can be conceived as global, analytical or mixed (Delgado, 1991). In this unit, the strategy will be used in global practice, both pure and polarised.

#### ***3.8.4. Other considerations about methodology***

In this Lesson Plan, the basic methodological principles of the CLIL approach will be followed such as:

- Levels of teaching and learning from Bloom's taxonomy (1956).
- Coyle's 4Cs (2010), where Content, Communication, Culture and Cognition will be worked on.
- Cooperative work and other learner-centred methodologies.
- Methodological considerations and suggestions (Order 15 January 2021).
  - Contribute to the integral development of the pupil.
  - To take into account the immediate context of the pupils.
  - Playful and sporting aspect.
  - To develop autonomy, healthy lifestyle habits and problem solving.

### **3.9. Materials and resources**

The materials and resources to be used during the development of the Lesson Plan will be the following:

- Balls
- Hoops
- Ropes
- Bricks
- Sticks
- Cones
- Setting
- Whistle
- Goal
- Mat
- Bench
- Flashcards
- Computers
- Standard classroom material: notebook, pencils, colours, etc.

### **3.10. Transversality and Interdisciplinarity**

#### ***3.10.1. Transversality***

According to the Real Decreto 126/2014 (Article 10), we can find the following transversal elements in our didactic unit:

- Oral and written expression
- Information and Communication Technologies
- Sustainable development and the environment.
- Physical Education and balanced diet as part of children's behaviour.

#### ***3.10.2. Interdisciplinary***

Interdisciplinarity is another fundamental element in the development of didactic units and lesson plans. In this DU, the fundamental subject is Physical Education, but other contents belonging to other areas are addressed, such as:

- Arts & Crafts, through the development of a healthy menu in a visual way and using elements of this subject.
- Natural Science, where it will be addressed on the content of Unit 3 (Food and nutrition).
- Foreign Language English, through the use of vocabulary, grammatical structures and communicative aspects.

### 3.11. Development of the Lesson Plan

The Didactic Unit proposed below is entitled ‘We are what we eat’ and is intended for the 5th year of Primary Education. This Lesson Plan will consist of seven (7) sessions lasting approximately 1 hour. The sessions will be developed in full below.

FINAL PRODUCT	Healthy menu proposal
FINAL TASK	Oral presentation and final debate about the different menu proposals.
<p>The final product that our pupils will make will be the proposal of a healthy weekly menu, which will be given to those responsible for the school canteen so that they can apply it throughout a school month, with the aim of rewarding the pupils for their effort and learning.</p> <p>For the development of this final task, students will work on the different multiple intelligences through different activities. The aim of this final task is to put into practice the different contents, key competences and multiple intelligences proposed for this unit.</p> <p>Students will be grouped in different groups (for example, 4 groups of 6 people). After the motor and play sessions where they have reinforced and learnt concepts related to healthy eating habits, students should be able to apply these contents to a real and contextualised situation in their immediate environment (school canteen). In addition, they will have to apply the relevant strategies to work correctly in a team, assess their own learning progress, etc.</p> <p>An election can also be held in which the pupils choose the healthiest and tastiest menu for them.</p>	

#### 3.11.1. Session 1

OBJECTIVES		CONTENTS	
Content objectives	Language objectives	PE Contents	Language contents

<p>- To know the different foods that make up our diet.          -To differentiate between healthy and unhealthy foods.          -To learn and apply postural habits that improve our health.</p>	<p>- To know specific vocabulary related to the foods in our diet.          -To use basic grammatical structures:</p>	<p>-Postural habits          -Healthy and unhealthy eating</p>	<p>Specific food-related vocabulary          -Grammatical Structures: Present Simple.</p>	
PART	ACTIVITY	DESCRIPTION	INTELLIGENCE INVOLVED	MATERIALS / SCENARIOS
INITIAL PART	<p>What is healthy and what isn't? Absurd questions          (Scaffolding technique) (10')</p>	<p>This activity will aim to activate students' prior knowledge, as well as introduce new concepts and language that will be needed for the unit.</p> <p>The teacher will prepare a test where questions related to the topic will be asked. For example:          Indicate which of these options is healthier.</p> <p>Three answers will be given and students will have to choose one. One of the answers will be correct and the rest will be totally absurd, so that the students have fun with the activity.</p> <p>Students should take turns to identify the correct answer and explain why the other answers cannot be true.</p>	<ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Interpersonal</li> </ul>	<p>Digital Board          Classroom</p>

INITIAL PART	Presentation of the Final Product. (10')	This activity will consist of presenting the students with a model of the final product that we want them to produce: the proposal of a weekly menu for the school canteen. The teacher will show them a weekly menu designed by him/her and will explain what they have to do and learn throughout the unit.	<ul style="list-style-type: none"> <li>- Visual and spatial</li> <li>- Linguistic</li> </ul>	Menu proposal Classroom
INITIAL PART	Warm-up and joint mobility (10')	Students will do a joint mobility warm-up where specific vocabulary will be used: rotation, flexion, extension, etc. Given that they already have experience, students can volunteer to do it.	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> <li>- Linguistic</li> </ul>	Scenario: Playground
MAIN PART	Find your partner (postural habits) (10')	The teacher will play music with different themes (slow, happy, frenetic, etc.). The students should move freely to the rhythm of the music. When the music stops, they have to find a partner quickly and put their backs together. They should sit down without separating their backs and then stand up again.	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> <li>- Musical</li> </ul>	Scenario: Playground

MAIN PART	Find the food pair (10')	In this activity, two teams will be formed to play a kind of relay race. At the starting point there will be a basket with names of foods. On the other side of the track there will be another basket with pictures of the same animals. The pupils will have to pair up and go back and give the relay to their partner. The team that finishes first wins.	<ul style="list-style-type: none"> <li>- Visual and spatial</li> <li>- Linguistic</li> <li>- Bodily-kinesthetic</li> </ul>	Flashcards  Scenario: Playground
FINAL PART	I go to the supermarket and I buy... (5' / 10')	This game will be a calm down game. The pupils will sit in a circle and one pupil will start talking by saying: "I go to the supermarket and I buy.... (says a food item)". The next pupil should repeat the structure and add one more food. So on and so forth.  Once the game is over, the class will talk about the feelings of the class.	<ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Interpersonal</li> <li>- Intrapersonal</li> </ul>	Scenario: Playground

**3.11.2. Session 2**

OBJECTIVES			CONTENTS	
Content objectives		Language objectives	PE Contents	Language contents
-To know the origin of food. -To classify foods according to their origin. -To identify healthy and unhealthy foods.		-To know specific vocabulary related to the foods in our diet.	-Postural habits -Healthy and unhealthy food - Food origins	Specific food-related vocabulary -Basic grammatical structures: Present Continuous
PART	ACTIVITY	DESCRIPTION	INTELLIGENCE INVOLVED	MATERIALS / SCENARIOS
INITIAL PART	Warm-up and joint mobility (10')	Students will do a joint mobility warm-up where specific vocabulary will be used: rotation, flexion, extension, etc. Given that they already have experience, students can volunteer to do it.	- Bodily-Kinesthetic - Linguistic	Scenario: Playground
INITIAL PART	3 roles game (10')	Students will be assigned a specific role. In total there will be 3 roles: saturated fats, sport and population. The game will be that the saturated fats will have to catch the population. When they are caught, the population will slow down. They will only be able to run again when the students with the role "Sport" pass under their legs. Roles will be changed in order for everyone to experience all possible options.	- Bodily-Kinesthetic	Ordinary P.E. equipment: bibs and wickets  Scenario: Playground



MAIN PART	The chef (10')	In the centre of the playground, 1 pupil will be placed (several can also be placed). On one side of the court all the students will be placed and each student will be one of the following macronutrients: proteins, vitamins and fats. When the chef calls out a macronutrient, those pupils who are that particular macronutrient must pass the midfield line without being caught by the chef.	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> <li>- Linguistic</li> </ul>	Scenario: Playground
MAIN PART	Classify the food (10')	Two teams will be formed and a relay race will be played. At the end of the track there will be a poster with two different parts: Animal Origin and Plant Origin. The pupils will take a food item at the start and must stick it where it belongs. When they return, they will pass the baton to their classmates.	<ul style="list-style-type: none"> <li>- Visual and spatial</li> <li>- Linguistic</li> <li>- Bodily-kinesthetic</li> </ul>	Flashcards  Posters (cardboard)  Scenario: Playground
FINAL PART	What I am eating? (10')	This game will be a calm down game. The pupils will sit in a circle and one pupil will start to imitate eating a food with gestures. For example: eating some spaghetti, rolling it up with the fork. The pupils have to guess what food they are eating. Then we will talk about whether it is of animal or vegetable origin, recalling the contents learnt in this session.	<ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Interpersonal</li> <li>- Intrapersonal</li> <li>- Bodily-kinesthetic</li> </ul>	Scenario: Playground

### 3.11.3. Session 3

OBJECTIVES			CONTENTS	
Content objectives		Language objectives	PE Contents	Language contents
-To know the three main macronutrients: fats, proteins and carbohydrates. -To assess the importance of vitamins for our health. -To calculate our heart rate per minute.		- To know specific vocabulary: nutrients, macronutrients, proteins, fats, etc.	-Postural habits -Healthy and unhealthy food - Food origins	-Specific vocabulary related to food and nutrients. -Basic grammatical structures: Why? / Because...
PART	ACTIVITY	DESCRIPTION	INTELLIGENCE INVOLVED	MATERIALS / SCENARIOS
INITIAL PART	Warm-up and joint mobility (10')	Students will do a joint mobility warm-up where specific vocabulary will be used: rotation, flexion, extension, etc. Given that they already have experience, students can volunteer to do it.	- Bodily-Kinesthetic - Linguistic	Scenario: Playground
INITIAL PART	Imagine being an athlete (10')	The teacher will play music to a certain sport: tennis, football, basketball, swimming, etc. The pupils must move around the field freely and gesticulating the sport they are listening to.	- Bodily-Kinesthetic - Musical - Interpersonal - Intrapersonal	Ordinary P.E. equipment: bibs and wickets Scenario: Playground

MAIN PART	Fat game (10')	The game will be a tag-team game in which one student will catch his or her classmates (fats). When they catch a "fat", they will have to run behind them, so that they will run slower and they will see that too much fat is harmful to their health, as it is more difficult to catch the rest of their classmates.	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> </ul>	<p>Ordinary P.E. equipment: wickets</p> <p>Scenario: Playground</p>
MAIN PART	Protein game (10')	In order to go deeper into one of the main functions of proteins, the structural one, and so that they could see it through a game, we will use symbolic play. We tell the children that the plastic building bricks are proteins, and we place them in a corner of the gymnasium. We then organised several groups to do relay races. Each group had the task of building the tallest tower with the proteins in an intermediate area of the course. To achieve this, they had to leave one at a time, go to the protein area, take only one protein, and go to the area where their tower was to be built.	<ul style="list-style-type: none"> <li>- Visual and spatial</li> <li>- Bodily-Kinesthetic</li> </ul>	<p>Ordinary physical education material: plastic bricks</p> <p>Scenario: Playground</p>

MAIN PART	We carry the vitamins (10')	This is a cooperative game that will consist of several teams. Each team will form a circle holding hands and will have to move to the other side of the court with lots of vitamins (balls) in the middle. They will have to make a race trying not to let the ball out of the circle. The team that completes the race with all the vitamins inside the circle wins.	<ul style="list-style-type: none"> <li>- Bodily-kinesthetic</li> <li>- Interpersonal</li> </ul>	Ordinary physical education equipment: balls Scenario: Playground
FINAL PART	Calculate our beats per minute (5')	This activity will consist of calculating, in pairs, your partner's heart rate per minute. We will talk about the importance of a correct return to calm and the recommended thresholds for doing sport.	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>- Bodily-kinesthetic</li> <li>- Logical-Mathematical</li> </ul>	Scenario:playground

#### 3.11.4. Session 4

OBJECTIVES		CONTENTS		
Content objectives	Language objectives	PE Contents	Language contents	
<ul style="list-style-type: none"> <li>- To apply knowledge of the Food Pyramid.</li> <li>-To apply healthy postural habits</li> </ul>	<ul style="list-style-type: none"> <li>-Know specific food vocabulary.</li> <li>-Use basic grammatical structures: Past Simple.</li> </ul>	<ul style="list-style-type: none"> <li>- Postural habits</li> <li>-The Food Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>- Specific vocabulary related to food.</li> <li>-Basic grammatical structures: Past Simple</li> </ul>	
PART	ACTIVITY	DESCRIPTION	INTELLIGENCE INVOLVED	MATERIALS / SCENARIOS

INITIAL PART	Warm-up and joint mobility (10')	Students will do a joint mobility warm-up where specific vocabulary will be used: rotation, flexion, extension, etc. Given that they already have experience, students can volunteer to do it.	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> <li>- Linguistic</li> </ul>	Scenario: Playground
INITIAL PART	The hat (5')	Each student will have a soft cone on his or her head. The game will consist of walking upright (so that the cone does not fall off our head) and trying to knock the cone off other classmates. The aim of this activity is to reinforce healthy postural habits.	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> </ul>	<p>Ordinary P.E. equipment: soft cones</p> <p>Scenario: Playground</p>

MAIN PART	The food pyramid (15')	<p>For the theme of the food pyramid, we went back to symbolic play, again using building bricks. On this occasion, we gave each type of food a specific colour: blue represents cereals, bread, rice, pasta, etc; green represents fruit, vegetables, pulses, etc; yellow represents fish, meat, milk, cheese, etc; and red represents fats and sugars. Once this aspect of the game had been explained, we refreshed what the food pyramid was and what it meant and how it was formed with the "bricks".</p> <p>Afterwards, we distributed all the bricks randomly around the sports field, and the game began. Several teams of 4 or 5 children are formed. All of them, holding hands, have to go out to get the different types of food (bricks) that have been distributed all over the space. On the way out, each team has its own construction area - where they build their own food pyramid. At the end of the activity, we reflected again on what it meant and how important it was for us to be healthy.</p>	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> <li>- Interpersonal</li> <li>- Visual and spatial</li> </ul>	<p>Ordinary P.E. equipment: bibs and wickets</p> <p>Scenario: Playground</p>
MAIN PART	Reflection on the Food Pyramid (5')	<p>At the end of the previous activity, we reflect again on what it meant and how important it was for us to be healthy.</p>	<ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Intrapersonal</li> </ul>	<p>Scenario: Playground</p>

FINAL PART	The witch and her food (10')	This game consists of selecting a witch or warlock who will stand with her or his back to the rest of the group. The companions will stand behind her. The witch will count the witch's food ("The witch eats ...."). As soon as she says an unhealthy food, the witch will turn around and try to catch the rest of the classmates.	<ul style="list-style-type: none"> <li>- Bodily-kinesthetic</li> <li>- Linguistic</li> </ul>	Scenario:playground
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**3.11.5. Session 5**

OBJECTIVES		CONTENTS		
Content objectives		Language objectives	PE Contents	Language contents
- To reinforce content worked on in previous sessions. -To identify the macronutrients in food.		- To know and use specific vocabulary: nutrients, macronutrients, proteins, fats, etc.	- Food and its nutrients -Postural habits	- Specific vocabulary related to food and nutrients
PART	ACTIVITY	DESCRIPTION	INTELLIGENCE INVOLVED	MATERIALS / SCENARIOS
INITIAL PART	Warm-up and joint mobility (10')	Warm-up and joint mobility (10')	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> <li>- Linguistic</li> </ul>	Scenario: Playground

INITIAL PART	Find your partner (postural habits) (10')	The teacher will play music with different themes (slow, happy, frenetic, etc.). The students should move freely to the rhythm of the music. When the music stops, they have to find a partner quickly and put their backs together. They should sit down without separating their backs and then stand up again.	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> <li>- Musical</li> </ul>	Scenario: playground
MAIN PART	We classify food (10')	This activity will consist of a team relay. The students will have several foods at the start and must classify them according to the main macronutrient they contain (for example, rice is paired with carbohydrates). The team that finishes first wins.	<ul style="list-style-type: none"> <li>- Bodily-Kinesthetic</li> <li>- Linguistic</li> </ul>	Flashcards  Scenario: Playground
MAIN PART	We do the shopping (10')	Relay race activity. At the end of the playground there will be a poster board and a box with healthy food. On the cardboard, students should stick a food item and write down its price.  The new pupil who arrives must place another food and add the price to it. The team that finishes first and has correctly calculated the purchase wins.	<ul style="list-style-type: none"> <li>- Visual and spatial</li> <li>- Bodily-Kinesthetic</li> <li>- Logical-mathematical</li> </ul>	Flashcards  Cardboard  Pencil  Scenario: Playground



MAIN PART	Unhealthy food game (10')	<p>There are 3 different types of roles: 4 pupils play the role of sweets or pastries (they wear a rubbish bag to differentiate them), 2 pupils are in charge of representing sport or physical activity (they carry a ball in their hand) and the rest of the pupils represent the population.</p> <p>The game is that the sweets have to catch the population. When the pupils representing the population are caught, they can only move very slowly, in slow motion. The pupils representing the sport are in charge of getting the walking pupils to be able to run again.</p>	- Bodily-kinesthetic	Ordinary physical education equipment: balls Scenario: Playground
FINAL PART	Relaxation / Mindfulness (10')	We will do a relaxation activity (Mindfulness) where relaxing and stimulating music will be played and students will be asked to relax, imagine things, control their emotions, etc...	<ul style="list-style-type: none"> <li>- Intrapersonal</li> <li>- Musical</li> <li>- Bodily-kinesthetic</li> </ul>	Scenario: playground  Music

### 3.11.6. Session 6

OBJECTIVES		CONTENTS	
Content objectives	Language objectives	PE Contents	Language contents
- To reinforce content worked on in previous sessions.	- To know and use vocabulary specific to the unit.	- Food and its nutrients -Eating habits	- Specific vocabulary related to food and nutrients

-To use Information and Communication Technologies (ICT) to search for and process information.				
PART	ACTIVITY	DESCRIPTION	INTELLIGENCE INVOLVED	MATERIALS / SCENARIOS
INITIAL PART	Video presentation on the Food Pyramid (5')	An interactive video on the Food Pyramid will be shown. The teacher will ask (prior to the lesson) the students to watch the video at home in order to familiarise themselves with the vocabulary and content beforehand.	- Linguistic	Scenario: Computer Room
INITIAL PART	Relate foods to their concepts (10')	Interactive worksheet on food-related vocabulary.	- Linguistic	Scenario: Computer Room
MAIN PART	Food Pyramid (10')	Interactive worksheet on the Food Pyramid	- Linguistic	Scenario: Computer Room
MAIN PART	Food origins (10')	Interactive worksheet on the origin of food	- Interpersonal	Scenario: Computer Room
FINAL PART	Information search (15')	The technology resources will be used so that, in groups, they can start to look for examples of school menus and discuss whether they are healthy or unhealthy.	- Linguistic - Interpersonal	Scenario: Computer Room

**3.11.7. Session 7**

OBJECTIVES			CONTENTS	
Content objectives		Language objectives	PE Contents	Language contents
- To make the solidarity menu in a group		-To present and communicate in a foreign language.	-Final Product	- Unit-specific vocabulary -Different grammatical structures -Different communication skills
PART	ACTIVITY	DESCRIPTION	INTELLIGENCE INVOLVED	MATERIALS / SCENARIOS
INITIAL PART	Explanation the session: Sequencing Phrases (Scaffolding technique) (5')	The teacher will develop the scaffolding technique "Sequencing Phrases". This technique involves using pictures to help students visualise and express the order of the instructions to be given. The teacher will print out the sequential phrases of the instructions and stick them on the wall or on the board so that the students can see them. These instructions (First, second, third, etc.) will be discussed among the students so that they are very clear about what is being asked of them.	<ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Visual and spatial</li> </ul>	Scenario: Ordinary Classroom

MAIN PART	Choosing healthy meals (5')	<ul style="list-style-type: none"> <li>- Students should think of healthy meals that they like.</li> <li>- Each member of the group will then name their meals and discuss whether it is healthy or not, whether it should be included in the menu, etc.</li> <li>- They will have to come to an agreement to choose the meals selected for the menu.</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Interpersonal</li> <li>- Intrapersonal</li> </ul>	Scenario: Ordinary Classroom
MAIN PART	Meal grouping (15')	<ul style="list-style-type: none"> <li>- Students should group these meals into the different days for the menu. They should follow a logical structure taking into account the contents learnt in this unit (e.g. the Food Pyramid).</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Interpersonal</li> <li>- Intrapersonal</li> <li>- Visual and spatial</li> <li>- Naturalistic</li> </ul>	Flashcards Scenario: Playground
FINAL PART	Making the proposal (5')	<ul style="list-style-type: none"> <li>- Students will choose a final proposal and begin to draw it on a large poster board.</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Interpersonal</li> <li>- Intrapersonal</li> <li>- Visual and spatial</li> <li>- Naturalistic</li> </ul>	Scenario: Ordinary Classroom

FINAL PART	Drawing and making the healthy menu (30')	<ul style="list-style-type: none"> <li>- Students will draw the menu and complete it.</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Interpersonal</li> <li>- Intrapersonal</li> <li>- Visual and spatial</li> </ul>	<p>Lápices de colores, rotuladores, regla, etc.</p> <p>Scenario: Classroom</p>
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### ***3.11.8. Final session***

This session will consist of an oral presentation and discussion of the different proposals made by the different groups. A reminder will be made of all the contents learnt in this unit, encouraging communication between all the pupils. Once the students have presented their proposal for a healthy menu, those responsible for the school canteen will be asked to take it into account so that, over the course of a month, they can try to apply this healthy menu in their own school. While presenting, the other groups will develop a peer-assessment so that everyone is involved throughout the presentations.

### **3.12. Assessment and evaluation**

Assessment is one of the most important aspects of the teaching-learning process for students and teachers, as it is the way in which we can measure student learning and the effectiveness of the teaching process.

The assessment process will be carried out in accordance with Real Decreto 126/2014, which establishes assessment criteria and assessable learning standards for each of the areas. According to this same Royal Decree, the assessment criteria are the specific reference for assessing student learning, as they describe what is to be assessed and what students should achieve, both in terms of knowledge and skills.

According to the CLIL approach, assessment should measure both content and language. Bearing in mind that the content will be the fundamental aspect, and that language is the means to learn the content, we have based the assessment on the assessment criteria and evaluable learning standards present in the Orden 15 January 2021.

#### ***3.12.1. Assessment criteria and measurable learning standards***

The evaluation criteria selected are as follows:

- EF.03.05. Recognise and explain the beneficial effects of physical activity on health and well-being, valuing the importance of a healthy diet, correct postural habits and responsible body hygiene, integrating preventive habits in physical activity, expressing a contrary and critical attitude towards bad habits and messages that deviate from a healthy body image.
- EF.03.12. Extract information and produce products related to topics of interest in the area and share them using information and communication technology as a resource to support the area.

On the other hand, the assessable learning standards related to these criteria are the following:

- EF.03.05.02. Relates the main eating habits to physical activity.
- EF.03.12.03. Present their ideas coherently and express themselves correctly in different situations and respect the opinions of others.
- EF.03.12.02. Present their work according to the guidelines provided, with order, structure and cleanliness.

- EF.03.12.01. Describes the negative effects of a sedentary lifestyle, an unbalanced diet and the consumption of alcohol, tobacco and other substances.

Below is a table showing the evaluation carried out, as well as the instruments and the percentage assigned to each evaluation instrument:

Who assesses?	A. Criteria	M. Learning Standard	Assessment Tool (see Annexes)	What is assessed?	%
Students (self-assessment)	EF.03.05	EF.05.02	Target of evaluation (Self-assessment)	Content	10
Teacher	EF.03.12	EF.12.01	Final Project (rubric)	Content and language	30
Teacher	EF.03.12	EF.12.02	Rubric	Content	30
Teacher	EF.03.12	EF.12.03	Rubric	Content and language	20
Students (peer evaluation)	EF.03.12	EF.12.03	Observation checklist	Content	10

Table 3. Assessment of the lesson plan

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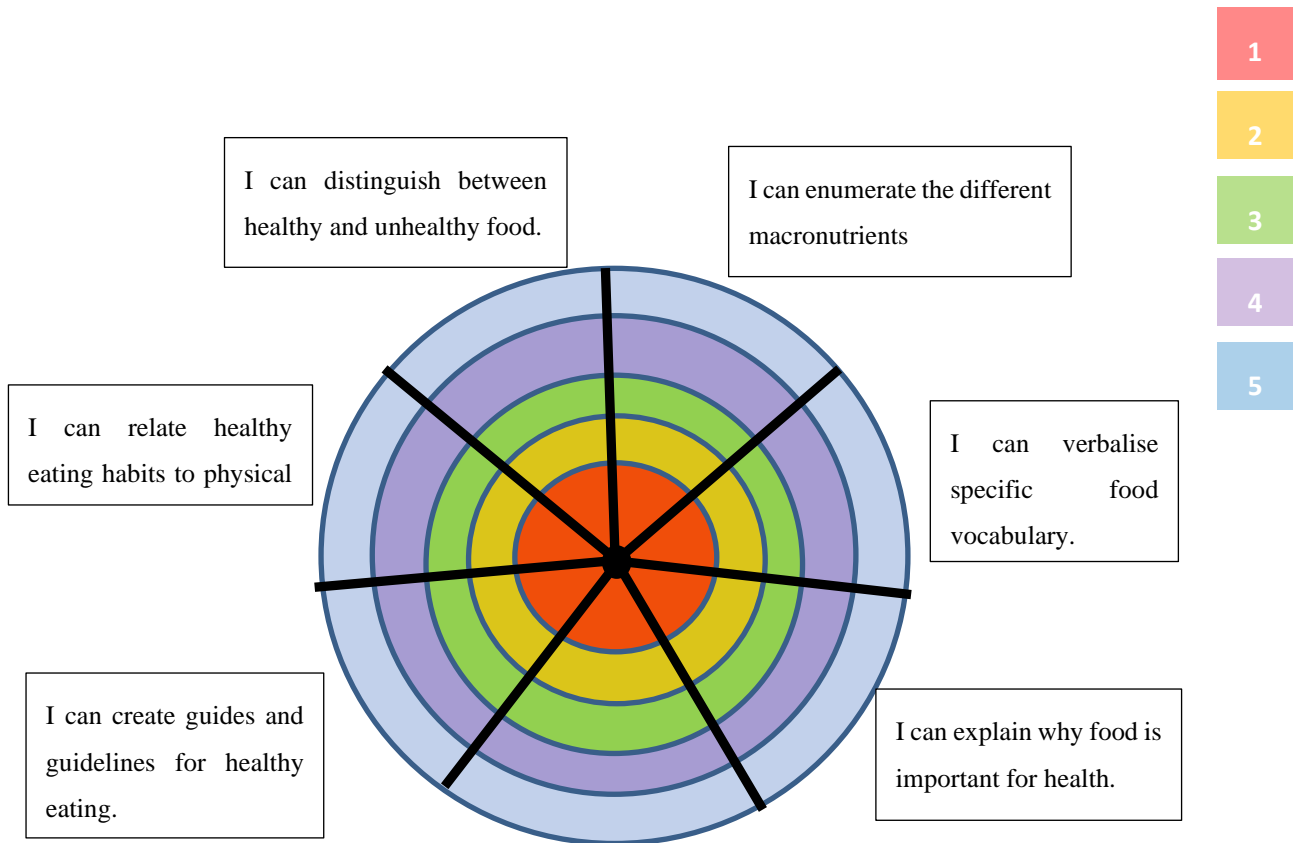
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## 5. ANNEXES

### 5.1. Assessment tools

#### 5.1.1. Target of evaluation (self-assessment)

On a scale of 1 to 5, where 1 is really useful and 5 is not very useful, please rate the following aspects in relation to your learning about the Unit.



### 5.1.2. Observation checklist (peer assessment)

Name	Group	Speak clearly and audibly	Looks at his colleagues as he speaks	Their intonation aids comprehension	The exhibition is well organised	Uses food-related vocabulary

### 5.1.3. Rubric

As an example, here is a rubric that can be used to evaluate the final project:

Score	4	3	2	1
<b>Content</b>				
Understanding and organising information	The learner understands and applies acquired knowledge appropriately. The learner develops strategies for organising information.	The learner understands and explains general concepts well. The learner develops strategies for organising information which he/she uses regularly.	The learner memorises general concepts but has difficulties in understanding them. The learner does not successfully develop strategies for organising information.	The learner fails to identify general elements and concepts. The student does not develop strategies for searching for information.
<b>Language</b>				
Oral and written expression	The learner expresses him/herself correctly in English, showing a variety of expressions and vocabulary	The learner can express him/herself correctly in English, using basic vocabulary and expressions.	The pupil has difficulties in expressing him/herself in English, showing little variety of language and making	The pupil has no strategies for expressing himself/herself in English.

	appropriate to his/her age.		comprehension difficult.	
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