

CLIL LESSON PLAN FOR SUBJECT: Physical Education

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TOPIC: Parachute activities for team work

GLOBAL GOAL: Positive experience and developing of cooperation through physical activities

AGE OF STUDENTS: 8-10 years **LANGUAGE LEVEL:** A2 **TIMING:** 40 minutes

Aims	
<ul style="list-style-type: none"> • Demonstration of competency in motor skills and movement concepts needed to perform a variety of physical activities • Work cooperatively and productively within a group • Experience enjoyment while participating in team activities 	
TEACHING OBJECTIVES (What I plan to teach)	
Content	
<ul style="list-style-type: none"> • Using locomotor skills in mature form with a variety of movement concepts while performing parachute activities • Cooperation with teammates to complete team parachute activities 	
Cognition	Culture
<ul style="list-style-type: none"> • Knowing, understanding and applying movement concepts (ie., directions) and locomotor skills to make shapes in parachute activities • Recognizing and responding to commands of class management 	<ul style="list-style-type: none"> • Cooperation with peers during parachute activities • Following the rules and showing respect to the others
Language and Communication	
Language of learning	Language for learning
<ul style="list-style-type: none"> • key vocabulary: movement concepts (<i>up/down, left/right, forward/backward, clockwise/anticlockwise, slow/fast, over/under</i>), movement skills (<i>walk, run, slide, hop, skip</i>), parachute activities (i.e. <i>umbrella, mushroom, mountain, sea, wave</i>) 	<ul style="list-style-type: none"> • Answer questions verbally (ie., what can we make with a parachute?) or respond physically (ie., to orders for management protocols, to names of activities)
LEARNING OUTCOMES (What learners will be able to do by the end of the lesson/s)	
<p>By the end of the unit, the learners will be able to:</p> <ul style="list-style-type: none"> • cooperate with others in order to make shapes with the parachute • understand and apply movement concepts and skills using the parachute • know the directions as movement concepts and the names of the skills and activities with a parachute • experience positive emotions from their participation in physical activities 	
Assessment Methods/Tools	
<ul style="list-style-type: none"> • Answering questions and/or responding physically to orders (to assess how well learners understood the teaching concepts) • Teacher's observation (to assess how well learners performed the movement skills) • Students' exit check list (to assess how well they enjoyed the lesson and self-evaluated themselves) 	