

CLIL Lesson: Parachute activities for team work

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Timing: 40'

Age of students: 8-10 years

Context and Prior Knowledge: Learners know how to perform fundamental locomotor skills in a developing or consolidating phase of the learning process, and the numbers

Lesson Steps

<p>1. [3'] [1'] [1'] 0-5</p>	<p>[Lead in and Connection to previous learning]: <u>Learners seat on a half-circle</u>: - Introduction of the new teacher - Confirm basic rules (i.e. <i>when I whistle once stop and look at me</i>). <u>Learners are spread around</u>: - Check what the children already know about movement concepts of direction and locomotor skills (either answer to oral questions or physically respond to orders): <i>Find your self-space, when I say go: travel around with different locomotor skills (walk, run, skip, hop, slide), freeze and left hand up, right hand up/down, slide to the left/right, walk backward and forward, make a circle</i> <u>Learners on a circle</u>: Introduction of the topic - <i>Today we are going to play all together</i> (cooperation) - <i>What's this?</i> (parachute), <i>hold it with both hands, thumbs under the chute</i></p>
<p>2. [5'-6'] 6-11</p>	<p>[Locomotor skills with the parachute]: - <i>Left hand up, right hand up, hold parachute with the left. When the music starts walk/hop/run/skip, change to the right, slide clockwise/anticlockwise (MERRY-GO-ROUND/CARUSEL)</i> ❖ Flash cards with the names of the skills and concepts are taped on the wall. ❖ Cue: <i>Move cooperatively/altogether/at the same time</i></p>
<p>3. [15'] 12-27</p>	<p>[Make shapes with the parachute]: - Parachute is a <i>SEA</i>, make small, medium, big <i>WAVES</i> (by moving wrists, elbows and shoulders respectively). Use of balloons as boats. (<i>“try to send the balloons out of the chute”, “what must you do to send them out?”</i>) - Parachute up and down (<i>UMBRELLA</i>) - Parachute up & 2 steps forward (<i>MUSHROOM</i>) - Parachute up, 2 steps forward, under your knees (<i>MOUNTAIN</i>) - Parachute up, 2 steps forward, heads in (<i>IGLOO</i>). <i>“Tell me your favorite sport”</i>: The learners, one after the other, name a sport before igloo blows off. ❖ Use of flash cards for understanding of the new words ❖ Cue: <i>“Move cooperatively/altogether/at the same time”</i> ❖ In between the activities questions (<i>“where can the parachute go?”</i>, <i>“what can we make with the parachute?”</i>, <i>“how...?”</i>)</p>
<p>4. [5'-7'] 28-34</p>	<p>[Games with the parachute]: - <i>“Numbers”</i>: Number the learners (1-11 for 22 students). They make an <i>UMBRELLA</i> and the teacher calls a number. The children with the number have to swap places under the parachute before it falls down (safety rule: <i>Look at your partner! Be careful! Avoid bumping into partner!</i>) - A <i>“snake”</i> on the parachute: one or more light pieces of rope (snakes) on the parachute. By shaking the parachute children try to avoid snake bite. (Ask: <i>“what must you do to avoid the snake bite?”</i>)</p>
<p>5. [5'-6'] 35-40</p>	<p>[Assessment] <u>Learners on a half-circle</u>: Questions for - revision of the new words, - cues for the parachute shapes (ie., <i>“how can we make a mushroom/mountain/igloo?”</i>) Filling in the exit checklist (in mother tongue for earlier stages)</p>