

### Template to design a CLIL didactic unit

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**Title of the Unit: Project of Physical Education in Primary School**  
**Course: 2<sup>nd</sup>**

<b>Learning standards / Goals</b>		<p>The project "Physical Education and CLIL" intends to involve some classes of Primary School of the Institute. The purpose of the project is to transmit content of physical education in English language in order to achieve P.E. and English language skills.</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• The body language as a form of self expression.</li> <li>• The body and its relation to space and time.</li> <li>• The game, the sport, the rules and the Fair Play.</li> <li>• Health and Wellness Prevention and Safety.</li> <li>• Awareness of one's own body and of its changes as result of training</li> </ul>
<b>Content</b>		<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>Speed, obstacles and long distance run.</li> <li>High and long jump.</li> <li>Launch of several tools of different shape and weight.</li> <li>Short circuits with different motor skills.</li> <li>Time and space perception games.</li> <li>Team games and competitions.</li> <li>Games with various tools.</li> <li>Minibasket</li> <li>Athletics</li> </ul>
<b>Language</b>  ENGLISH	<b>Vocabulary</b>	<p><b>Verbs about P.E:</b> walk, run, jump, throw, chase, balance, bend, raise, hop, turn, stand, sit, lay down etc.</p> <p><b>Words about P.E:</b> ball, rope, hoop, rackets, obstacles, mat, beam, high jump, long jump, jumping, rolling, etc.</p>
	<b>Structures</b>	<p>Structuring a lesson in physical education in Italian and English languages.</p>
<b>Communication</b>		<p>Use relational-communicative aspects of motor language to relate to others, also actively practicing sporting values (fair play) as ways of daily relation and respect of rules.</p> <p>Develop and perform simple motion sequences or simple</p>

	individual and collective choreographies.
<b>Cognitive (thinking) skills</b>	Recognize research and apply behaviors that promote 'wellness', in order to get a healthy lifestyle and prevention. Apply basic criteria of safety for personal safety. Integrate oneself into the group taking responsibility for cooperation.
<b>Cultural elements</b>	Know and properly apply different game-sports. Know numerous games arising from the folk tradition by applying guidelines and rules. Respect the rules in competitive sport; learn to accept defeat with balance, and live the victory expressing respect for the losers, accepting diversity, showing a sense of responsibility.
<b>Method</b>	Physical activity is a fundamental aspect of the educational process, which places the student at the center of educational action. The didactic proposal is designed and built in harmony with the <i>National Guidelines for the curriculum in kindergarten and the first cycle of education</i> (DM 16/11/2012, n. 254) The program is structured in a modular path whose goals are aimed at achieving the development of skills. The motor experience highlights the consciousness of motor skills and autonomy in the management of one's body and the space around. This is therefore an inclusive and motivating activity, able to valorize the potential, the specificity and diversity of each one and develop the ability to work in a team.
<b>Activities/class distribution / timing</b>	From January until the end of the school period: two hours per week for a maximum 30 hours per class. Classes involved in the project: 3 <sup>^</sup> and 5 <sup>^</sup> .
<b>Resources / Materials</b>	<b>Resource:</b> Teacher of Physical Education with high skills in English (Maria Laura Cutore). <b>Materials:</b> basket, net, balls, rackets, mats, relays, tapes, circles, etc.
<b>Basic Competences</b>	Be aware of one's own motor skills in both strengths and limits. Use the motor and sports skills acquired by adapting movement in every situation. Coordinate and use different motor patterns combined together, at first in sequential form and then in simultaneous form (run / jump, grab / throw, etc ..).

<p><b>Evaluation</b></p>	<p><b>MONITORING: INDICATORS AND TOOLS</b></p> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• IMPLEMENTATION</li> <li>• EFFECTIVENESS</li> <li>• EVALUATION</li> </ul> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Geographical distribution: Nr. Schools / Experts/ Nr. Classes/class hours/Nr. Pupils- Anthropometric measurements of pupils with special needs.</li> <li>• Measurements - Times - Errors.</li> <li>• Motor skills - Relational Behaviors - Active Lifestyles.</li> </ul> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>• Registers - Class timesheet.</li> <li>• Motor path - Throwing - Jump - Race.</li> <li>• Satisfaction Questionnaires (Students, Parents and Teachers).</li> </ul>
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