

PHYSICAL EDUCATION

UK

&



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PHYSICAL EDUCATION

Comparison Spain vs UK

Better or worst?

Managing Behaviour Strategies.

- Primary Education.
- Secondary Education.



Teaching Strategies

Differentiation.
Think / Pair / Share.
Bloom's Taxonomy.

CLIL or AICLE Approach

Learn PE in English?

Assessment for learning

- Primary Education
- Secondary Education

Planning a lesson.

- Primary Education (WALT / WILF / TIB).
- Secondary Education (LO / SC).

COMPARISON SPAIN VS UK



SPAIN



UK



Recreation (Teaching)

Performance (Coaching)

Primary Ed. (Mixed Education)

Primary Ed. (Mixed Education)

Physical Education Specialist

Non-Physical Education Specialist

Secondary Ed. (Mixed Education)

Secondary Ed. (Segregated Ed. in PE)

Integrity

Differentiation

Sports (Football, Basket, Handball, Tennis)

Sports (Football, Cricket, Rugby, Athletics)

Lack of Facilities

Great and Green Facilities

Extracurricular Activities

Sport Coaching After School

No promotion

Promotion

PAU or Selectividad Exam

GCSE Exam

MANAGING BEHAVIOUR STRATEGIES

PRIMARY EDUCATION

BEST STRATEGIES

B
E
S
T

Behaviour
(10 Points)

Effort
(10 Points)

Skills
(10 Points)

Teamwork
(10 Points)



Rewards:

- ✓ Activity
- ✓ Game
- ✓ Song

Awards:

- ✓ Stickers
- ✓ Certificates
- ✓ Assemblies

MANAGING BEHAVIOUR STRATEGIES

SECONDARY EDUCATION

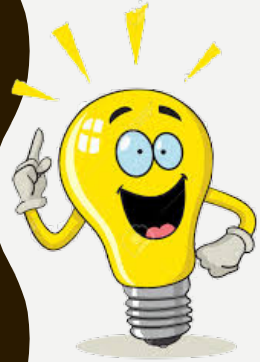
CLASSROOM CODE

4 STEP RESPONSE TO POOR CONDUCT

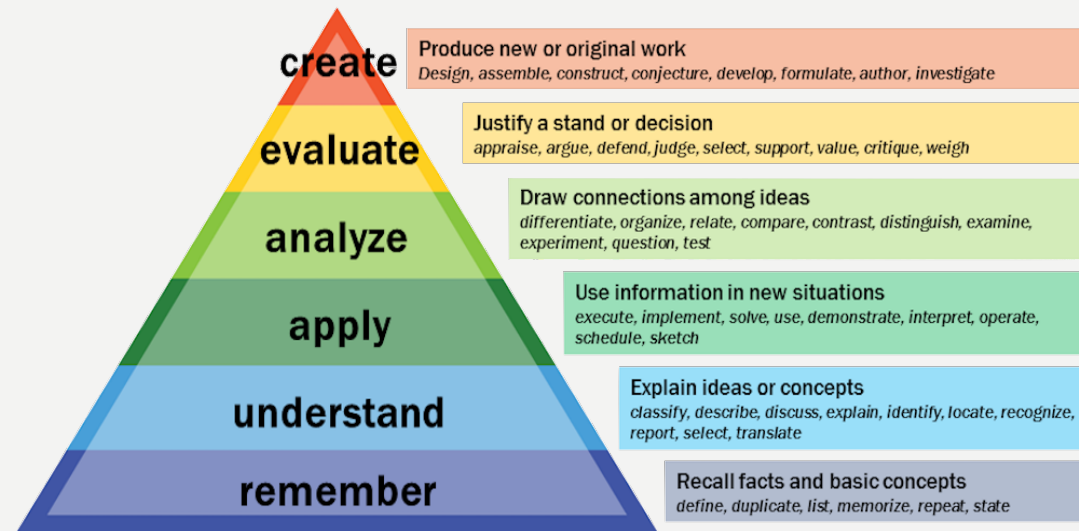
S1	1ST Warning	A clear verbal warning delivered privately .
S2	2nd Warning	Speak to the pupil privately. The learner is moved within the class and a 10 minute detention .
S3	Exiting	Pupil will be asked to move to another room/space in the department and a 20 minute detention .
Reconciliation Meeting		Short face-to-face meeting with a clear structure that deals with the incident , repairs trust and expectations.

TEACHING STRATEGIES

BLOOM'S TAXONOMY

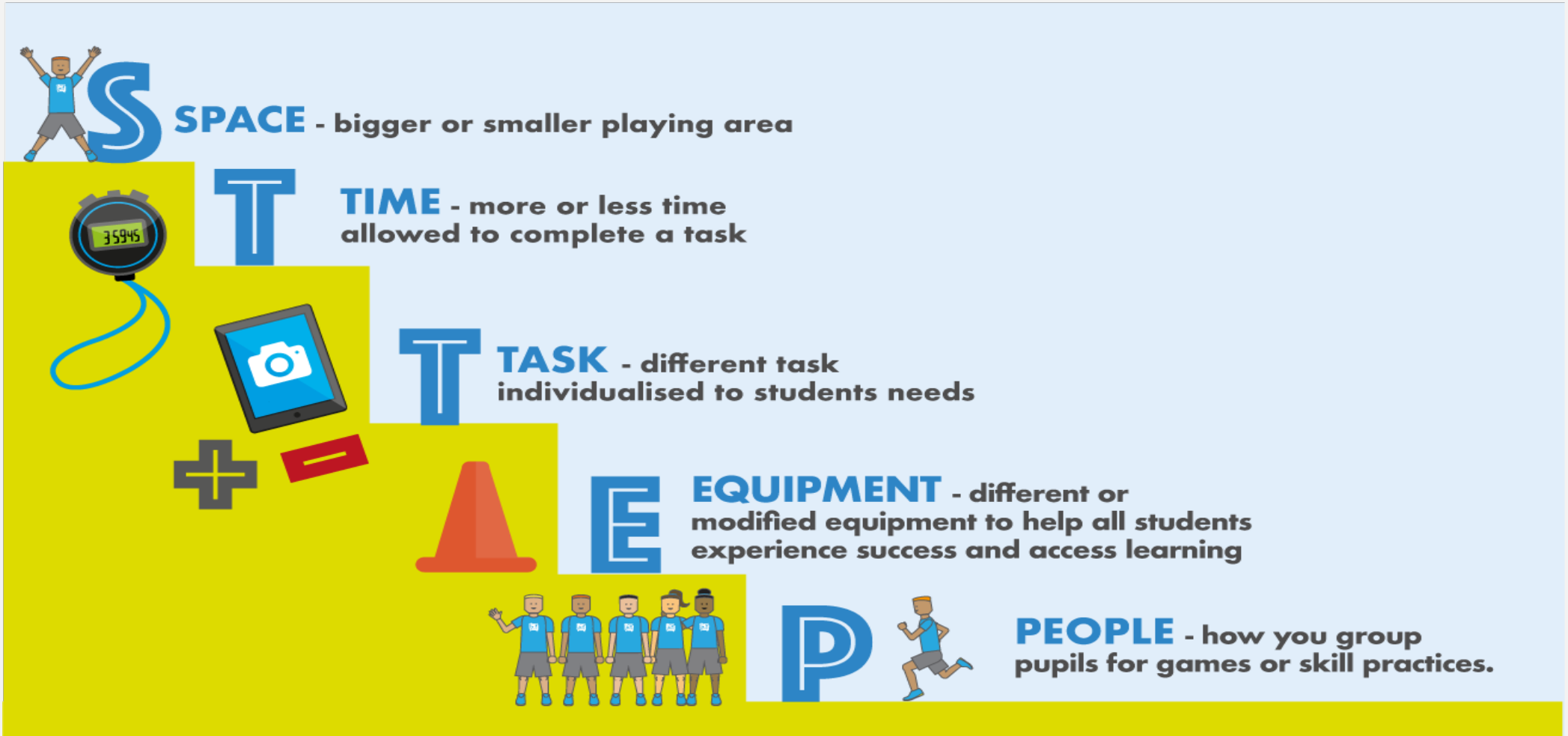


Clasifica los objetivos educativos para promover las habilidades de pensamiento de orden superior (HOTS) y el progreso de las habilidades de pensamiento de orden inferior (LOTS).



TEACHING STRATEGIES

DIFFERENTIATION



TEACHING STRATEGIES

PRIMARY EDUCATION



DIFFERENTIATION

SET
1

High Ability

Average Ability

SET
2

SET
3

Low Ability

TEACHING STRATEGIES

SECONDARY EDUCATION

DIFFERENTIATION



SET
1

High Ability

Average Ability

SET
2

SET
3

Low Ability

TEACHING STRATEGIES

PRIMARY EDUCATION

THINK, PAIR AND SHARE



¿Qué partes del cuerpo utilizamos en los desplazamientos que combinan el salto y la carrera?



Think

Quietly think about how you will answer the question.



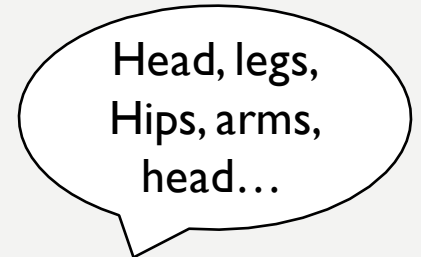
Pair

Face your partner and compare ideas. Only 1 person talks at a time.



Share

Share your responses with the class. The teacher selects the speaker.



TEACHING STRATEGIES

SECONDARY EDUCATION | THINK, PAIR AND SHARE



¿Qué estiramientos son adecuados durante el calentamiento para evitar lesiones en basket?



Think

Quietly think about how you will answer the question.

Hamstrings, quadriceps



Pair

Face your partner and compare ideas. Only 1 person talks at a time.

Hamstrings, quadriceps

Adductors



Share

Share your responses with the class. The teacher selects the speaker.

Hamstrings, gastrocnemius, quadriceps, shoulders, back...

PLANNING A LESSON

PRIMARY EDUCATION

WALT / WILF / TIB



WALT: We Are Learning To:

Objetivo de aprendizaje, la intención de la lección para los alumn@s.
Enfocado en el aprendizaje (conocimientos, comprensión o habilidad).



WILF: What I'm Looking For:

Estrategias de aprendizaje, el cómo aprender, los resultados.
Específico de la actividad para lograr el objetivo de aprendizaje.



TIB: This Is Because:

La razón o propósito de aprendizaje para motivar al estudiante.
Aprendizaje significativo.

PLANNING A LESSON

PRIMARY EDUCATION

WALT / WILF / TIB



WALT: Conocer / Identificar diferentes partes de nuestro cuerpo.



WILF: (All) Señalar 5 partes del cuerpo que necesitamos para correr.

(I can...) (Most) Decir 5 partes del cuerpo del compañero que necesitamos para correr

(Some) Dibuja tu propio cuerpo y escribe 5 partes de tu cuerpo.



TIB: Conocer y escuchar a nuestro cuerpo nos ayuda a estar sanos.

PLANNING A LESSON

PRIMARY EDUCATION

WALT / WILF / TIB

WALT: Combinar habilidades motrices con coordinación en un circuito.

WILF: Yo puedo...

Realizar habilidades motrices de carrera y salto.



Realizar habilidades motrices de carrera, salto, giro y recepción.



Realizar habilidades motrices de carrera, salto, giro, recepción y lanzamiento.



TIB: Practicar actividad física o hacer deporte es sano, hago amig@s y me divierto.



WALT



WILF



PLANNING A LESSON

SECONDARY EDUCATION | **LO / SC / TIB**

LO (Learning Objective).

Organizar actividades colectivas del calentamiento y vuelta a la calma.

SC (Success Criteria).

Yo puedo...

Identificar 5 est. dinámicos y estáticos de cal. y vuelta a la calma.

Relacionar estiramientos con la parte o actividad principal de la sesión.

Realizar los estiramientos graduando progresivamente su intensidad.

TIB: Estirar correctamente evita lesiones y prepara física y mentalmente al deportista para rendir mejor.



ASSESSMENT FOR LEARNING

Questioning.

El profesor investiga qué saben, comprenden y pueden hacer los estudiantes.

Teacher Feedback / Assessment

El profesor se enfoca en los indicadores de logro y les dice a los estudiantes lo que han logrado y dónde ellos necesitan mejorar. Este feedback proporciona sugerencias sobre cómo la mejora puede ser lograda.

Peer Feedback / Assessment

Un estudiante usa el/los indicador/es de logro establecido/s para decirle a otro estudiante lo que ha logrado y dónde la mejora es necesaria.

Self Feedback / Assessment

La autoevaluación anima a los estudiantes a enfocarse en los indicadores de logro y asumir la responsabilidad y autocontrol de su propio aprendizaje.

ASSESSMENT FOR LEARNING

PRIMARY EDUCATION

STRATEGIES

Peer Assessment & Self Assessment

Traffic Lights



ASSESSMENT FOR LEARNING

PRIMARY EDUCATION

STRATEGIES

Peer Feedback / Assessment

Observación Directa Circuito

WALT: Combinar habilidades motrices con coordinación en un circuito.

WILF: Mi compañer@ puede...

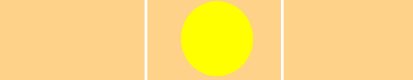
Peer Assessment
Traffic Lights



Realizar habilidades motrices de carrera y salto



Realizar habilidades motrices de carrera, salto, giro y recepción



Realizar habilidades motrices de carrera, salto, giro, recepción y lanzamiento



Realizas **muy bien** la carrera, salto y giro, pero **necesitas mejorar** la recepción y lanzamiento.

Puedes **mejorar practicando en parejas el lanzamiento y recepción** del balón con un compañer@.

ASSESSMENT FOR LEARNING

PRIMARY EDUCATION

STRATEGIES

Self Feedback / Assessment

Metacognición (Autorreflexión)

WALT: Combinar habilidades motrices con coordinación en un circuito.

WILF: Yo puedo...

Peer Assessment
Traffic Lights

Realizar habilidades motrices de carrera y salto

Realizar habilidades motrices de carrera, salto, giro y recepción

Realizar habilidades motrices de carrera, salto, giro, recepción y lanzamiento



Realizo **muy bien** la carrera, saltos y giros, pero **necesito ayuda** en la recepción y lanzamiento.

Puedo **mejorar practicando en parejas el lanzamiento y recepción** del balón con un compañero@.


ASSESSMENT FOR LEARNING

PRIMARY & SECONDARY EDUCATION | STRATEGIES

Self Assessment

Thumbs up / down

I Can... Assess Myself

-  I can do this! I'm ready to move on or explain to a friend.
-  I'm almost there! I may need more practice or help.
-  I don't understand. I need more work or help on this.

Thumbs up / down

-  I can do this!
-  I'm getting there.
-  I need help!

created by abby broadshaw

Teachers' Toolkit

ASSESSMENT FOR LEARNING

SECONDARY EDUCATION

STRATEGIES

Pair & Self Assessment

2 Celebrations & 1 Improvement

LO (Learning Objective).

Organizar actividades colectivas del calentamiento y vuelta a la calma.

SC (Success Criteria): Mi compañer@ puede...

Peer Assessment
Check List

Identificar 5 est. dinámicos y estáticos de cal. y vuelta a la calma

Relacionar los 10 estiramientos con la parte o actividad principal de la sesión.

Poner en práctica los estiramientos graduando progresivamente su intensidad.



ASSESSMENT FOR LEARNING

SECONDARY EDUCATION

STRATEGIES

Pair & Self Assessment

2 Celebrations & 1 Improvement

SC (Success Criteria): Mi compañer@ puede...

Peer Assessment
Check List

Identificar 5 est. dinámicos y estáticos de cal. y vuelta a la calma

Relacionar los 10 estiramientos con la parte o actividad principal de la sesión.

Poner en práctica los estiramientos graduando progresivamente su intensidad.



C: Identificaste muy bien los estiramientos

C: Relacionaste todos los estiramientos bien.

I: Necesitas graduar la intensidad de los estiramientos mejor en la práctica.

ASSESSMENT FOR LEARNING

SECONDARY EDUCATION

STRATEGIES

Pair & Self Assessment | DIRT (Dedicated Improvement Reflection Time)

C: Identificaste muy bien los estiramientos

C: Relacionaste todos los estiramientos bien.

I: Necesitas graduar la intensidad de los estiramientos mejor en la práctica.

DIRT: Necesito graduar la intensidad de los estiramientos, ya que he empezado con una intensidad muy elevada desde el principio del calentamiento lo que podría haberme causado alguna lesión.

También tengo que relajarme, porque estaba muy nervioso al principio.

La próxima vez empezaré con menor intensidad en los estiramientos y realizaré ejercicios de respiración antes de empezar para estar más relajado.

PLANNING A LESSON

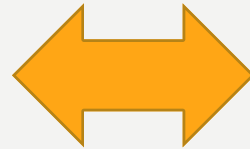
PHYSICAL EDUCATION

LESSON STRUCTURE

Lesson	Activity	Time
APK	Activating Prior Knowledge Activity.	1 minute
Intro.	Engage the students “WALT”.	1 minute
	The mini lesson. Explain “WILF” and “TIB”.	2 minutes
Warm Up	Warm Up Activity / Game.	5 minutes
Main Activity.	Learning Task 1.	15 minutes
	Learning Task 2. Review “WALT and WILF”.	15 minutes
Cool Down	Cool Down Activity / Game.	3 minutes
	AFL (Assessment for Learning).	2 minutes
Plenary	Share, reflection. Review “WALT” and “WILF”	1 minutes

PHYSICAL EDUCATION

Total Physical Response (TPR)



Bloom's Taxonomy Classification



Student-centered Approach

Emotional Intelligence.

Assessment for learning.

Differentiation Model.

PHYSICAL EDUCATION

What is it?

Emotional Intelligence



The 4 C's

Total Physical Response (TPR)

Lesson Template.

CLIL OR AICLE

SECONDARY EDUCATION

THE 4C's

Unit: Indoor football, tiki taka

Subject: Physical Education

Ed. Level: 3 ESO

Lessons: 8 lessons

- Techniques: passing, control, reception, dribbling and shooting in activities and games.
- Tactics: individual and zonal defense, direct and combinative attack and contratack.
- Strategies to develop techniques and tactics concepts.
- Experience individual, cooperative and competitive activities and drills as a team sport.
- Information about indoor football using TICS (Researching with ipads and computers).

- Recalling and identifying techniques and tactics concepts.
- Comparing indoor football with other sports.
- Distinguishing and performing rules, techniques & tactics in activities and games
- Solving problems during the activities and games through teamwork and collaboration
- Elaborating two writings: assignment and group project
- Rating, evaluating and analysing a teammate.

Content

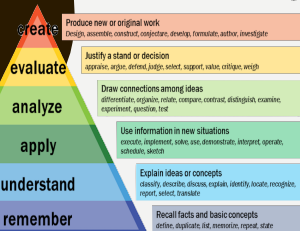
Student Learning Outcomes

Cognition

Culture

- Identifying indoor football as a majority sport in a Valencian Community
- Valuing indoor football as a sociocultural international fenomenon.
- Valuing sportmanship, collaboration&respect

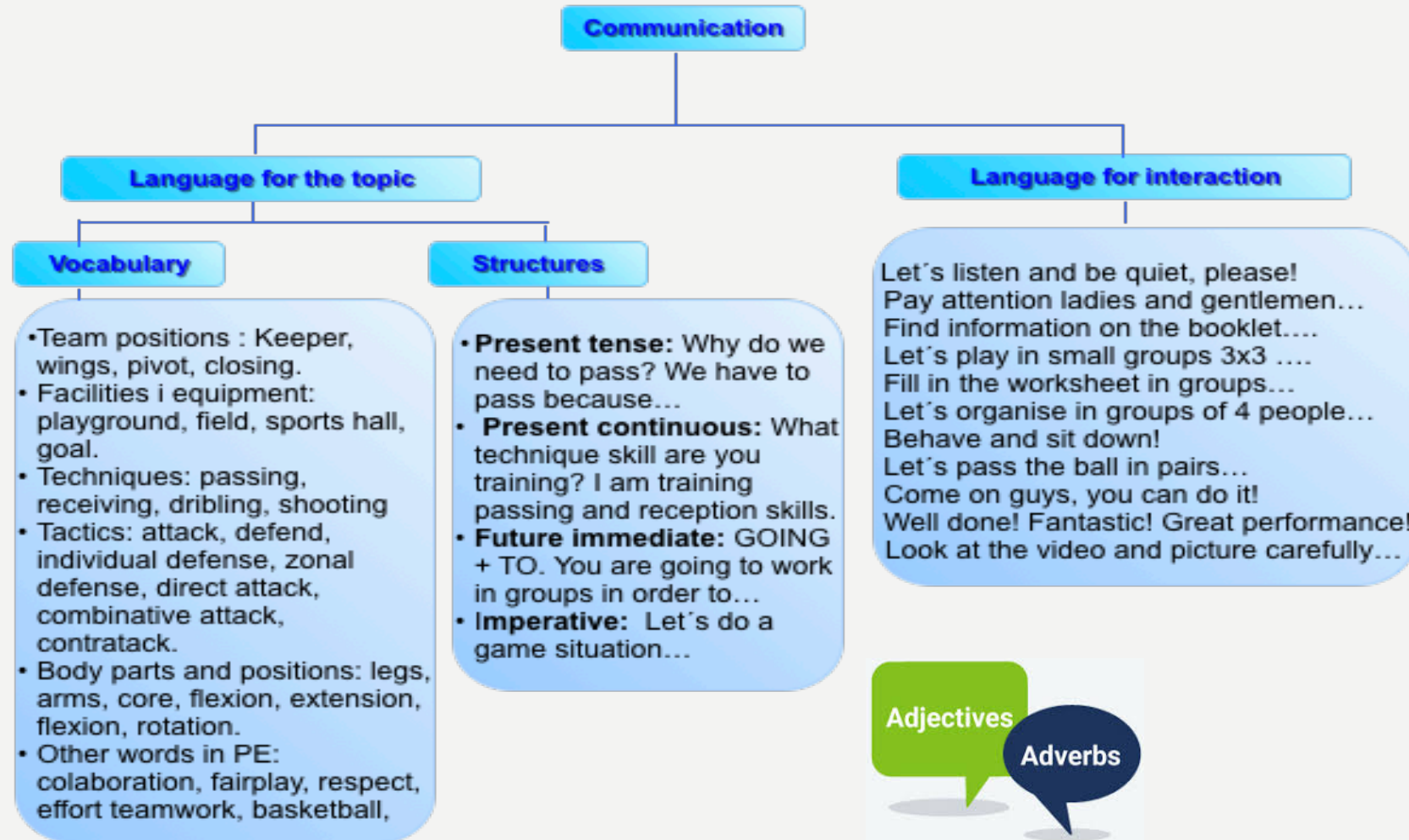
Bloom's Taxonomy



CLIL OR AICLE

SECONDARY EDUCATION

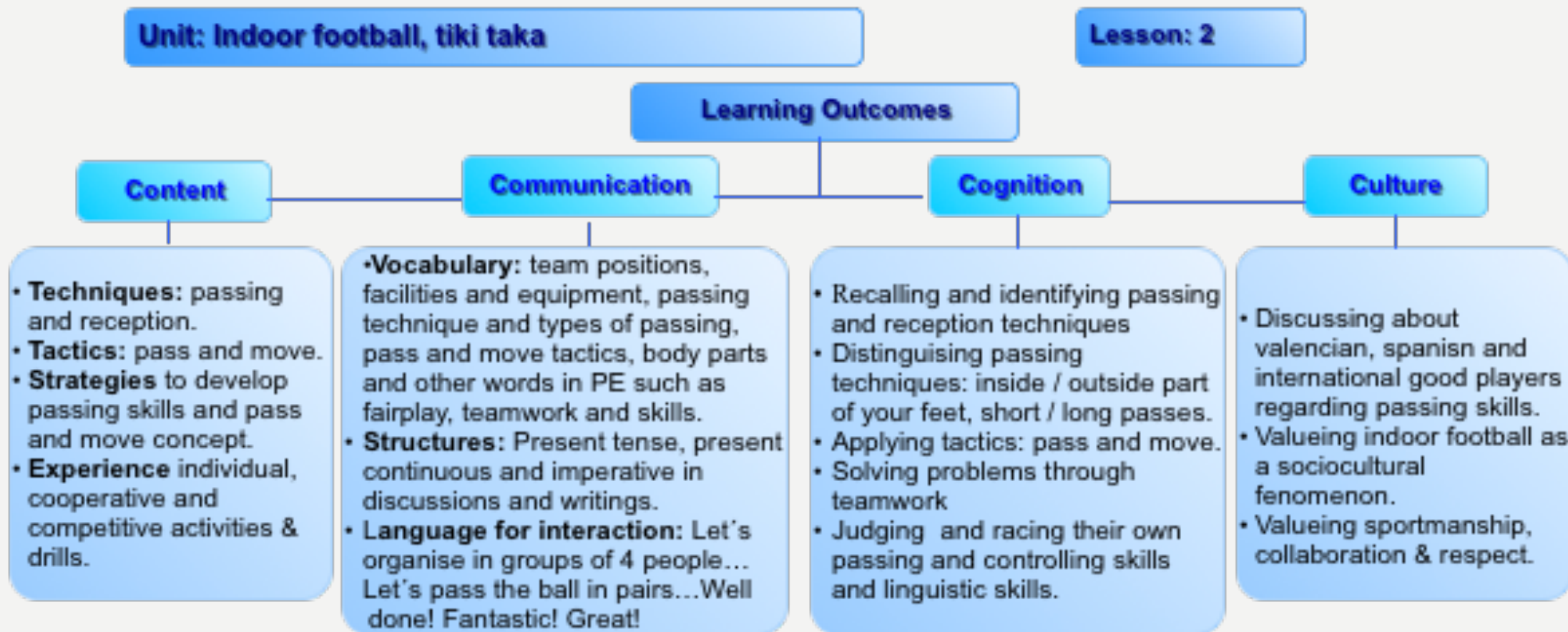
THE 4C's



CLIL OR AICLE

SECONDARY EDUCATION

LESSON TEMPLATE



CLIL OR AICLE

SECONDARY EDUCATION

INTRO & WARM UP

Introduction/ Revision

- Questioning about last lesson (Kahoot activity) using a multiple choice test-worsheet to recall information.(3 minutes)
- Showing pictures where they have to identify players and skills and a introductory motivational video to activate students about passing skills in futsal. (3 minutes)

Warm up Activities

Groups of mixed ability in order to boost collaboration, team work, support and respect.

Rondo of 5x1 (6 students): Passing to each other in a group with an oponent (analitic grill). (10 minutes)

Static rondo. Pass and receive the ball with an oponent to progress towards a teamwork concept.

Differentiation: Students less able can do 4 touches and more able one touch.

Questioning: what do you do to make as many passes as possible? What parts of your feet do you use?

CLIL OR AICLE

SEC. EDUCATION | **MAIN ACTIVITY & WANT TO KNOW**

Main Activities

Groups of mixed ability in order to boost collaboration, team work, support and respect.

Games 3x3 (6 students): Progressing to adapted games 3x3. (adapted game) (13 minutes)

Differentiation: Students less can do touches and more able one touch or use not able leg.

Games 6x6 (12 students): Real situations 5x5 in order to keep the possession, pass, move and receive progressing to real situation games with goals. (real games). One student is the coach and correct passing and controlling skills of the group.(13 minutes)

Want to know/ Reinforcement/ Extension

- Distinguishing types of passing and controlling the ball through a worksheet provided. (4 minutes)
- Discussing, comparing and linking explanations, concepts and pictures as a group. (Matching activity)

CLIL OR AICLE

SEC. EDUCATION

ASSESSMENT & REFLECTION

Assessment/ Reflection

Rating their own learning about passing and controlling the ball (strengths and weaknesses) and communicative skills through a rate list in a feedback worksheet (self-assessment). (4 minutes)

Materials/ Resources

Ipad, pictures, videos on youtube, worksheets (Passing and controlling skills pictures, Multiple Choice Activity and Matching Activity), and assessment worksheet, 13 Indoor football balls, bibs, whistles and 25 cones.



CONCLUSIÓN

PLAN PARA LA ACCIÓN

- ✓ Complementar formas de trabajar en otros países como en UK.
- ✓ Controlar la clase con estrategias de gestión del aula.
- ✓ Poner en práctica estrategias de aprendizaje (TPS, Bloom's Taxonomy).
- ✓ Utilizar WALT, WILF y TIB o LO y SC en todas las sesiones.
- ✓ Evaluar para el aprendizaje (peer and self assessment).
- ✓ Aplicar estrategias para evaluar (traffic lights, thumbs up/down...).
- ✓ Utilizar CLIL, TPR y promover un ambiente afectivo adecuado.
- ✓ Clasificar las 4 C's en las unidades didácticas CLIL.
- ✓ Crear recursos didácticos visuales CLIL para ayudar al alumnado.
- ✓ Diseñar una plantilla / modelo para tus unidades didácticas CLIL.

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**THANK
YOU
FOR
YOUR
ATTENTION**