

Master's Dissertation/ Trabajo Fin de Máster

Cooperative learning in the CLIL Physical Education classroom: A didactic unit about “alternative games” in first grade of Mandatory Secondary Education.

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1. SUMMARY.

Cooperative Learning is one of the most researched methodologies in the current educative environment. A good number of authors defend that the Cooperative Learning is appropriate for Physical Education and CLIL lessons, so that, in this paper it will be developed a CLIL Physical Education didactic unit with the focus on cooperative activities.

At first, a short theoretical review about the possibilities of Cooperative Learning in a CLIL Physical Education class will be done. This review shows us the numerous advantages that this methodology entails with respect to traditional ones and the suitability of Cooperative Learning to teach CLIL Physical Education.

Thus, once the use of this methodology is justified, a didactic unit of Alternative Games to teach in a CLIL Physical Education class of first grade of Mandatory Secondary Education will be designed. The didactic unit will be legally justified and fully developed.

Obviously, the didactic unit will be taught by Cooperative Learning. To achieve a cooperative situation as possible, the majority of activities will be role plays, therefore, the teams will need every component of the group in order to develop part of the work to achieve success.

Keywords: Cooperative Learning, CLIL, Physical Education, Alternative Games, Alternative Sports.



2. INTRODUCTION AND JUSTIFICATION.

Despite the great variety of research that defends the benefits of teaching with a cooperative approach, Cooperative Learning is a methodology that is not often used in the educative centres of Spain (Moriña Díez, 2011:202). A significant number of authors defend the suitability of this methodology for a Physical Education class (Barba Martín, 2010; Velázquez Callado, 2012; Velázquez Callado, Fraile Aranda, López Pastor, 2014; Velázquez Callado, 2015; López Pastor, Pérez Brunicardi, Manrique Arribas, & Monjas Aguado, 2016); the suitability of Cooperative Learning for a CLIL classroom (Pistorio, 2010; Pastor Martínez, 2011; Peeter Mehisto, 2012; Ramos Ordóñez & Pavón Vázquez, 2015; Gallo, 2017), and, of course, the suitability of the Cooperative Learning for a CLIL Physical Education classroom (Coral i Mateu, 2012; Coral & Lleixà, 2014; Salvador-García & Chiva-Bartoll, 2017; Chiva-Bartoll & Salvador García, 2018; Chiva-Bartoll, Salvador-García, & Capella Peris, 2018; Fernández Barrionuevo & Baena Extremera, 2018; Salvador García, 2019).

Consequently, it seems necessary to develop a Cooperative Learning in the Spanish educative centres, specifically to teach CLIL Physical Education. To defend this position, a brief revision about Cooperative Learning will be completed in this paper. In this revision, the benefits of Cooperative Learning will be demonstrated, and their suitability for Physical Education specifically or CLIL class in general, and for a CLIL Physical Education class in particular.

The aforementioned research revision will be the basis of the designing of a CLIL Physical Education didactic unit with a cooperative methodology, which is the main objective of this paper.



3. METHODOLOGY.

For the first part of the paper, the theoretical review, research has been completed. The consulted sources have been the following databases: Dialnet, SportDiscus and Google Scholar.

Furthermore, a CLIL Physical Education unit of Alternative Games has been developed. To develop a didactic unit, I have used the knowledge that I acquired in the Sport Sciences degree and the Teaching Master degree to construct it. Naturally, the legal basis has been obtained from state sources.

4. THEORETICAL FRAMEWORK.

4.1 Cooperative learning.

To start this MA thesis, it is necessary to define what cooperative learning is and why it is beneficial to teach in general and to teach Physical Education in particular. Among a great variety of definitions, in this paper it has been decided to remark the following definitions of Cooperative Learning:

- *“Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning”* (Johnson, Johnson & Smith, 2014:88).
- *“Cooperative Learning is a Pedagogic model in which the students learn with, of and for their mates through a teaching-learning plan that facilitates and promotes positive interaction and interdependency with a co-learning of teachers and students”* (Fernández-Río, 2014:6).

It is advisable to differentiate Cooperative Learning and Collaborative Work, two different terms that are usually used indistinctly. In the Collaborative work, a group of students work together to achieve a common goal, the same goal for all students; however, in the Cooperative Learning a part of the task or the project is assigned to a smaller group of work, so that the students are accountable for their part of work (MIEB, 2018:13).

Thus, Cooperative Learning must not be confused with simple teamwork, which is beneficial in improving the relations between the students, but it does not have as many advantages as a Cooperative model (Fernández-Río &



Méndez-Giménez, 2016:201). The greatest difference between Cooperative Learning and group work is the co-responsibility of learning. The students depend on each other to achieve the objectives (Velázquez Callado, 2015:234).

Returning to the subject, in Cooperative Learning the students have to work together to achieve common objectives, but every student has an individual responsibility. Therefore, this methodology has a double objective: to learn contents and to learn cooperative abilities (Moriña Díez, 2011:201). In Cooperative Learning the presence of five essential characteristics is required (Velázquez Callado, Fraile Aranda, & López Pastor, 2014:245):

- Positive interdependency of goals
- Promoting interaction face to face
- Individual responsibility
- Interpersonal and teamwork abilities
- Group process of information (which attitudes contributed to the task, which ones did not...)

This methodology has an undoubted prestige (Velázquez Callado, 2015:234). There are plenty of investigations about Cooperative Learning that endorse the implementation of this approach due to the many advantages that it is supposed to have in education (Moriña Díez, 2011:201). For example, Verdugo & Parrilla (2009:22) state that Cooperative Learning could be a very useful tool to improve the academic efficiency, the class atmosphere, the solidarity between the students and overall inclusion; Pliego Prenda (2011:73) defends that Cooperative Learning is the best possible methodology for working in multicultural contexts; Moriña Díez (2011:201) states that Cooperative Learning has positive and consistent effects in learning attitudes and values, the relations and cooperation between students, the self-esteem of the pupils, the avoidance of racial prejudices or attitudes, and the acceptance of students with special needs or disabilities. Alternatively, Fernández Barrionuevo & Baena Extremera (2018:215), state that Cooperative Learning improves the student's motivation, because this methodology increases a student's interest, satisfaction and participation.



Additionally, the benefits of Cooperative Learning have been studied in some subjects of the *Máster Interuniversitario en enseñanza bilingüe y aprendizaje integrado de contenidos y lenguas extranjeras (AICLE)*, as Student-centered methodologies (MIEB, 2018:14):

- Cooperative Learning helps students to begin to recognize and understand the cultural differences present in the class.
- Cooperative learning improves the performance and motivation of students when they realize that their contributions are important.
- In Cooperative Learning there are situations of group working, which can encourage students with difficulties in social skills to interact with others.
- In Cooperative Learning inclusivity is encouraged because all students can take an active role, including *weaker* students or those with special needs.
- In Cooperative Learning the class time is more effective because it is possible to do much more work in less time and the teacher has the opportunity to help the students who need more guidance.

4.1.1. Cooperative learning in a Physical Education classroom.

Currently, the pedagogy of Physical Education is based in models, and one of these models is Cooperative Learning (Fernández-Río & Méndez-Giménez, 2016:201). Thus, Metzler (2005:VII-XIII) included Cooperative Learning among his eight models of teaching in Physical Education: Direct Instruction, Personalized System for Instruction, Sport Education, Peer Teaching, Inquiry Teaching, Teaching Games for Understanding, Teaching for Personal and Social Responsibility and Cooperative Learning.

Some authors highlight the suitability of the Physical Education subject to develop Cooperative Learning: Barba Martín (2010:14) determines in his investigation that Cooperative Learning is beneficial in improving the relations between students, even some students (individual cases), who before cooperative working were isolated by their classmates, were accepted by the rest of the students during and after the use of this methodology; Velázquez Callado (2012:11) states that Cooperative Learning is a valid methodology to



foster motor-skill development and to develop the psychosocial attitudes of students; following Velázquez Callado et al. (2014:246-247), Cooperative Learning promotes the learning and motor capacity, develops the social abilities, improves the relations between the students, favours the inclusion of disabled students, improves the general and physic self-stem and motivates the students to the motor practice; Velázquez Callado (2015:235) states that everything indicates that Cooperative Learning is superior to traditional learning in the development of social conducts, individual responsibility and affective-motivational objectives in Physical Education; and López Pastor, Pérez Brunicardi, Manrique Arribas, & Monjas Aguado (2016:184) place the Cooperative Learning as one of the innovation trends of Physical Education learning, especially as one of the models that fosters the education in values and promotes (obviously) the cooperation.

Thus, it can be determined that Cooperative Learning is one of the most effective methodological resources to promote the social and academic performance of the students in different areas, including Physical Education (Velázquez Callado, 2015:234). However, it should be noted that because of the special characteristics of this subject, it will be easier to develop speaking and listening skills, being the reading and writing skills in a complementary place (Ramos & Ruíz Omeñaca, 2011:159).

There is a shortage of research orientated towards study of the correct application of this methodology in Physical Education; therefore, it is not much is known about the implementation of Cooperative Learning in Physical Education in Spain (Velázquez Callado et al., 2014:241).

4.1.2. Cooperative learning in a CLIL classroom.

Before considering Cooperative Learning in a CLIL classroom, it is important to recall the definition of CLIL, which is an acronym of Content and Language Integrated Learning. The definition of CLIL, according to Coyle, Hood & Marsh (2010:1), is: *“CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language mastery to pre-defined levels”*.



Thus, in this paper, the use of Cooperative Learning in a mixed classroom of English and Content will be defended. Why should we use this methodology instead of others? One of the main reasons is that, following Ramos Ordóñez & Pavón Vázquez (2015:140), Cooperative Learning is a very interesting tool to improve the acquisition of productive skills (writing and speaking), whereas the traditional teaching is usually based in the improvement of receptive skills (listening and reading) alone.

The conceptualization of Coyle (2007:551) to explain CLIL theories must be remembered and considered. Coyle (2007:551) designed the 4Cs framework, in which the 4Cs are Communication, Cognition, Content and Culture, four indispensable elements in a CLIL classroom. If Cooperative Learning helps to develop verbal communication between the students (Ramos Ordóñez & Pavón Vázquez, 2015:140), then Cooperative Learning improves the Communication between the students, one of the most important elements in the CLIL classroom, following Doyle (2007:552): *“Communication involves CLIL teachers and learners in using and developing language of learning, for learning and through learning”*.

According to Pistorio (2010:2), Cooperative Learning facilitates the development of high order thinking skills and provides learners with more opportunities to share knowledge, opinions and ideas among their classmates through interactions between the students, essential in a CLIL classroom. Also, it should not pass unnoticed other benefits of this learning methodology: Promotion of interaction, cognitive development and personal growth, improvement of retention and academic achievement, and the development of social skills (Pistorio, 2010:3).

In addition, according to Casal (2008), quoted by Pistorio (2010:3), Cooperative Learning may contribute to improve the CLIL context of the classroom, because different learning theories, such as Constructivism, Vygotsky's Social Constructivism and Humanism have underlined the importance of this model of learning.

One of most well-known CLIL authors, Peeter Mehisto (2012:21), advises to foster Cooperative Learning in the development of CLIL materials. Mehisto



(2012:21) defends that CLIL material based in Cooperative Learning would be beneficial in developing the positive interdependence; face-to-face interaction; individual and group accountability; interpersonal and small-group skills; and group processing. Mehisto (2012:21) suggests, for example, the integration of learning materials of self-evaluation of group's cooperative performance in which one of the items to evaluate could be the amount of CLIL language used during group work.

Thus, Cooperative Learning seems to offer an ideal framework in order to develop the CLIL methodology, because it provides the students with the opportunity of working together, while considering their different levels and paces of learning (Pastor Martínez, 2011:117). With Cooperative Learning, every student has something to learn and something to offer to the rest of their classmates; therefore, the tasks become more stimulating, attractive and even entertaining (Gallo, 2017:164).

4.1.3. Cooperative learning in a Physical Education CLIL classroom.

As several studies have highlighted, Physical Education is a very suitable subject for the development of CLIL (Baena-Extremera, Granero-Gallegos, Baños, & Ortíz Camacho, 2018:6). In fact, the application of CLIL in this subject is extensively implemented in countries such as Italy, Greece or Spain (Salvador-García & Chiva-Bartoll, 2017:1130). But, would the use of Cooperative Learning in a CLIL Physical Education classroom be advisable? Many authors, as Coral i Mateu (2013:43) or Chiva-Bartoll & Salvador García (2018:26), insist on the suitability of this methodology.

In Physical Education, because of its special characteristics, there are more situations of communication than in the other subjects. These non-fictional communication situations make recommendable the methodologies where the student is the protagonist of teaching-learning process, as Cooperative Learning (Chiva-Bartoll & Salvador García, 2018:25). It cannot be forgotten that communication is one of the pillars of CLIL following the 4Cs framework of Coyle (2007), so that, a methodology that promotes communication (Ramos



Ordóñez & Pavón Vázquez, 2015:151) in a subject (Chiva-Bartoll & Salvador García, 2018:25) seems an ideal teaching-learning situation for CLIL.

Following different authors, there are many reasons to incorporate the Cooperative Learning in a CLIL Physical Education classroom: according to Coral i Mateu (2012:16-17), in Physical Education the use of cooperative strategies promotes the English speaking skill, and one of the features that considers a task “efficient” is that this task is cooperative; Coral & Lleixà (2014:1460) recall that to achieve success in the implementation of CLIL, it is necessary to define correctly the methodology that will be used to teach the subject (in this case Physical Education) with the correspondent scaffolding, and define Cooperative Learning as one of the most useful methodologies to choose; Salvador-García & Chiva-Bartoll (2017:1136) state that cooperative and collaborative group work increase the language use and improves English understanding; Chiva-Bartoll, Salvador-García, & Capella Peris (2018:87) argue that to apply the Cooperative Learning in a Physical Education CLIL classroom increases the importance of language, because communication is necessary between the students to solve the proposed tasks; Fernández Barrionuevo & Baena Extremera (2018:209) connect Cooperative Learning with an increase of interest, satisfaction and participation in the context of a CLIL Physical Education class; Salvador García (2019:124-125), states that CLIL and the 4Cs framework of Coyle (2007:551) constitute an excellent context for the development of Cooperative Learning in a bilingual class in general and in a Physical Education class in particular.

Wrapping it all up, it is advisable to combine CLIL with methodologies that promote communication between students, such as Cooperative Learning (Chiva-Bartoll & Salvador García, 2018:26). However, despite the improvement of the listening and speaking skills that Cooperative Learning produces (Salvador-García & Chiva-Bartoll, 2017:1136), the improvement of writing and reading skills is in doubt (Ramos & Ruíz Omeñaca, 2011:159). Because of this, Ramos & Ruíz Omeñaca (2011:159) suggest the use of the suitable scaffolding by the teacher to achieve the development of writing and reading, as demonstrated by the use of self-evaluation sheets.



5. DESIGNING A CLIL PHYSICAL EDUCATION DIDACTIC UNIT WITH A COOPERATIVE METHODOLOGY: ALTERNATIVE GAMES.

5.1 Introduction of the didactic unit.

As it has been outlined, the main objective of this MA thesis is to design a didactic unit of CLIL Physical Education. Concretely, the didactic unit developed in this paper will be the didactic unit relative to *Alternative Games* in a first grade of Compulsory Secondary Education.

To begin, I would like to define *Alternative Games*, according to Compañy Alfaro, Bustamante Pacheco, & Álvarez Díaz (2006:2): “*Alternative Games and Sports are the activities presented as alternative to the traditionally games used in the Physical Education class*”.

According to the Andalusian legislation (Consejería de Educación de la Junta de Andalucía, 2016:266), the syllabus of the subject *Physical Education* can be divided in five broad contents blocks: Health and Quality of Life, Physical and Motor Condition, Games and Sports, Corporal Expression and Physical Activities in the Nature. *Alternative Games* is a didactic unit belonging to the content block Games and Sports, which in early ages of Compulsory Secondary Education gives more importance to *Games* than to *Sports* (Consejería de Educación de la Junta de Andalucía, 2016:269).

In fact, *Alternative Games* appear directly as a mandatory content of first grade of Compulsory Secondary Education in the law: “*Alternative games, such as; scholar hockey, ultimate, scholar rugby, etc.*” (Consejería de Educación de la Junta de Andalucía, 2016:269).

Additionally, some authors have highlighted that *Alternative Games* could contribute with some advantages in Physical Education (Fierro Suero, Haro Morillo, & García Montilla, 2016:40):

- *Alternative Games* are a novelty, therefore, they improve the motivation of the students (Fierro Suero, Haro Morillo, & García Montilla, 2016:40).



- *Alternative Games*, due to their special characteristics, could contribute to coeducation (Compañy Alfaro, Bustamante Pacheco, & Álvarez Díaz, 2006:3; Feu Molina, 2008:34).
- *Alternative Games* provide many learning opportunities for Physical Education teachers, who can use them to achieve different objectives: motor development, mental development, coeducation, cooperation, collaboration, responsibility or values education (Lara Sánchez & Cachón Zagalaz, 2010:492).
- *Alternative Games* can be developed even though the facilities of the school are inadequate or scarce, as the materials needed are inexpensive and could be manufactured or recycled (Compañy Alfaro, Bustamante Pacheco, & Álvarez Díaz, 2006:2-3).
- The learning of *Alternative Games* is easier than the learning of conventional sports and the intensity is moderate. In *Alternative Games*, Cooperation is more valuable than competition (Compañy Alfaro, Bustamante Pacheco, & Álvarez Díaz, 2006:3).

Thus, the development of a didactic unit of *Alternative Games* in this course is entirely justified. However, in the legal basis of the Physical Education syllabus, it is remarked that *Alternative Games* are a content, but it is not defined which one/ones have to be taught (Consejería de Educación de la Junta de Andalucía, 2016:269). So, to develop a didactic unit of *Alternative Games*, it is necessary to select the alternative games or sports that will be taught, and in the case of this paper, the following ones have been selected:

- Pinfuvote: Two rival teams are separated by a net. There is a ball that can be touched with every part of the body (maximum three times by team). To achieve a point the ball has to bounce in the rival field (Roca Brines & Olmedo Ramos, 2017:2).
- Ringol: Alternative sport created by Physical Education teachers from Sevilla. Two rival teams have to score a goal in the rival goal/ring; to achieve it, the ball can be touched only one time by one person (one-touch) and with every part of the body except the head or the fist (Ringol, 2019).



- Floorball/Unihockey: Sport similar to hockey played with plastic sticks and an empty plastic ball. The objective of the game is to score more points in the rival goal than the adversary (Asociación Española de Unihockey-Floorball, 2018:1-12).
- Ultimate Frisbee: Sport played with a flying disc (Frisbee). To score a goal the team has to pass the frisbee to one of the members of the team when s/he is in the goal zone (World Flying Disc Federation, 2017:1).

5.2. Contextualization of the didactic unit.

Before discussing the different elements of the didactic unit, I consider it necessary to contextualize this didactic unit. The didactic unit *Alternative Games* will be developed in the bilingual group of first grade of Compulsory Secondary Education of *IES V Centenario*, a public high school located in *Sevilla Este*, a neighborhood of Sevilla, Spain.

The class 1ºA has 30 students, 16 of them are girls and 14 are boys. Their level of English is medium-high for their age. The space that will be used in the lessons is represented in the figure 1. To develop our classes we have two multidisciplinary courts and a volley court available.

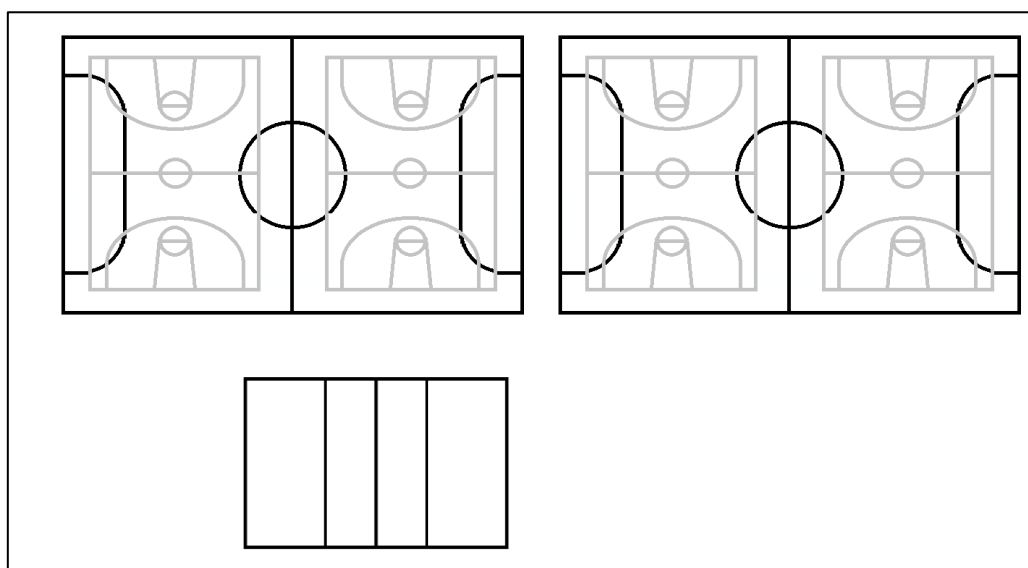


Figure 1: Space available.

In regards to the available materials, the high school has the following *Alternative Games'* materials:

- 35 floorball sticks (Figure 2).
- 10 floorball balls (Figure 2).
- 15 foam rubber balls.
- 40 rubber balls of different sizes.
- 20 frisbees (Figure 3).



Figure 2: Floorball equipment (Image source: Amazon, 2019a).



Figure 3: Frisbee (Image source: Amazon, 2019b)

Additionally, the high school has the regular material for a normal development of a Physical Education lesson (chest guards, cones, tapes, etc.).

5.3. ELEMENTS OF THE DIDACTIC UNIT.

5.3.1. Contents.

According to Consejería de Educación de la Junta de Andalucía (2016:269), *Alternative Games* is one of the mandatory contents to develop in the first grade of Compulsory Secondary Education in Andalusia. It can be argued that the learning of this content with the following contents of the content



block *Games and Sports* of this age: (Consejería de Educación de la Junta de Andalucía, 2016:269)¹:

- *“Alternative games, such as; scholar hockey, ultimate, scholar rugby, etc.”*
- *“Cooperative Games.”*
- *“Promotion of attitudes of sportsmanship and tolerance as participants of physical activities”.*
- *“Acceptance of individual performance level and predisposition to the improvement”.*
- *“Development of teamwork and cooperative skills from the respect of the individual level.”*

Furthermore, there are more contents from other content blocks of Physical Education that can be developed through the didactic unit *Alternative Games* (Consejería de Educación de la Junta de Andalucía, 2016:269):

- *“Games to the improvement of motor and physical basic abilities.”*
- *“Promotion of hygiene in the development of physical activity.”*
- *“Promotion of postural hygiene.”*
- *“Rules of Physical Education classes. Clothing, hygiene, hydration, etc. in the physical activity practice.”*
- *“Promotion of active movement in the daily life.”*

The last contents, related with the hygiene and the healthy lifestyle, will always be present during the subject, therefore, they will not be analysed in this didactic unit. Thus, based on the law, the contents that will be developed in the didactic unit *Alternative Games* will be the following:

- Rules and performance of the following alternative games: Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- Cooperative Games through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- Promotion of attitudes of sportsmanship and tolerance as participants of Pinfuvote, Ringol, Floorball and Ultimate Frisbee.

¹ All translations from legal documents in Spanish is mine.



- Acceptance of individual performance level and predisposition to the improvement in the alternative games Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- Development of teamwork and cooperative skills from the respect of the individual level through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- Development of motor and physical basic abilities through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.

5.3.2 Objectives.

The objectives of this didactic unit will be the following:

- To know the rules of Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- To practice Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- To develop Cooperative Games through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- To promote attitudes of sportsmanship and tolerance as participants of Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- To accept the students' particular performance level and predisposition to the improvement in the alternative games Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- To develop teamwork and cooperative skills from the respect of the individual level through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- To develop motor and physical basic abilities through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.

5.3.3. Evaluation criteria.

The evaluation criterion that can be related to the didactic unit *Alternative Games* is the following (Consejería de Educación de la Junta de Andalucía, 2016:269):

- *“To solve motor situations of opposition, collaboration or opposition-collaboration by the use of most adequate strategies*



depending on the relevant stimulus, taking into account the decision making and the game phases.”

Therefore, the evaluation of the didactic unit will be based in the performance of the students while they are playing the different Alternative Games. Thus, we can concretize the evaluation criterion:

- To solve motor situations of opposition, collaboration or opposition-collaboration by the use of cooperative strategies in the different *Alternative Games*: Pinfuvote, Ringol, Floorball and Ultimate Frisbee.

5.3.4. Learning standards.

From the evaluation criterion *“To solve motor situations of opposition, collaboration or opposition-collaboration by the use of most adequate strategies depending on the relevant stimulus, taking into account the decision making and the game phases.”* (Consejería de Educación de la Junta de Andalucía, 2016:269) we can develop the following learning standards (Ministerio de Educación, Cultura y Deporte, 2015:483):

- The student adapts the tactical and technical foundations to obtain advantage in the opposition or collaboration-opposition physical activities or sports developed.
- The student describes and puts into practice in an autonomous way the organizational aspects of defense and attack in the opposition or collaboration-opposition physical activities or sports developed.
- The student distinguishes the necessary stimulus to take decisions and obtain advantage in the opposition or collaboration-opposition physical activities or sports developed.
- The student reflects about the solved situations valuing the opportunities of given solutions and their applicability to similar situations.

Thus, considering the law, the learning standards that students must achieve to pass the didactic unit *Alternative Games* will be the following:



- The student adapts the tactical and technical fundamentals to obtain advantage in the following *Alternative Games*: Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- The student describes and puts into practice in an autonomous way the organizational aspects of defense and attack in the following *Alternative Games*: Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- The student sees above the necessary stimulus to take decisions and obtain advantage in the following *Alternative Games*: Pinfuvote, Ringol, Floorball and Ultimate Frisbee.
- The student reflects about the solved situations valuing the opportunities of given solutions and their applicability to similar situations in the following *Alternative Games*: Pinfuvote, Ringol, Floorball and Ultimate Frisbee.

5.3.5. Methodology.

Naturally, the methodology selected to teach this didactic unit is Cooperative Learning. In addition to the significant quantity of benefits that have been outlined in the theoretical framework of this paper, it should be noted that Spanish legislation suggest in many occasions the use of this teaching methodology in Physical Education; for example, according to Ministerio de Educación, Cultura y Deporte (2015:481), the use of cooperation situations by the utilization of specific methodologies must be considered. Furthermore, the word *cooperation* appears frequently in the contents block *Games and Sports* of Physical Education during all courses of Compulsory Secondary Education (Consejería de Educación de la Junta de Andalucía, 2016:269-274).

In summary, Cooperative Learning will be used to teach *Alternative Games*, a mandatory content of the content block *Games and Sports* in first grade of Compulsory Secondary Education. Cooperative Learning will be the basis of teaching, which will also have the following methodologic characteristics (Oliver Coronado & Sosa González, 2012):



- The communicative channels used in the lessons will be the auditory channel (descriptions and explanations) and the visual channel (demonstrations). The tactile channel will only be used a few times for providing feedback.
- Regarding feedback, it will be mainly auditory, affective and explanatory. The teacher will try to provide as individual feedback as possible, during or immediately after of the action (concurrent and terminal).
- With the purpose of increasing the motor time, the execution of exercise will always be simultaneous or alternative, but never consecutive.
- The organization will be semiformal, and the teacher will try to maintain a focal and external position.

5.3.6. Sessions.

The contents of this didactic unit will be divided in 8 lessons. The sessions are divided in the following way:

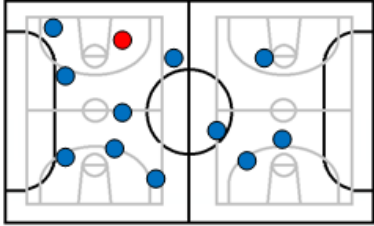
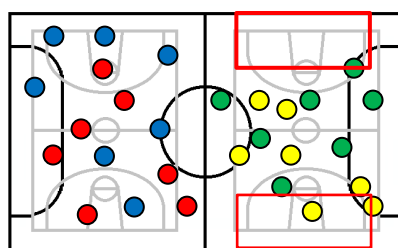
- Session 1: Floorball and Ultimate initiation.
- Session 2: Ringol and Pinfuvote initiation.
- Session 3: Olympic of Ringol.
- Session 4: Olympic of Floorball.
- Session 5: Olympic of Ultimate.
- Session 6: Olympic of Pinfuvote.
- Session 7: League 1 (Evaluation).
- Session 8: League 2 (Evaluation).

In case of lack of time (bank holidays, bad weather, etc.), the didactic unit could be reduced to 6 sessions mixing the sessions 4 and 5 and the 3 and 6.



5.3.6.1. Session 1: Floorball and Ultimate initiation.

Title:	Session 1: Floorball and Ultimate initiation.				
Objectives:	To know the rules of Floorball and Ultimate Frisbee. To practice Floorball and Ultimate Frisbee. To develop Cooperative Games through Floorball and Ultimate Frisbee. To promote attitudes of sportsmanship and tolerance as participants of Floorball and Ultimate Frisbee. To accept the individual performance level and predisposition to the improvement in the alternative games Floorball and Ultimate Frisbee. To develop teamwork and cooperative skills from the respect of the individual level through Floorball and Ultimate Frisbee. To develop motor and physical basic abilities through Floorball and Ultimate Frisbee.				
Contents:	Rules and performance of the following alternative games: Floorball and Ultimate Frisbee. Cooperative Games through Floorball and Ultimate Frisbee. Promotion of attitudes of sportsmanship and tolerance as participants of Floorball and Ultimate Frisbee. Acceptance of individual performance level and predisposition to the improvement in the alternative games Floorball and Ultimate Frisbee. Development of teamwork and cooperative skills from the respect of the individual level through Floorball and Ultimate Frisbee. Development of motor and physical basic abilities through Floorball and Ultimate Frisbee.				
Space:	Two multidisciplinary courts.				
Material:	18 floorball sticks, 6 frisbees, cones, chest guards.				
Age:	1º ESO.	Participants:	30	Duration:	60'

	Development	Graphic representation
Initial part. Warm up (8')	Joint mobility (2'). Avoid the frisbee/hare (6'): One of the students has to escape; the objective of the other ones is to touch him/her with the Frisbee. To achieve this, the participants have to pass the frisbee between them with the following rule: the one that holds the Frisbee cannot move. Variant: two or more Frisbees, two or more "hares".	
Principal part (45')	<i>Note: Along the session, the teacher will try focus on Cooperative Learning. The cooperative character will be provided by the use of different roles in the activities. Each student will have a role to accomplish; therefore, the cooperative work among the members of the group will become mandatory to achieve the objectives.</i> Explanation of exercises and division of the class in 4 random groups of 7-8 people: Teams a,b,c and d. Team a will match up with team b, and team c will match up with team d. (5'). 1.- Floorball touchdown (12'): To score a point, the team has to achieve 5 passes without losing ball possession and the last of these passes has to be to the <i>runner</i> of the group. The <i>runner</i> will wear a chest guard.	1. 

Variant 1: It will be demarcated by cones into two areas, the *touchdown* areas. Now, to achieve a point, the *runner* has to receive the ball when s/he is inside of rival *touchdown* area. Only the *runner* and the *defenders* can step on the touchdown area. Each team will have two defenders (wearing a different chest guard) whose objective is to avoid that the *runner* takes the ball.

Variant 2: Increase the number of *runner* players. Change of roles.

2.- Ultimate 10 passes in areas (12'): The space will be delimited by cones in three areas in which it will be situated 2/3 members of each group. To score a point, the team has to achieve to chain 10 passes without losing the ball possession with the following rules:

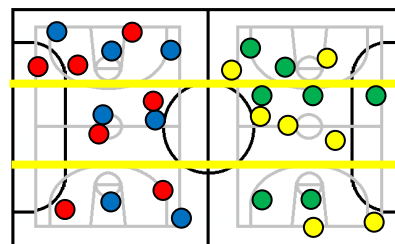
- The holder of the Frisbee cannot move.
- The Frisbee has to pass by all areas.

Variant: One of the members of each team is a *sweeper*, s/he can move by all areas to help their mates.

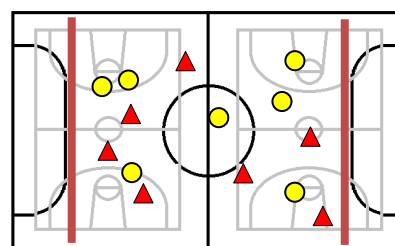
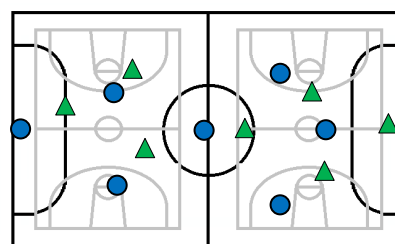
Variant 2: Increase the number of *sweepers*. Change of roles.

3.- Floorball and Ultimate matches (16'): Team a will match up with team d, and team b will match up with team c. It will be developed two simultaneous matches, one of them of Floorball and the other of Ultimate. The duration of the matches will

2.



3.





	be 8 minutes, when it will be a change of game. Floorball match: Only the <i>strikers</i> can score. Only the <i>goalkeeper</i> can be close (in the goalkeeper area of handball) of the goal. Variant: Change of roles. Ultimate match: Only the <i>runners</i> can score. Only the <i>defenders</i> can step on the own touchdown area. Variant: To add the figure of <i>quarterback</i>, who has to give the last pass before scoring. Variant 2: Change of roles.	
Final part. Back to calm (7')	Stretching (3'). Round table about the classroom. Considerations about the new games, cooperation, sportsmanship and enjoyment (4').	

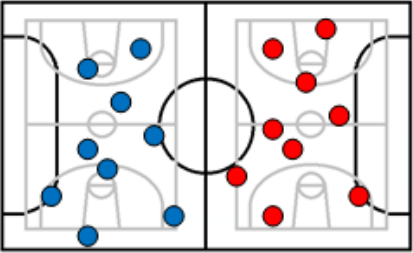
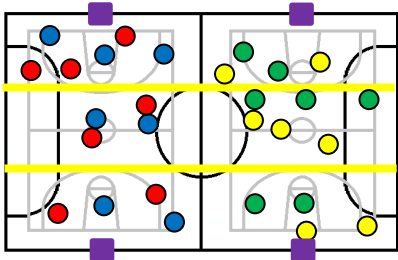
Figure 4: Session 1.



5.3.6.2. Session 2: Ringol and Pinfuvote initiation.

Title:		Session 2: Ringol and Pinfuvote initiation.			
Objectives:		To know the rules of Ringol and Pinfuvote. To practice Ringol and Pinfuvote. To develop Cooperative Games through Ringol and Pinfuvote. To promote attitudes of sportsmanship and tolerance as participants of Ringol and Pinfuvote. To accept the individual performance level and predisposition to the improvement in the alternative games Ringol and Pinfuvote. To develop teamwork and cooperative skills from the respect of the individual level through Ringol and Pinfuvote. To develop motor and physical basic abilities through Ringol and Pinfuvote.			
Contents:		Rules and performance of the following alternative games: Ringol and Pinfuvote. Cooperative Games through Ringol and Pinfuvote. Promotion of attitudes of sportsmanship and tolerance as participants of Ringol and Pinfuvote. Acceptance of individual performance level and predisposition to the improvement in the alternative games Ringol and Pinfuvote. Development of teamwork and cooperative skills from the respect of the individual level through Ringol and Pinfuvote. Development of motor and physical basic abilities through Ringol and Pinfuvote.			
Space:		Multidisciplinary court and Volleyball pitch.			
Material:		30 rubber and foam rubber balls, cones, chest guards, 4 rings, 4 ropes, tape.			
Age:		1º ESO.	Participants:	30	Duration: 60'
	Development			Graphic representation	
Initial part. War	Joint mobility (2'). Ball war (6'): The class is divided in two teams of 15 students; each team will place in the half of a multidisciplinary court. Each team has to shoot with whichever part of				



m up (8')	the body the greatest number of balls to the rival field. The winner will be the team with fewer balls in their field when the time ends.	
Princip al part (45')	<i>Note: Along the session, the teacher will try focus on Cooperative Learning. The cooperative character will be provided by the use of different roles in the activities. Each student will have a role to accomplish; therefore, the cooperative work among the members of the group will become mandatory to achieve the objectives.</i> Explanation of exercises and division of the class in 4 random groups of 7-8 people: Teams a,b,c and d. Team a will match up with team b, and team c will match up with team d. (5'). 1.- Ringol divided (12'): The space will be delimited by cones in three areas in which it will be situated 2/3 members of each group. There will be a little goal marked by cones and a ring tied to the basket of basketball. To score a point, the team has to introduce the ball in the goal (1 point) or in the ring (3 points); of course, following the Ringol's rules. Variant 1: The students placed in the central area will be <i>sweepers</i> (wearing a chest guard). They can invade all areas,	1. 

but they cannot score.

Variant 2: Change of roles.

2.- Non competition Pinfuvote (5'): It will be tied a long tape (or several short tapes) from one football goal to the other one. This tape will be the let. The two teams have to achieve to pass the ball between them 10 times (following the rules of Pinfuvote). The players of all groups will wear coloured chest guards:

Green chest guard: You only can touch the ball with the foot.

Blue chest guard: You only can touch the ball with the head.

Yellow chest guard: You only can touch the ball with the hands.

At least 2 of the 10 passes have to be with each part of the body.

Variant: Change of roles.

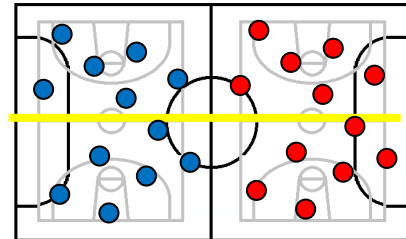
3.- Role Pinfuvote (7'): With the same structure of the previous exercise, now the teams have to compete between them. To achieve a point, the ball has to be touched by a green, blue and a yellow player.

Variant: Change of roles.

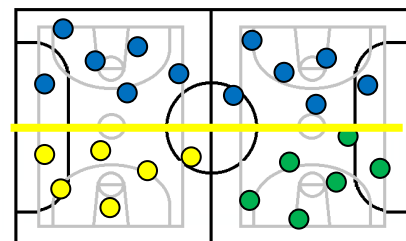
Variant 2: Introduce the figure of the *sweeper* (Player who can touch the ball with whatever part of the body).

4.- Ringol and Pinfuvote matches (16'): Team a will match up with team d, and

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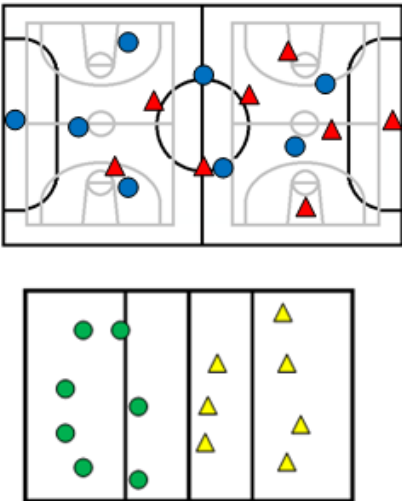
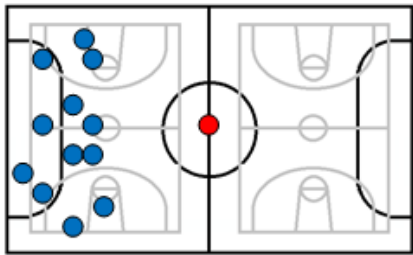
	team b will match up with team c. It will be developed two simultaneous matches, one of them of Ringol and the other of Pinfuvote. The duration of the matches will be 8 minutes, when it will be a change of game. Ringol match: Only the <i>strikers</i> can score. Only the <i>goalkeeper</i> can be close (in the goalkeeper area of handball) of the goal. Variant: Introduce the figure of <i>Captain</i>: player who can decide what two members of the group are strikers. Variant 2: Change of roles Pinfuvote match: The green/blue/yellow roles still being valid, but it is not necessary touch with all parts of the body to score a point. A <i>sweeper</i> (without chest guard) cannot score. A <i>captain</i> decides the collocation of their mates in the field. Variant: To add the concept of “TRIPIN play” (to win the play using three different parts of the body has a triple value). Variant 2: Change of roles.	
Final part. Back to calm (7')	Stretching (3'). Round table about the classroom. Considerations about the new games, cooperation, sportsmanship and enjoyment (4').	

Figure 5: Session 2.



5.3.6.3. Session 3: Olympic of Ringol.

Title:	Session 3: Olympic of Ringol.				
Objectives:	To know the rules of Ringol. To practice Ringol. To develop Cooperative Games through Ringol. To promote attitudes of sportsmanship and tolerance as participants of Ringol. To accept the individual performance level and predisposition to the improvement in the alternative game Ringol. To develop teamwork and cooperative skills from the respect of the individual level through Ringol. To develop motor and physical basic abilities through Ringol.				
Contents:	Rules and performance of Ringol. Cooperative Games through Ringol. Promotion of attitudes of sportsmanship and tolerance as participants of Ringol. Acceptance of individual performance level and predisposition to the improvement in the Ringol. Development of teamwork and cooperative skills from the respect of the individual level through Ringol. Development of motor and physical basic abilities through Ringol.				
Space:	2 multidisciplinary courts.				
Material:	30 rubber balls, cones, chest guards, 10 rings, 10 ropes, pen and paper.				
Age:	1º ESO.	Participants:	30	Duration:	60'
	Development		Graphic representation		
Initial part. War m up (8')	Joint mobility (2'). Sparrow hawk with bounce of ball (6'): A student is the <i>sparrow hawk</i>, who has to catch as many classmates as possible. The <i>sparrow hawk</i> only can move by the middle line of the court when the group is runner from one field to the other at the same time that they are bouncing a ball. The participants that the <i>sparrow hawk</i>				



	catches have to help him/her to catch in the following round.	
Principal part (45')	<i>Note: Along the session, the teacher will try focus on Cooperative Learning. The cooperative character will be provided by the use of different roles in the activities. Each student will have a role to accomplish; therefore, the cooperative work among the members of the group will become mandatory to achieve the objectives.</i> Explanation of exercises and division of the class in 10 random groups 3 people. Each team will have a <i>captain</i> (green chest guard), a <i>striker</i> (blue chest guard) and a <i>goalkeeper/defender</i> (red chest guard). The <i>captain</i> manages the team, the <i>striker</i> has to score the goals (double value) and the <i>goalkeeper/defender</i> is in charge of defence (5'). 1.- Olympic of Ringol (24'): The two multidisciplinary courts will be divided in 5 fields to play Ringol delimited by cones. Every field will have a little goal marked by cones and a ring tied to somewhere. The development of an Olympic is the following: short matches of three minutes, the winner team moves to the right field and the loser team moves to the left field. In case of draw, the two <i>captains</i> have to draw straws for deciding what team wins. In every game field there are specific rules that can be read in a paper close to the	1.



field:

Field 1, Captain is in charge: Captain decides the strategy and who is the player who can score (only one player of the team can score).

Field 2, Regular field: *Striker's* goals have double value, *Captain* is a regular player and *Goalkeeper/defender* is the only one that can save a shoot.

Field 3, Goalkeeper is crazy: *Striker's* goals have regular value (one point), *Captain* cannot score and *Goalkeeper/defender's* goals have triple value.

Field 4, Change of clothes: The members of the team change their role (and chest guard). Only the new *striker* can score.

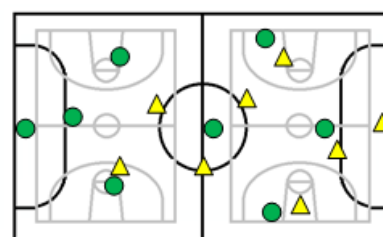
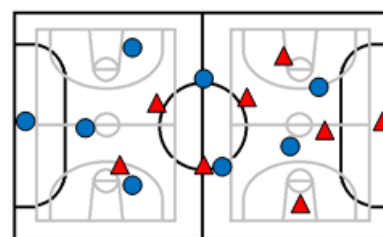
Field 5, Ring's master: There are no goal; the only way to achieve a point is to score in the ring.

Variant: change of teams to equilibrate.

2.- Ringol matches (16'): The teams of the fields 4 and 5 and one of the teams of the field 3 will form two teams that will match up between them. The teams of the fields 1, 2 and the other of the field 3 will do the same.

The students will play two simultaneous Ringol matches. *Captains* decide the position of the players; *strikers'* goals have double value and *Goalkeeper/defenders*

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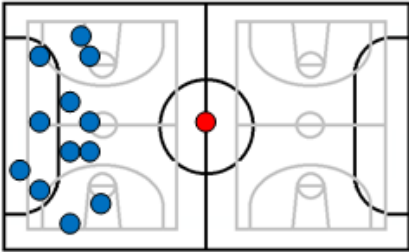


	cannot step on the rival field. The match will last 8 minutes. The two winner and the two loser teams will match up between them in a second match. Variant: Change of roles. Variant 2: <i>Defenders</i> have no restrictions.	
Final part. Back to calm (7')	Stretching (3'). Round table about the classroom. Considerations about the Ringol, cooperation, sportsmanship and enjoyment (4').	

Figure 6: Session 3.



5.3.6.4. Session 4: Olympic of Floorball.

Title:		Session 4: Olympic of Floorball.			
Objectives:		To know the rules of Floorball. To practice Floorball. To develop Cooperative Games through Floorball. To promote attitudes of sportsmanship and tolerance as participants of Floorball. To accept the individual performance level and predisposition to the improvement in the alternative game Floorball. To develop teamwork and cooperative skills from the respect of the individual level through Floorball. To develop motor and physical basic abilities through Floorball.			
Contents:		Rules and performance of Floorball. Cooperative Games through Floorball. Promotion of attitudes of sportsmanship and tolerance as participants of Floorball. Acceptance of individual performance level and predisposition to the improvement in the Floorball. Development of teamwork and cooperative skills from the respect of the individual level through Floorball. Development of motor and physical basic abilities through Floorball.			
Space:		2 multidisciplinary courts.			
Material:		30 floorball sticks, cones, chest guards.			
Age:		1º ESO.	Participants:	30	Duration: 60'
	Development			Graphic representation	
Initial part. Warm up (8')	Joint mobility (2'). Sparrow hawk with bounce of ball (6'): A student is the <i>sparrow hawk</i>, who has to catch as many classmates as possible. The <i>sparrow hawk</i> only can move by the middle line of the court when the group is runner from one field to the other at the same time that they are bouncing a ball. The participants that the <i>sparrow hawk</i>				



	catches have to help him/her to catch in the following round.	
Principal part (45')	<i>Note: Along the session, the teacher will try focus on Cooperative Learning. The cooperative character will be provided by the use of different roles in the activities. Each student will have a role to accomplish; therefore, the cooperative work among the members of the group will become mandatory to achieve the objectives.</i> Explanation of exercises and division of the class in 10 random groups 3 people. Each team will have a <i>captain</i> (green chest guard), a <i>striker</i> (blue chest guard) and a <i>goalkeeper/defender</i> (red chest guard). The <i>captain</i> manages the team, the <i>striker</i> has to score the goals (double value) and the <i>goalkeeper/defender</i> is in charge of defence (5'). 1.- Olympic of Floorball (24'): The two multidisciplinary courts will be divided in 5 fields to play Floorball delimited by cones. Every field will have a little goal marked by cones. The development of an Olympic is the following: short matches of three minutes, the winner team moves to the right field and the loser team moves to the left field. In case of draw, the two <i>captains</i> have to draw straws for deciding what team wins. In every game field there are specific rules that can be read in a paper close to the field:	1.



Field 1, No goalkeeper: The *goalkeeper/defender* has to leave the goal and cannot score, the *captain's* goals have double value and the *striker's assists* serve to untie.

Field 2, Change of clothes: The members of the team change their role (and chest guard). Only the new *striker* can score.

Field 3, One vs. one of *strikers*: *Captain* cannot move and s/he has to manage his/her team from besides the goal. *Goalkeeper/defender* cannot leave the goal.

Field 4, The goalkeeper is bored: The *goalkeeper/defender* can change her/his role when s/he consider opportune, the *striker's* goals value does not change and the *captain* cannot score.

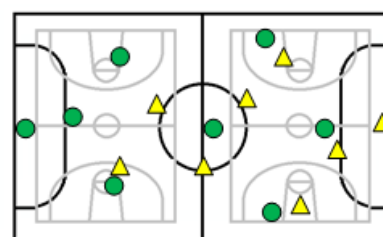
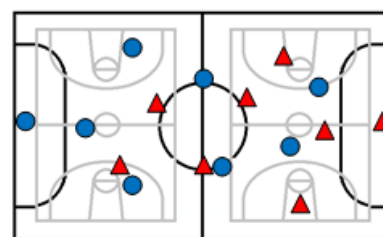
Field 5, High scoring captain: If the *captain* scores three points, his/her team win the match. The *goalkeeper/defender* and the *striker* maintain their roles.

Variant: change of teams to equilibrate.

2.- Floorball matches (16'): The teams of the fields 4 and 5 and one of the teams of the field 3 will form two teams that will match up between them. The teams of the fields 1, 2 and the other of the field 3 will do the same.

The students will play two simultaneous Floorball matches. *Captains* decide the position of the players, *strikers'* goals have

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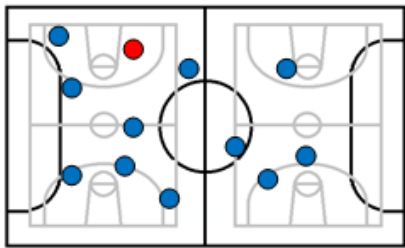


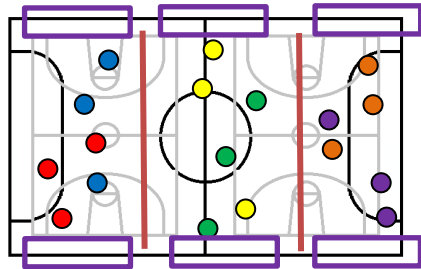
	double value and <i>Goalkeeper/defenders</i> cannot step on the rival field. The match will last 8 minutes. The two winner and the two loser teams will match up between them in a second match. Variant: Change of roles. Variant 2: <i>Defenders</i> have no restrictions.	
Final part. Back to calm (7')	Stretching (3'). Round table about the classroom. Considerations about the Floorball, cooperation, sportsmanship and enjoyment (4').	

Figure 7: Session 4.



5.3.6.5. Session 5: Olympic of Ultimate.

Title:		Session 5: Olympic of Ultimate.			
Objectives:		To know the rules of Ultimate Frisbee. To practice Ultimate. To develop Cooperative Games through Ultimate Frisbee. To promote attitudes of sportsmanship and tolerance as participants of Ultimate Frisbee. To accept the individual performance level and predisposition to the improvement in the alternative game Ultimate Frisbee. To develop teamwork and cooperative skills from the respect of the individual level through Ultimate Frisbee. To develop motor and physical basic abilities through Ultimate Frisbee.			
Contents:		Rules and performance of Ultimate. Cooperative Games through Ultimate. Promotion of attitudes of sportsmanship and tolerance as participants of Ultimate. Acceptance of individual performance level and predisposition to the improvement in the Ultimate. Development of teamwork and cooperative skills from the respect of the individual level through Ultimate. Development of motor and physical basic abilities through Ultimate.			
Space:		2 multidisciplinary courts.			
Material:		10 frisbees, cones, chest guards.			
Age:		1º ESO.	Participants:	30	Duration: 60'
	Development			Graphic representation	
Initial part. Warm up (8')	Joint mobility (2'). Fall to the lava (6'): A student has to catch, and the other ones have to flee from him/her. All the students have to move by the lines painted in the court, if someone steps on out of the lines, s/he changes the role and has to catch, too.				
	<i>Note: Along the session, the teacher will try to put the focus on Cooperative Learning.</i>				

Principal part (45')	<i>The cooperative character will be provided by the use of different roles in the activities. Each student will have a role to accomplish; therefore, the cooperative work among the members of the group will become mandatory to achieve the objectives.</i> Explanation of exercises and division of the class in 10 random groups 3 people. Each team will have a <i>captain</i> (green chest guard), a <i>runner</i> (blue chest guard) and a <i>quarterback</i> (red chest guard). The <i>captain</i> manages the team, the <i>runner</i> has to score the goals (double value) and the <i>quarterback</i>, who cannot cross the middle line of the field, has to assist (double value goal) (5'). 1.- Olympic of Ultimate (24'): The two multidisciplinary courts will be divided in 5 fields to play Ultimate delimited by cones. Every field will have a goal area delimited by cones. The development of an Olympic is the following: short matches of three minutes, the winner team moves to the right field and the loser team moves to the left field. In case of draw, the two <i>captains</i> have to draw straws for deciding what team wins. In every game field there are specific rules that can be read in a paper close to the field: Field 1, Oh captain, my captain: The <i>quarterback's</i> assists can be only to the captain, the <i>captain's</i> goals have double	1. 
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value and the *runner* goals have regular value.

Field 2, This runner defends too: The players maintain their regular roles, but the *runner's* interceptions count as a goal.

Field 3, Change of clothes: The members of the team change their role (and chest guard). Only the new *runner* can score.

Field 4, Quarterback's time: The *quarterback* can step on the rival field, the *runner* and the *captain* only can score if the last pass comes from the *quarterback*.

Field 5, Regular field: The players maintain their roles.

Variant: change of teams to equilibrate.

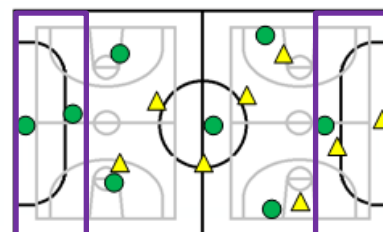
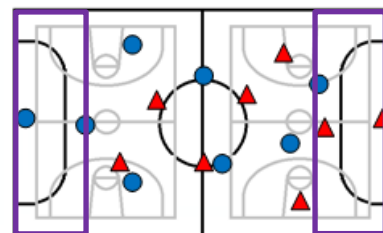
2.- Ultimate matches (16'): The teams of the fields 4 and 5 and one of the teams of the field 3 will form two teams that will match up between them. The teams of the fields 1, 2 and the other of the field 3 will do the same.

The students will play two simultaneous Ultimate matches. *Captains* decide the position of the players, *Runners'* goals have double value and *Quarterbacks* can step on the rival field, but their assists from the own field have double value.

The match will last 8 minutes. The two winner and the two loser teams will match up between them in a second match.

Variant: Change of roles.

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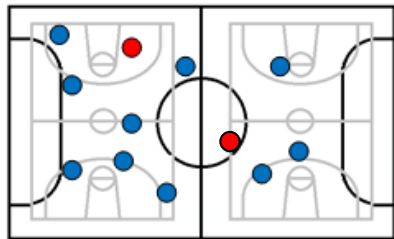


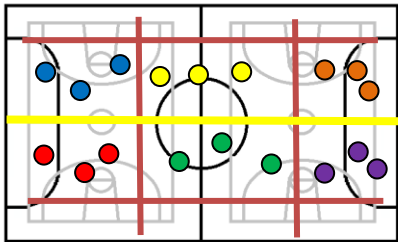
Final part. Back to calm (7')	Stretching (3'). Round table about the classroom. Considerations about the Ultimate, cooperation, sportsmanship and enjoyment (4').	
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Figure 8: Session 5.



5.3.6.6. Session 6: Olympic of Pinfuvote.

Title:		Session 6: Olympic of Pinfuvote.			
Objectives:		To know the rules of Pinfuvote. To practice Pinfuvote. To develop Cooperative Games through Pinfuvote. To promote attitudes of sportsmanship and tolerance as participants of Pinfuvote. To accept the individual performance level and predisposition to the improvement in the alternative game Pinfuvote. To develop teamwork and cooperative skills from the respect of the individual level through Pinfuvote. To develop motor and physical basic abilities through Pinfuvote.			
Contents:		Rules and performance of Pinfuvote. Cooperative Games through Pinfuvote. Promotion of attitudes of sportsmanship and tolerance as participants of Pinfuvote. Acceptance of individual performance level and predisposition to the improvement in the Pinfuvote. Development of teamwork and cooperative skills from the respect of the individual level through Pinfuvote. Development of motor and physical basic abilities through Pinfuvote.			
Space:		2 multidisciplinary courts, volley pitch.			
Material:		20 rubber balls, 2 tapes, cones, chest guards.			
Age:		1º ESO.	Participants:	30	Duration: 60'
	Development			Graphic representation	
Initial part. Warm up (8')	Joint mobility (2'). Hunters and rabbits (6'): Two students have to <i>haunt</i> their classmates, the <i>rabbits</i>; to haunt them, the <i>hunters</i> have to throw the ball and hit the <i>rabbits</i>. When a <i>rabbit</i> is hunted, s/he has to lay down and wait that another <i>rabbit</i> jumps over him/her to return to life.				
	<i>Note: Along the session, the teacher will try</i>				

Principal part (45')	<i>to put the focus on Cooperative Learning.</i> <i>The cooperative character will be provided by the use of different roles in the activities.</i> <i>Each student will have a role to accomplish; therefore, the cooperative work among the members of the group will become mandatory to achieve the objectives.</i> Explanation of exercises and division of the class in 10 random groups 3 people. Each team will have a <i>Captain</i> (green chest guard), an <i>Attacker</i> (blue chest guard) and a <i>Setter</i> (red chest guard). The <i>captain</i> manages the team, the <i>Attacker</i> has to score the points (double value) and the <i>Setter</i> is in charge of assisting (double value points) (5'). 1.- Olympic of Pinfuvote (24'): It will be tied two long tapes (or several short tapes) from one football goal to the other one in the multidisciplinary courts. These tapes will be the let. The two multidisciplinary courts will be divided in 5 fields to play Pinfuvote delimited by cones; there will be cones to mark the final of the field, too. The development of an Olympic is the following: short matches of three minutes, the winner team moves to the right field and the loser team moves to the left field. In case of draw, the two <i>captains</i> have to draw straws for deciding what team wins. In every game field there are specific rules that can be read in a paper close to the	1. 
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field:

Field 1, Master shot: The *attacker's* points have triple value, the role of the *captain* and the *setter* does not change.

Field 2, Listen to the captain: The *captain* decides if their mates have to change their chest guards. If there is a change, the achievements (points and assists) of new *setter* and *attacker* have double value.

Field 3, Setter and football player: If the *setter* uses the foot to collocate, the point has triple value. *Attacker* and *captain* maintain their roles.

Field 4, Playing with the head: All players maintain their roles, but the point with the head has double value.

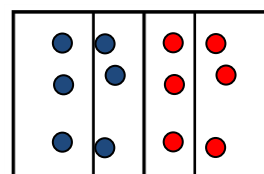
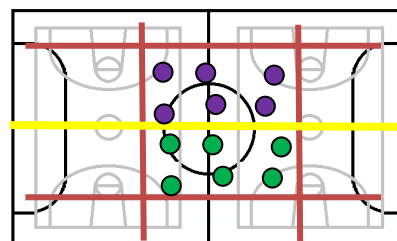
Field 5, Change of clothes: The members of the team change their role (and chest guard). Only the new *attacker* can score.

Variant: change of teams to equilibrate.

2.- Pinfuvote matches (16'): The teams of the fields 4 and 5 and one of the teams of the field 3 will form two teams that will match up between them. The teams of the fields 1, 2 and the other of the field 3 will do the same.

The students will play two simultaneous Pinfuvote matches. *Captains* decide the position of the players, *Attackers'* goals have double value and *Setters'* assists, too.

2.





	The match will last 8 minutes. The two winner and the two loser teams will match up between them in a second match. Variant: Change of roles.	
Final part. (7')	Stretching (3'). Round table about the classroom. Considerations about the Pinfuvote, cooperation, sportsmanship and enjoyment (4').	

Figure 9: Session 6.



Title:	Session 7: League 1.				
Objectives:	To know the rules of Ringol, Floorball and Ultimate Frisbee. To practice Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To develop Cooperative Games through Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To promote attitudes of sportsmanship and tolerance as participants of Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To accept the individual performance level and predisposition to the improvement in the alternative games Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To develop teamwork and cooperative skills from the respect of the individual level through Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To develop motor and physical basic abilities through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.				
Contents:	Rules and performance of Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Cooperative Games through Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Promotion of attitudes of sportsmanship and tolerance as participants of Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Acceptance of individual performance level and predisposition to the improvement in the Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Development of teamwork and cooperative skills from the respect of the individual level through Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Development of motor and physical basic abilities through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.				
Space:	2 multidisciplinary courts, volleyball pitch.				
Material:	10 frisbees, 20 sticks of Floorball, 10 floorball balls, 15 rubber balls cones, chest guards, sheets and pens.				
Age:	1º ESO.	Participants:	30	Duration:	60'



	Development	Graphic representation
Initial part. Warm up (15')	<i>Note: Along the session, the teacher will try to focus on Cooperative Learning. The cooperative character will be provided by the use of different roles in the activities. Each student will have a role to accomplish; therefore, the cooperative work among the members of the group will become mandatory to achieve the objectives.</i> Explanation (10'): The last two sessions will be a League of <i>Alternative Games</i>. This championship will have the duration of one hour and a half (this session and the following one). The class will be randomly divided in six teams of 5 people. Every person in the team will have one of the following roles: Captain: Manage the team. Trainer: Is in charge of warming up and stretching of the team. Referee: Has to remind their mates the rules of sports. Journalist: Is in charge of making a short (200 words) report of the team's performance in the league. Their teammates will help the journalist at the final of the didactic unit. Person responsible of fair play: is in charge of the behaviour of the team and of making the ranking of teams.	

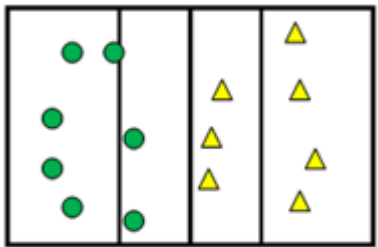
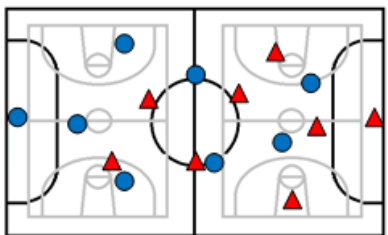
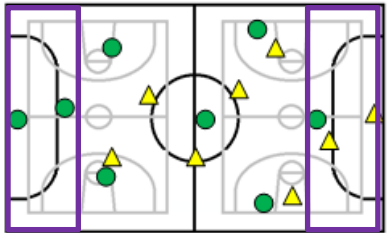
	Warm-up (5'): it is carried out by the trainers.	
Principal part (40')	1.- League (40'): three simultaneous matches of a random alternative sport selected by the teacher. The matches will have 9-10 minutes of duration. Each victory will give 3 points to the group, each draw 1 point and each loss 0 points.	1.   
Final part. Back to calm (5')	Stretching (2'): made by the trainers. Round table about the classroom. Considerations about the <i>Alternative Games</i> , cooperation, sportsmanship and enjoyment (3').	

Figure 10: Session 7.



Title:	Session 8: League 2.				
Objectives:	To know the rules of Ringol, Floorball and Ultimate Frisbee. To practice Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To develop Cooperative Games through Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To promote attitudes of sportsmanship and tolerance as participants of Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To accept the individual performance level and predisposition to the improvement in the alternative games Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To develop teamwork and cooperative skills from the respect of the individual level through Pinfuvote, Ringol, Floorball and Ultimate Frisbee. To develop motor and physical basic abilities through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.				
Contents:	Rules and performance of Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Cooperative Games through Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Promotion of attitudes of sportsmanship and tolerance as participants of Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Acceptance of individual performance level and predisposition to the improvement in the Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Development of teamwork and cooperative skills from the respect of the individual level through Pinfuvote, Ringol, Floorball and Ultimate Frisbee. Development of motor and physical basic abilities through Pinfuvote, Ringol, Floorball and Ultimate Frisbee.				
Space:	2 multidisciplinary courts, volleyball pitch.				
Material:	10 frisbees, 20 sticks of Floorball, 10 floorball balls, 15 rubber balls cones, chest guards, sheets and pens.				
Age:	1º ESO.	Participants:	30	Duration:	60'

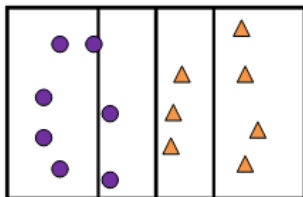
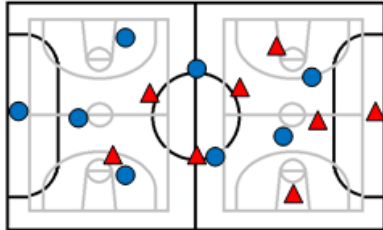
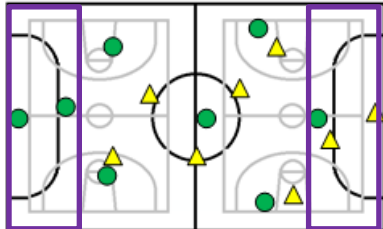
	Development	Graphic representation
Initial part. Warm up (5')	Warm-up (5'): it is carried out by the trainers.	
Principal part (50')	<i>Note: Along the session, the teacher will try to focus on Cooperative Learning. The cooperative character will be provided by the use of different roles in the activities. Each student will have a role to accomplish; therefore, the cooperative work among the members of the group will become mandatory to achieve the objectives.</i> Same roles and teams that in the previous session. 1.- League (50'): three simultaneous matches of a random alternative sport selected by the teacher. The matches will have 9-10 minutes of duration. Each victory will give 3 points to the group, each draw 1 point and each loss 0 points.	1.   
Final part. Back to calm (5')	Stretching (2'): made by the trainers. Round table about the classroom. Considerations about the Alternative Games, cooperation, sportsmanship and enjoyment. Congratulations to the winner team (3').	

Figure 11: Session 8.



5.3.7. Evaluation.

With regard to the evaluation and assessment of the didactic unit, this assessment will be accomplished by means of rubrics. Rubrics, also called *descriptive scales* in Physical Education, consist on brief descriptions about an item in a very concise and exact way. The teacher measures the level of success of the student comparing his/her performance with the descriptions given (Blázquez, 1990:70).

Descriptive scales are recommended because the exact descriptions of each item make them objective and reliable (Blázquez, 1990:70). *Descriptive scales* are considered *alternative evaluation*, which according to López-Pastor (2013:3), is the ensemble of evaluation techniques and methods that try to break with the traditional evaluation model, whose original purpose is to qualify, and bases this qualification on tests and/or exams.

Thus, an evaluation instrument (a rubric) will be designed. It is pertinent to recall that the characteristics that the different assessment instruments have to fulfill (MIEB, 2019a:19):

- The instrument has to be valid and reliable.
- It has to have clear objectives.
- It has to avoid ambiguity.
- It must reflect the syllabus contents and the kind of materials used in class.
- It has to be familiar to the student, who needs information about the format and type of questions.
- The teacher must advise the student to prepare the examinations.
- Self-assessment has to be considered.
- It has to be more than one assessment tool.

Once the evaluation tool has been selected, it should be noted that the assessment in CLIL will be different with respect to the assessment in a monolingual context, because both Content and Language performance of the students have to be assessed by the teacher in a formative and continuous way (MIEB, 2019a:16). However, we cannot forget that the Content is the priority in



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a CLIL classroom. The Language is used as medium of instruction (EMI: English as medium of instruction), but the priority in the learning is the Content of the subject, and in the assessment, too (MIEB, 2019b:14).

Thus, the assessment tool that will be designed (a rubric) will consider the appropriate characteristics of an evaluation tool, and of course it will have to evaluate language (speaking, writing, listening and reading) and the content of the didactic unit *Alternative Games*.

The teacher will fulfill the rubric during the last 2 sessions, while the students are playing the *League of Alternative Games*. The rubric will be provided to the students before of the evaluation.

5.3.8.1. Evaluation tool (rubric).

The rubric has 8 items, each one of them with 5 levels of concretion. To pass the didactic unit it is necessary that the arithmetic mean of all items is higher than 3 points.

**Table 1. Rubric for the evaluation of the didactic unit *Alternative Games*.**

Student:					Topic: Alternative Games.
Item	1	2	3	4	5
Rules.	The student infringes the rule because s/he does not know it.	The student confuses the rules of some alternative games with other alternative games.	The student knows and respects enough rules to achieve to play.	The student knows and respects most rules of alternative games seen in class.	The student knows and respects the rules of all alternative games seen in class.
Practice.	The student does not get on well any alternative game seen in class.	The student gets on well in one of the four alternative games seen in class.	The student gets on well in two of the four alternative games seen in class.	The student gets on well in three of the four alternative games seen in class.	The student gets on well in all alternative games seen in class.
Practice 2.	The student always chose the wrong option.	The student hardly takes good decisions in the game situations.	The student has some decision mistakes in the game situations.	The student takes the correct decision in almost every game situation.	The student takes the correct decision in every game situation.



Cooperation.	The student does not understand his/her role.	The student knows his /her role.	The student knows, and accepts his/her role.	The student knows, accepts and develops well his/her role.	The student knows, accepts and develops well his/her role. Also, s/he encourages their mates to accomplish their roles.
Fair play.	The student does not respect the attitudinal rules	The student respects the attitudinal rules.	The student respects the attitudinal rules and promotes the fair play when s/he is playing the different alternative games.		
Speaking interaction.	The student always speaks Spanish.	The student sometimes speaks Spanish.	The student always speaks in English with the teacher.	The student always speaks in English with his/her classmates.	The student always speaks in English with his/her classmates and the teacher.



Speaking skill.	The level of speaking English is not enough for the age of the students.	The level of speaking English is not so good.	The level of speaking English is medium for the age of the student.	The level of speaking English is good for the age of the student.	The level of speaking English is good for the age of the student and s/he knows specific vocabulary of alternative games.
Report.	The report is complete but it has more than 10 English mistakes.	The report is complete but it has more than 8 English mistakes.	The report is complete but it has more than 6 English mistakes.	The report is complete but it has more than 4 English mistakes.	The report is complete and has less than 5 English mistakes.



6. CONCLUSION.

In this paper, a brief research about the suitability of Cooperative Learning to teach Physical Education with CLIL approach has been completed. Also, a didactic unit of *Alternative Games* in which a cooperative methodology will be used has been designed.

Regarding Cooperative Learning and its suitability, the following conclusions can be found:

- Cooperative Learning is suitable for the teaching of Physical Education (Barba Martín, 2010; Velázquez Callado, 2012; Velázquez Callado, Fraile Aranda, López Pastor, 2014; Velázquez Callado, 2015; López Pastor, Pérez Brunicardi, Manrique Arribas, & Monjas Aguado, 2016).
- Cooperative Learning is suitable for a CLIL classroom (Pistorio, 2010; Pastor Martínez, 2011; Peeter Mehisto, 2012; Ramos Ordóñez & Pavón Vázquez, 2015; Gallo, 2017).
- Cooperative Learning is suitable for a CLIL Physical Education classroom (Coral i Mateu, 2012; Coral & Lleixà, 2014; Salvador-García & Chiva-Bartoll, 2017; Chiva-Bartoll & Salvador García, 2018; Chiva-Bartoll, Salvador-García, & Capella Peris, 2018; Fernández Barrionuevo & Baena Extremera, 2018; Salvador García, 2019).

Besides, it should be noted that the main objective of this paper is the development of a CLIL Physical Education didactic unit about *Alternative Games* with a cooperative methodology. This didactic unit has been developed with all necessary elements to put into practice immediately, such as objectives, methodology, evaluation, etc. All of these elements have been based in the current Spanish legislation.

The way in which the didactic unit has a cooperative focus is by means of many situations of role playing. These situations provide that the students are obliged to cooperate succeed in the proposed activities. In every session of this didactic unit, in every activity, each student has an objective to accomplish to



achieve the success of the team/group. Without this role, it is impossible (or at least more difficult) that the group obtains points or victories.

I decided to focus on small groups, because I think that in this way the performance of each student is more notable. To increase the importance of students' performance and give them more responsibility in the group success is, in my opinion, a way to promote the cooperation and avoid possible disengagement.

As it has been mentioned, in a CLIL Physical Education, the reading and writing skills are in a complementary place (Ramos & Ruíz Omeñaca, 2011:159). To try to avoid that, in this didactic unit we will try to develop these skills in the following way:

- In the Olympic sessions, the specific rules of the field will be written in English in a paper close to the field. Also, every group of final championship will have a paper with the explanation of the different roles. Therefore, the reading skill is lightly developed in this didactic unit.
- The report that our students have to do cooperatively is the way that we will try to improve the writing skill in this unit. The *journalist* is the member of the group with more responsibility about this report, but the rest of the members of the group must help s/he to carry out the task.

In this MA thesis I have attempted to include an interesting and modern approach to teach Physical Education, Cooperative Learning, while a CLIL Physical Education didactic unit. The innovation through these two approaches (Cooperative Learning and CLIL) should give to the subject the excellency that our students deserve.



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