

Master's Dissertation/
Trabajo Fin de Máster

APPLYING THE UNIVERSAL DESIGN FOR LEARNING IN CLIL PHYSICAL EDUCATION: A YOGA DIDACTIC PROPOSAL IN SECOND GRADE SECONDARY EDUCATION

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ABSTRACT

The present work is a didactic proposal of yoga for the second year of compulsory secondary education, in the subject of Physical Education. CLIL methodology and universal design of learning have been used to promote students' autonomous learning through the second language and also to facilitate access to the curriculum for all students.

Palabras clave: CLIL, UDL, yoga, Physical Education, didactic proposal

RESUMEN

EL presente trabajo es una propuesta didáctica de yoga para segundo de la educación secundaria obligatoria, en la asignatura de Educación Física. Se ha utilizado la metodología AICLE y el diseño universal del aprendizaje como un medio para fomentar el aprendizaje autónomo del alumnado a través de la segunda lengua y también para facilitar el acceso al currículo de todos los alumnos.

Palabras clave: AICLE, DUA, yoga, Educación Física, propuesta didáctica

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1. INTRODUCTION AND JUSTIFICATION

The realization of this Master's Dissertation responds to the final work derived from all the training received during the academic year. In this sense, considering that our field of action and the theories that exist are very broad, my goal has been to focus it on something that can be developed in my teaching practice, and help me develop both the teaching of English and the correct attention to all my students.

For this reason, the presentation of this work corresponds to the realization of a didactic proposal focused on the second year of compulsory secondary education in the subject of physical education, of which I am a teacher. In terms of content, yoga moves away from the traditional content in the subject, although it continues to fulfill the function of developing healthy habits in students and giving them tools to be active in their day-to-day lives.

The fact of choosing a novel content, such as yoga, contributes to the motivation of students to learn new knowledge. In addition, it makes the level of knowledge of the class start from the same point, since most of the students are unaware of the practice of this sporting activity.

In addition, the chosen pedagogical methods respond to the problems currently raised in the educational reality. On the one hand, through Content and Language Integrated Learning (henceforth CLIL) has been introduced the learning of the foreign language as a vehicle that presents the contents, and on the other hand, thanks to the universal design of learning, there has been an access opening to the curriculum to all students, regardless of their abilities, capacities or needs.

With the aim of presenting a well-founded and structured work, the structure followed for the development of this project has consisted of reviewing the current legislation, the theoretical framework according to the contents and the creation of the didactic proposal taking all of this into account.

Therefore, in this document the elements that are necessary for the realization of the didactic proposal have been presented. On the one hand, the analysis of the current

legislative framework and the theoretical aspects that permeate the work have been carried out. In addition, on the other hand, a real context has been proposed in which to develop this proposal and all the elements that are interrelated in it have been specified for its successful implementation.

Therefore, once all the above has been exposed, the realization of this pedagogical proposal within the Master's Degree in bilingual education is justified, as a final project where all the learning integrated culminates and that can be put into practice in a real context, containing all the necessary elements for it.

2. LEGISLATIVE FRAMEWORK

This section will introduce legislative framework in which this Master's Dissertation is based, in accordance with the current regulations in academic year 2022/2023, which are explained below, considering the different levels of specification, that is, at the level of the Spanish state and at the autonomous community level. For this, the legislation that is necessary for the development of this didactic proposal will be considered.

2.1. Spain

The legislative situation at the educational level in Spain attends to constant instability, in which there have been up to 7 changes in state regulations in the last 50 years, this being more notable in the last 20 years, in which we have had 4 educational laws that are repealing and updating each other. Right now, the Spanish educational system is in a process of transition between two laws.

This is specified in the fact that the LOMLOE (Ley Orgánica 2/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, 2020) is the current law, which implies that the LOMCE (Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa) has been repealed. However, due to the implementation schedule of this, there is a moratorium that dictates that for the 2022/2023 academic year the curricular elements that will be considered for the odd courses of Compulsory Secondary Education will be those derived for the curricular development of the LOMCE.

Therefore, because of this, for this didactic proposal framed in the 2nd year of compulsory secondary education, the curricular development of the LOMCE will be taken into account on the one hand, and the organizational aspects and methodological recommendations that the LOMLOE implies will be considered on the other hand, which will be explained in the following sections.

2.2. Chartered Community of Navarre

As for this section, it will be divided in to two subdivisions. The first one will focus on the organization and the curricular elements in the stage of Secondary Education. And, on the other hand, in the second one, the legislation related to the teaching of languages in this autonomous community will be addressed, in accordance with the specific regulation in each case.

However, before continuing, reference will be made to some data that will help us understand the educational system in Navarra. In the first place, it can be noted that Navarra is a bilingual community, in which the languages of Spanish and Basque coexist both in real life and within educational centers, which implies having a specific organization for it based on linguistic models that students can choose, depending on whether they want to obtain all of their education in Basque, Spanish, or do a mixture of both (Consejo Escolar de Navarra, 2021:222).

Regarding the indicators of education in Navarra, some aspects that we consider relevant can be highlighted. In the first place, based on the results of the 2018 PISA report, the average reading competence in Spanish is below that of Spain and the European Union, however, the average in mathematical and scientific competence is below above in both cases (Consejo Escolar de Navarra, 2021:443).

Specifically regarding the study of foreign languages, it is evident that from the early childhood education stage, 96.5% of the students study a foreign language, while in the primary and secondary education stage there is 100% in terms of the first foreign language. In the case of the second foreign language, the data is that 14% of students take it in the primary stage while 44% do so in secondary. Regarding the use of the foreign language as the language of instruction, the data refer to the fact that 39% of students receive this training in primary school, while 23% do so in secondary school (Consejo Escolar de Navarra, 2021:470).

2.2.1. Curricular development

Firstly, the curriculum development is established by the Decreto Foral 24/2015, de 22 de abril, por el que se establece el currículo de las enseñanzas en Educación Secundaria Obligatoria en la Comunidad Foral de Navarra, that is the norm that integrates all the elements that must be attended in this didactic proposal.

The elements that make up the curriculum are the objectives of the stage, the competences, the content, the assessment criteria, the evaluable learning standards, and the teaching methodology. Taking this into account, we briefly reflect below on which ones of these elements will be used in this didactic proposal, referring both to the curriculum for the entire stage and to the specific aspects of the physical education subject.

In the case of the evaluation standards, these will be applied in this didactic proposal considering the fact that curricular elements of the regulations are developed for this school year in the 2nd year of compulsory secondary education. However, it is necessary to remember that these are elements that will disappear with the LOMLOE and that from next academic year on the evaluation will be held using the evaluation criteria as a reference and their specification by the teacher in indicators of achievement.

2.2.1.1. Stage Objectives

The stage objectives are reflected in article 4 of the Decreto Foral 24/2015, de 22 de abril. These are a series of goals to be achieved by the students at the end of Compulsory Secondary Education. The contribution to the achievement of these objectives must be carried out through all the subjects and during the 4 school years that the stage lasts. These stage objectives are as follows:

STAGE OBJECTIVES	
a	Responsibly assume their duties, know, and exercise their rights with respect for others, practice tolerance, cooperation and solidarity between people and groups, exercise in

	dialogue strengthening human rights and equal treatment and opportunities between women and men, as common values of a plural society and prepare for the exercise of democratic citizenship.
b	Develop and consolidate habits of discipline, study and individual and teamwork as a necessary condition for an effective performance of learning tasks and as a means of personal development.
c	Value and respect the difference between the sexes and equal rights and opportunities between them. Reject discrimination against people based on sex or any other personal or social condition or circumstance. Reject stereotypes that discriminate between men and women, as well as any manifestation of violence against women.
d	Strengthen their affective abilities in all areas of the personality and in their relationships with others, as well as reject violence, prejudice of any kind, sexist behavior and resolve conflicts peacefully.
e	Develop basic skills in the use of information sources to, with a critical sense, acquire new knowledge. Acquire basic training in the field of technology, especially information and communication.
f	Conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as know and apply the methods to identify problems in the various fields of knowledge and experience.
g	Develop entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.
h	Understand and correctly express, orally and in writing, in the Spanish language and, where appropriate, in the Basque language, complex texts and messages, and initiate knowledge, reading and study of literature.
i	Understand and express themselves in one or more foreign languages appropriately.
j	Know, value and respect the geography, history and universal culture, in general, and of Spain, in particular.
k	Know the geography and history of Navarra and the diversity of languages, cultures and customs that make it peculiar.
l	Know and accept the functioning of one's own body and that of others, respect differences, strengthen body care and health habits and incorporate physical education and the practice of sports to favor personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically assess social habits related to health, consumption, care of living beings and the environment, contributing to its conservation and improvement.

m	Appreciate artistic creation and understand the language of the different artistic manifestations, using various means of expression and representation.
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Table 1. Stage Objectives. Own translation (Decreto Foral 24/2015, de 22 de abril, article 4)

2.2.1.2. Competences

Regarding this section, competences are understood as a series of socio-affective behaviors and cognitive, psychological, sensory and motor skills that allow the proper development of a task or activity (Blázquez Sánchez, 2020:40). On this line, the competences to be acquired by the students during the present stage will be the following:

- a) Linguistic communication.
- b) Mathematical competence and basic competences in science and technology.
- c) Digital competence.
- d) Learn to learn.
- e) Social and civic competences.
- f) Sense of initiative and entrepreneurial spirit.
- g) Cultural awareness and expressions.

(Own translation, Decreto Foral 24/2015, de 22 de abril, article 6)

2.2.1.3. Contents

The contents are determined for the area of Physical Education in Annex II of the Decreto Foral 22/2015, de 22 de abril, where the curriculum for specific subjects is established. The contents are defined by the LOMCE as the set of knowledge: facts, concepts, skills, attitudes, around which the activities are organized in the teaching place (workshop, classroom, etc.). The organization of the contents is established for our subject in two blocks, block I, Motor Activities, and block II, Health. As for the 2nd year of ESO, where we will develop our proposal, the contents are as follows:

PHYSICAL EDUCATION CONTENTS	
Block I. Motor Activities	- Individual motor activities in stable environments - Motor activities in opposition situations - Motor activities in situations of cooperation, with or without opposition - Motor activities in situations of adaptation to the environment - Motor actions in situations of an artistic nature or expression
Block II. Health	- General and specific warm-up - Physical capacities and control of the intensity of the effort - Physical conditioning - Body posture - Healthy habits - First aid

Table 2. Physical Education contents. Own translation (Decreto Foral 24/2015, de 22 de abril, Annex II)

2.2.1.4. Assessment Criteria

The assessment criteria are defined as what the students will have to achieve. These criteria become the benchmarks of what students must do, know how to do, and know within our subject, and therefore, what we plan must take these elements into account (Decreto Foral 24/2015, de 22 de abril, article 5, section b). And, in this case, they are organized according to the content blocks and specified for each course, as shown below:

ASSESSMENT CRITERIA SECOND GRADE SECONDARY EDUCATION	
Block I. Motor Activities	1. Recognize the possibilities of physical-sports and artistic-expressive activities as forms of social inclusion, facilitating the elimination of obstacles to the participation of other people regardless of their characteristics, collaborating with others and accepting their contributions.
	2. Interpret and produce motor actions with artistic-expressive purposes, using body expression techniques and other resources.
Block 2. Health	1. Develop physical capacities according to personal possibilities and within the margins of health, showing an attitude of self-demand in their efforts.
	2. Identify and internalize the importance of prevention, recovery and safety measures in carrying out physical activity.

	3. Assess first aid situations in different cases, proposing the most appropriate intervention, making use, where appropriate, of the emergency telephone service.
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Table 3. Assessment criteria. Own translation (Decreto Foral 24/2015, de 22 de abril, Annex II)

2.2.1.5. Evaluable Learning Standards

The evaluable learning standards are the specifications of the assessment criteria and specify what the student must know, understand, and do in each subject. They are established also by the Decreto Foral 22/2015 de 22 de abril, Annex II. To do this, these must be observable, measurable and allow performance or achievement to be graded. The reason for them to have these characteristics is that these will be the elements that the teachers will use in our evaluation tools, and therefore, these must be clear and concise as to what we must ask our students. Therefore, in this document will be attended the following standards:

LEARNING EVALUABLE STANDARDS	
Block I. Motor Activities	1.1. Show tolerance and sportsmanship in both the role of participant and spectator. 1.2. Collaborate in group activities, respecting the contributions of others and the established rules, and assuming their responsibilities to achieve the objectives. 1.3. Respect others within teamwork, regardless of skill level.
	2.1. Use body techniques, creatively, combining space, time, and intensity. 2.2. Create and implement a sequence of body movements adjusted to a preset rhythm. 2.3. Collaborates in the design and performance of dances and dances, adapting their execution to that of their peers. 2.4. Make improvisations as a means of spontaneous communication.
Block II. Health	1.1. Actively participates in the improvement of basic physical abilities from a healthy approach, using the basic methods for their development. 1.2. Reaches levels of physical condition according to their moment of motor development and their possibilities. 1.3. Applies the fundamentals of postural hygiene in the practice of physical activities as a means of preventing injuries.

	1.4. It analyzes the importance of the habitual practice of physical activity for the improvement of one's physical condition, relating the effect of this practice with the improvement of the quality of life.
	2.1. Explains and recognizes the most common sports injuries and illnesses, as well as preventive actions and first aid (injuries, sprains, blows, fractures).
	3.1. In drills, it can perform the appropriate maneuvers in any first aid and basic life support scenario. 3.2. Properly communicates an emergency using the telephone, providing the relevant information.

Table 4. Learning evaluable standars. Own translation (Decreto Foral 24/2015, de 22 de abril, Annex II)

2.2.1.6. Methodology

Regarding methodology, the Decreto Foral 22/2015, de 22 de abril, article 5, section f) indicates that educational centers will develop methodologies that consider the different individual rhythms and/or learning styles, with the aim of ensuring that all students reach the maximum development of their abilities. In addition, these methodologies should favor the ability to learn by themselves and promote teamwork.

In this sense, following the general and pedagogical principles, attention to diversity measures will have special relevance with the aim of responding to the specific educational needs of students, with the educational centers being the ones that will have autonomy to organize the measures, and develop methodologies that take into account different learning rhythms and different individual characteristics, in order to ensure that all students reach the maximum development of their abilities. On the other hand, these methodologies have fostered the ability to learn by themselves and to work as a team (Decreto Foral 24/2015, de 22 de abril, article 2).

1.2.1. Language teaching

Navarra is a community where two official languages coexist, Spanish and Basque. This peculiarity is reflected in how schools are organized, which adhere to one or

several linguistic models, which were established by law. The linguistic models that exist are the following:

- Model A: provides teaching in Spanish, with Basque as the subject, at all levels, stages, and modalities.
- Model B: presents teaching in Basque, with Spanish as the subject and as the language of use in one or more subjects depending on the teaching, cycle, or stage.
- Model D: consists of teaching entirely in Basque, except for the subject of Spanish.
- Model G: this is a model that does not include teaching in Basque or Basque.

(Ley Foral 4/2015, de 24 de febrero)

In addition to these models, programs for learning foreign languages are also incorporated by the government at all stages. In our case, we will attend to the specific regulations for the secondary stage and the elements derived from it (Resolución 8/2019, de 24 de enero).

Next, the most important sections to apply within our didactic proposal will be explained. Therefore, the first aspect to highlight is that the programs can be of two types, the first one, A) will be bilingual sections in English/French/German, and B) will be called Multilingual/British Secondary. Both programs consist of learning curricular contents in a foreign language and are based on the methodological model of the integrated treatment of the languages of the curriculum (TIL) and the integration of curricular contents and language (Resolución 8/2019, de 24 de enero, article 2).

In the following lines, the most important aspects of this regulation that concern our didactic proposal will be addressed, which include where this program is applied, what the curricular areas will be in a foreign language and how it will be used, how the teaching staff will be coordinated, and what functions they will have. Therefore, the most relevant aspects to continue with the intervention in English are the following.

To begin with, these programs are applied in compulsory secondary education centers that request it, from the first to the last year. As for the curricular areas in which they are applied, the rule says that it may be any subject except Spanish or Basque

language and literature and other foreign languages, giving priority to languages with greater linguistic content (Resolución 8/2019, de 24 de enero, article 2, section 2.1).

As for how the foreign language will be used, several scenarios are established, considering the characteristics of the students who take the program and the degree of implementation of this in the center. These scenarios vary from the total teaching of the subject in the foreign language to the guarantee that it will be taught at least 50% of the time, and the contents to be taught will be those established in the official curriculum and will be determined by means of the teaching team of the bilingual section (Resolución 8/2019, de 24 de enero, article 2, section 2.3).

For the development of these programs, a specific organization in the centers will be necessary, which attends the demands made by the students and the teaching staff. In this case, the organization regarding the teaching staff will be described, in which linguistic coordination bodies must be established, which will be developed by a teacher or several coordinators. Their functions will be mainly to propose the work plan throughout the course, hold meetings and carry out effective communication to inform the teaching staff of relevant information (Resolución 8/2019, de 24 de enero, article 8, section 8.1).

As for the teaching staff participating in the programs, they must collaborate in the preparation of the programming and the final report of the program, prepare, or adapt specific curricular materials for their subject, as well as develop the program and attend the convened meetings. These meetings will address the issues of objectives and content to be taught in a foreign language, methodology, evaluation criteria, training needs, resources from the different areas, as well as others that are considered necessary (Resolución 8/2019, de 24 de enero, article 8, section 8.2).

In addition, it will be necessary for the participating teachers to carry out an annual report and an evaluation of the program, which will contain organizational aspects, materials and methodological resources that have been used, application of active methodologies, comparative analysis and conclusions of the results obtained, preparation of language certification tests, stays, exchanges or programs or activities in which the center has participated, and finally an assessment of the training received

and proposals for improvement to be taken into account in the following school year (Resolución 8/2019, de 24 de enero, article 8, section 8.3).

Therefore, to conclude this section, it can be affirmed that it is established from the regulations that the main methodology will be CLIL and this will be complemented with active methodologies. Thus, the importance of carrying out coordination between all teachers who teach curricular subjects in a foreign language is also stressed, in addition to the need to plan correctly to achieve the desired learning (Resolución 8/2019, de 24 de enero, article 8, section 8.6).

3. THEORETICAL FRAMEWORK

3.1. The Universal Design for Learning (UDL)

To begin with, The Universal Design for Learning is a didactic trend that aims to encompass the diversity of diversities in learning. To do this, it takes as a reference the architectural movement created in the 1970s, which proposed to create spaces that anticipated the needs of any person, without the obligation to create subsequent modifications (Alba Pastor, 2014:5)

Nowadays it is understood as a didactic approach that uses the latest advances in neuroscience applied to education, educational research and the use of technologies and digital media. In addition, it is based on research for the design of the curriculum in a way that allows everyone to develop knowledge, skills and motivation and involvement in learning, thus eliminating the barriers between people with disabilities and without disabilities, because there are different ways of accessing learning (García Cantó, 2020:86).

With this, the objective pursued is to guarantee the right to quality education and schooling for people with disabilities from a pedagogical renewal, in order to establish equal opportunities for all students. This means adapting regulations, methodological and organizational practices and increasing the number of learning options for all students (Alba Pastor, 2019:58).

As the information on this way of implementing teaching grows, it is understood that the results for the inclusion of students with different abilities are positive. However, this pedagogical model has been shown to improve the results of all students, regardless of whether they have functional diversity or not (Capp, 2017:795). That is why it is presented as an alternative to include all students regardless of whether their abilities are considered within the regulatory framework as those that we must attend to (Pinilla Arbex, 2020:10).

Hence, with the purpose of understanding how it works, how it is structured and how it can be applied to this work, we now proceed to develop its main principles and

guidelines, as well as to study the relationship it has with the subject of Physical Education and with the methodology CLIL, all of this following the works and authors of reference in this field.

3.1.1. Principles and guidelines of Universal Design for Learning

With the aim of establishing a series of indications to carry out this proposal, some methodological principles have been created that give all students access to their learning regardless of their abilities. These principles are divided into 3, which, in turn, contain guidelines and verification points for their implementation (Israel, 2014). Following the official UDL Guidelines (CAST, 2022), where the principles and the guidelines that underpin universal design for learning are listed which are as follows:

- I. Provide multiple means of representation, among which different options are established for receiving information, for language and symbols, and for understanding.
- II. Provide multiple means of action and expression, through the physical means of action, the variety of options for expression and the fluency of communication, and the proposal of different options for executive functions.
- III. Provide multiple means of engagement, the aim of which will be to establish different options to capture interest, to maintain effort and persistence, and to provide options for self-regulation.

UDL Guidelines (CAST, 2022)

Therefore, once these three principles are introduced, we will proceed to explain what their main contributions are and how they should be developed within a didactic context that takes into account the elements of the UDL. With this objective, we develop the ideas that are presented below following the instructions of CAST (2022), Alba Pastor (2014) and Katz (2013).

3.1.1.1. Principle I. Provide multiple means of representation

In the following paragraphs we explain how to do this by developing the ideas described in the Universal Design for Learning guidelines. The first principle establishes three guidelines and twelve checkpoints to implement the multiple forms of representation in the classroom. Its objectives are to provide different options to receive the information. In this case, we must try to establish resources that cater to all students, and therefore allow the presentation of information to be modified and personalized, which allow individual accessibility changes (CAST, 2022).

At the same time, we must offer alternatives for auditory information and for audiovisual information. To put this into practice, the use of technology will be essential, with the aim of adapting texts, images, using subtitles, making text or audio descriptions, slowing down the audio, etc. With this change, from the traditional that is mostly paper to technology, we greatly expand the range of opportunities for access to information (CAST, 2022).

The second guideline is about providing multiple options for language and symbols. This implies being clear about the vocabulary and symbols to be used and defining them, the syntax and structure, facilitating the decoding of texts and symbols and mathematical notations. In addition, it will be necessary to promote understanding between different languages and to illustrate the main ideas through multiple media (CAST, 2022).

All this can also be put into practice with technological resources, and the use of the same strategies mentioned in the previous point. That is, adaptation of the texts thanks to text-voice processors, use of pictograms, translators, and the use of different forms of information representation. For this reason, it is so important to establish in advance what the needs will be to adapt the materials that we offer for the teaching and learning process (CAST, 2022).

The third guideline proposes to provide different options for understanding, using the activation of prior knowledge, giving importance to patterns, fundamental characteristics, main ideas, and their interrelation. In addition, guidance for information

processing, visualization and manipulation of information, and the use of memory and information transfer are encouraged (CAST, 2022).

With this, it is intended that students learn to transform information into knowledge, through the didactics applied by the teacher, which will guarantee these elements. This implies that techniques are used to establish connections with previous information, indications to focus attention on what is important, as well as support study techniques and strategies (CAST, 2022).

3.1.1.2. Principle II. Provide multiple forms of action and expression

Regarding the second principle, it highlights the need to offer different options to develop learning tasks and how to express them. Another three guidelines and ten verification points are established to complete it, following the main instruction of CAST (2022). The first of those guidelines, the fourth in all, tries to provide multiple physical means of action. This means that several methods of response to the same task will be offered, different possibilities to interact with the materials that are presented and access to tools and assistive technologies will be integrated. Once again, this will be done through technology and through the development of physical elements that allow students to also manipulate information.

As for the fifth guideline, it refers to establishing various options for the expression and fluidity of communication. This will be done by multiple forms or means of communication, the use of tools for composition and construction and the incorporation of graduated levels of support in the learning processes. In terms of practice, for alternative models of expression, manipulable physical objects, web or interactive applications, or multiple means of representation such as text, voice, drawings, audiovisual, etc. may be used (CAST, 2022).

On the other hand, as for composition and construction, access will be facilitated thanks to spelling and grammar checkers, word prediction software or text-voice converters, graphic tools, etc. In addition, for the levels of support, strategies will be used that allow students to be attended according to their needs. In addition, the options for executive functions, the sixth guideline is intended to establish a guide to

have adequate goals, support for planning and development of strategies, facilitation of information and resource management and improvement the ability to monitor the process (CAST, 2022).

To do this, the teaching staff must establish the incorporation of different graduated supports that guide the students in what their role will be in the task, what they will have to do and how, provide different models or organizers for the development of the work, and give different feedback that help manage and direct the work towards the objectives (CAST, 2022).

3.1.1.3. Principle III. Provide multiple forms of involvement

As for the third principle, provide different forms of involvement, it develops the ways in which it enhances the motivation and involvement of students in their own learning. It is also divided into three guidelines and ten benchmarks (CAST, 2022). The seventh guideline, within this principle, proposes to provide different options to capture interest. This implies optimizing individual choice and autonomy for the development of the task, as well as relevance, value and authenticity and minimizing the feeling of insecurity and distractions.

For its development, it is essential that students are involved in decision-making, through different strategies such as presenting various options of challenge or challenge level, prizes or rewards, ways of viewing or displaying information, different rhythms, and times, etc. In addition, it will be intended that students can personalize the task and adapt it to their context so that it is relevant to them, so real activities related to their immediate environment will be presented, which contribute to their daily life (CAST, 2022).

In terms of minimizing the feeling of insecurity and distractions, it will be done by creating a classroom climate in which acceptance and support prevail, through class routines, equal participation, or the use of assemblies. Thus, the fact of providing different options to maintain effort and persistence is what the eighth guideline is about. In it, as points to develop it, the fact of highlighting the importance of the objectives, of making changes in the levels of challenge and support that are given, of creating an

environment of collaboration and community and of giving feedback oriented towards what is given are established. that we consider success in the task. This will be done by reinforcing what was stated in the previous guideline, mainly through the establishment of strategies by the teacher and the creation of an environment in class that reinforces these actions (CAST, 2022).

And finally, the ninth guideline aims to provide different options for self-regulation. This will be done by promoting expectations and beliefs that optimize motivation, facilitating different levels of support and developing self-assessment and reflection during the teaching and learning process. For its implementation, it will be necessary to rethink the evaluation that we carry out and guide it in such a way that the students participate in it and accept it as an element that helps them develop and get to know themselves. (CAST, 2022).

3.1.2. Universal Design for Learning in Physical Education

Physical Education, due to its peculiarities, is one of the most loved or hated subjects by students. The barriers between the bodies are over and all people are much more exposed to success or failure in front of their peers. When this happens in environments that are too competitive, where only the result is rewarded in the form of a mark and the people who reach a better result regardless of where they start, the problems begin (Blázquez Sánchez, 2020:24).

Therefore, in order to respond to all students, it is necessary, regardless of whether they have disabilities or not, starting from the methodology and the teaching action, with different types of activities, tasks, classroom environments, so that they feel included and can develop their motor skills, their social skills and cognitive favorably within their context (Ruíz Pérez, 2021:23).

Inclusion is defined as “the process that addresses and responds to the diversity of children's needs through greater participation in learning, culture and community, reducing and eliminating exclusion in education” (UNESCO, 2021:13). Therefore, from our subject we must respond to it and establish the appropriate means to do it, being the UDL one of the most indicated (Pinilla Arbex, 2020:36).

In addition, the fact of participating in sports and physical education is a great opportunity to promote respect for disability and the empowerment of people with disabilities. This also helps to develop a more positive attitude in parents and family, since it gives rise to equal opportunities and participation for life in the field of physical activity (McLennan, 2015:14).

As previously mentioned, due to the characteristics of this subject, it is necessary to adjust the principles and guidelines to our context and objectives. To do this, below is a table with a list of the different actions that will be implemented in the Physical Education classroom in relation to each of the principles of the UDL, considering the published theory on the matter.

UDL PRINCIPLES APPLIED IN PHYSICAL EDUCATION	
Principle I. Provide multiple means of representation	- Provide instructions that allow students to be successful and benefit from the program from different learning styles. - Ensure the possibility of support and adaptations if the students require them. - Use different members of the class to do the demonstrations. - Reduce noise and distractions to maximize success. - Present the information in different formats spoken, video, text, tactile...
Principle II. Provide multiple forms of action and expression	- Use a variety of material so that all students can work and distribute as much material as possible to give more and different response opportunities. - Give options to practice the skills in the topic or context. - Work with support staff to assist children in learning if necessary. - Allow to participate in the game all time possible. Avoid elimination games and play games in small groups to increase participation time. - Maximize the opportunities for participation by modifying the organization or the rules of the games.
Principle III. Provide multiple forms of involvement	- All students enter the gym together and receive instructions together. - Give students opportunities to make decisions in their own learning.

	- Students with disabilities will have opportunities to pair up with their peers, not just support staff. - The teacher will encourage social interactions with peers when possible. - Plan the organization and creation of pairs and groups effectively and ensure that students with disabilities have partners. - The evaluation will be done all together. Modifications will be provided if necessary. - Group feedback and individual feedback will be given with a positive approach. The first name of the persons will be used. - The whole class will be at the end of the session, and it will be closed. Check for understanding of the activities performed.
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Table 5. UDL principles in PE. Own translation from Lieberman (2019, 2020).

3.2. CLIL

3.2.1. Definition

To begin with, we define what CLIL, Content and Language Integrated Learning, means. The simplest definition is that it is an “approach where an additional language is used to teach both content and language” (Marsh, 2010). This implies that the teaching methodology of a new language and of the content subject itself changes, as well as its planning, and the way it is conducted during classes (Bolarín-Martin, 2021:7).

In this sense, being such an open definition, it is understood that a wide range of educational practices can be used with the aim of learning the content through a second language and all of this has been growing over time, due to the need to implement the teaching and learning of languages in a standardized way (Salvador-Garcia, 2017:1130). To understand how it works, we will now study what implications it has and how to apply it to this didactic proposal.

3.2.2. Methodological Evolution

CLIL methodology was recently created and has been evolving in each territory according to their needs. The term CLIL was coined in 1994 by David Marsh in Finland. This was developed because of the integration of various factors such as bilingualism, the need to acquire a second language, the emergence of cognitive theories and constructivism applied to learning (Oliva Parera, 2018).

The difference between this model and bilingualism lies in the fact that with CLIL different objectives and contents are brought together in both the content and linguistic areas, and due to this, the appearance of flexibility, dynamism and the creation of learning experiences that characterize this methodology. By presenting the contents of the linguistic and non-linguistic areas together, or starting from the same topic, a dual objective is being pursued, which derives from all the knowledge accumulated in previous experiences (Cano, 2013).

After creating the foundations of the methodology, another important step was the creation of the 4C framework, (Coyle, 1999), and which clearly establishes the four principles in which the methodology is based, that are content, communication, cognition, and culture. In addition, recently, in 2015, and with the European educational regulations, another C has been added to the framework, competence, which implements another perspective from which to approach teaching through CLIL (Renau Renau, 2019).

As for the characteristics that have been seen as necessary for CLIL to be successful, they can be summarized considering the parties involved and the context in which it operates. In this case, on the part of the students, it has been seen that it is preferable that the students choose to choose bilingual subjects optionally, as well as that the families are involved in their learning. It will also be necessary to respect the cultural context in which teaching is carried out and support through the L1. As for the teaching staff, the professionals who work with this methodology will be bilingual or multilingual, and will preferably work long-term in the same institution, which makes it possible to develop materials, adapt their training and create work teams that unite their efforts to achieve the same goals (Navés, 2009).

3.2.3. Application in Spain and Navarre

Regarding the application in our country, we must consider that educational decisions are made in each autonomous community, and therefore, there are notable differences between them. Despite this, the first reference we have was the creation of the Ministry of Education, in 1996, of the first multilingual program, called The Bilingual and Bicultural Project, whose main objective was to jointly teach the Spanish and British curriculum. After that, different modalities of programs have been emerging that have been adapted to all educational stages and that are adapted to the day-to-day life of the centers (Renau Renau, 2019).

However, the results of these CLIL implementation programs do not show clear positive results. This is due to several factors, according to the teachers' opinion, such as lack of training, lack of resources, lack of coordination between the bilingual teachers themselves and the short time for class preparation and resources (Lorenzo, 2020).

On the other hand, the application of CLIL in Navarra is determined by the Resolución 8/2019, de 24 de enero, that makes explicit in its article 2, section 2, that "the methodological principles that support the programs are the treatment of languages and the integration of curricular content and language". Also, that specifies all the elements that make up the CLIL methodology in Navarra and that have been explained in section 2.2 of this work.

In addition, if we look at research data, we find statistical results of the application of this model in Navarra, compared with other communities in Spain. These data refer to the satisfaction of the agents involved in the language program. These agents are the students, the English teachers and the bilingual specialists and coordinators, and the center's management team. We emphasize that Navarra is the one that obtains the greatest satisfaction in terms of global assessments, as well as where the students obtain the best results compared to the other communities (Rodríguez-Sabiote, 2018).

3.2.4. Planning

Planning in CLIL is determined by various factors and there are many models that are applied depending on them. These factors may be due to the context (school, autonomous community), the class group, or the teaching staff (Porcedda, 2020). For this reason, authors like Meyer (2010:295) or Porcedda (2020) refer to the 4C framework following Coyle (2010:54) with the aim to explain the approach through which all educational action with CLIL will be developed.

Therefore, the 4C framework defines four key dimensions for teaching, such as content, communication, cognition, and culture. The interrelation of these elements will lead to the formation of what we want to teach our students and will contribute to the planning of the didactic proposal. Therefore, below, we explain each of them taking into account the references of previous authors.

First of all, the content is that technical or academic knowledge that integrates the different areas and that is established by the official curriculum of the subject we are teaching. From them, bilingual teaching is structured, establishing what curricular elements must be learned, like content and skills must, as well as the specific terminology in the language that we are teaching (Coyle, 2010:53).

In terms of communication, it considers what linguistic aspects or skills the students will need to carry out their learning and participate with the rest of their classmates. In this section, we must consider both the prior knowledge they need to interact and what they are going to learn. In addition, it is necessary to determine how the language will be used in the tasks to be carried out (Coyle, 2010:54).

Moreover, we understand cognition as the processes and skills related to the content that will make students have successful learning. These processes are divided between lower order and higher order cognitive skills, of which it is recommended to promote and improve knowledge, understanding, application, analysis, synthesis, and evaluation (Coyle, 2010:54).

Therefore, from the work of the subject we must contribute to the knowledge of the cultural elements that are related to what we are developing. The way to do it will be through the contents and the language itself, trying to establish a framework of broad knowledge of other realities (Coyle, 2010:54).

Besides, Meyer (2010:295) establishes a series of principles to consider when planning our classes that are listed below. These indications are mainly related to the work of the teacher when presenting the learning resources to the students, that is, among other things, how the material will have to be prepared, the structure of the class, what information we are going to give the students and what. In the following table we present an analysis of them.

PRINCIPLES OF CLIL	
Rich Input	Means that we must provide our students with a series of linguistic resources that are significant, real, and motivating for their learning.
Scaffolding Learning	Understood as relating the learning that comes with what they have already acquired. This helps students to increase their understanding of what they have learned.
Rich Interaction and Output	Considering that the tasks that we propose will require a linguistic and content result, and we must vary them in order to acquire a multitude of skills.
Add the Cultural Dimension	Taking advantage of the fact that we work with content in a foreign language, we will also use it to learn culturally.
Make it H.O.T	Means using the thinking skills and the key elements of CLIL, paying attention to the input, the tasks that will help us to perform the scaffolding and the output, in order to develop successful learning.
Sustainable Learning	It is about balancing learning and carrying out strategies in which we check if the students are understanding the information and knowledge that we want to transmit.

Table 6. Principles of CLIL (Meyer, 2010)

The union of all this has also generated the so-called CLIL-Pyramid (figure 1), proposed also by Meyer (2010:308), that identifies a series of steps to carry out an integrative planning. These consist of selecting the topic to be treated, choosing how

the information inputs will be, how the scaffolding will be executed, what tasks will be carried out, and what results are intended to be achieved.

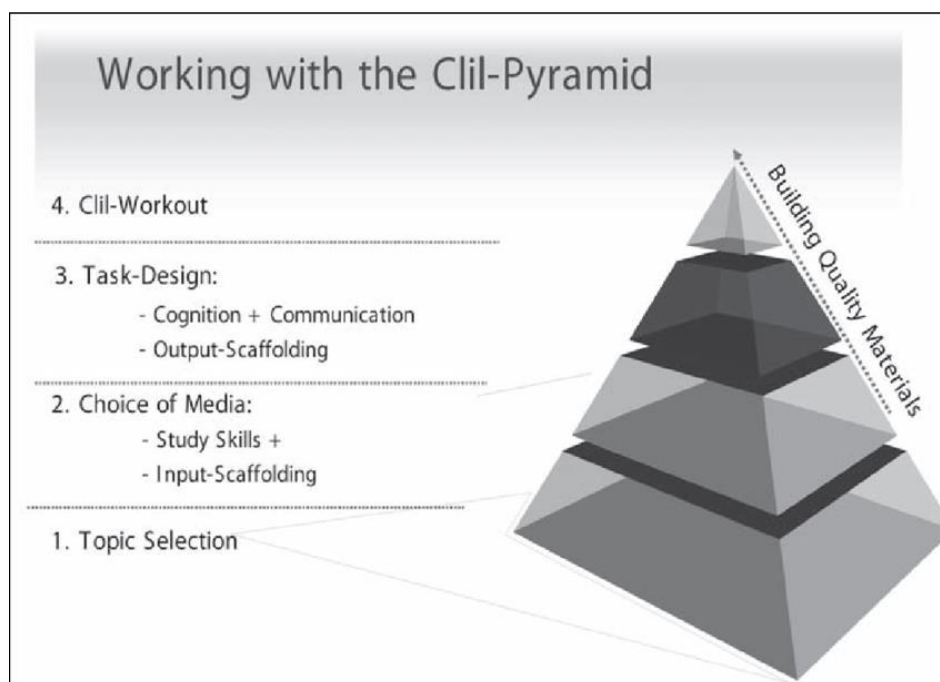


Figure 1. CLIL-Pyramid (Meyer, 2010:309)

3.2.5. Application in Physical Education

As discussed in previous sections, Physical Education is a different subject from the rest, because its context and its objectives make it have special characteristics, from the place where it is made to the different types of materials we use. This also means that it is presented as a subject in which communication can be encouraged and good results are shown in oral production (Coral-Mateu, 2012).

Regarding the use of CLIL in PE, a recent review (Gil-López, 2021) has clarified some data. In the first place, the language that is used most frequently is English as L2, having found more positive results in terms of the development of oral and written skills than with traditional methods. In addition, it is important to emphasize that the contents that have been used most frequently have been games and sports.

More specifically, it has been found that the application of this pedagogical model to PE responds to the guidelines that have been commented on in the previous sections. Thus, it will be necessary to have the previous elements as a reference, namely, the

4Cs, that is, content, communication, cognition, and culture (Coral-Mateu, 2013), and the principles for a successful planification and the CLIL pyramid (Meyer, 2010:308). In addition, over time, works have been developed that deal specifically with the application of CLIL in physical education. In the case of Salvador-Garcia (2017), it proposes a series of principles for its implementation, also taking into account the critical-deliberative method. In our case, we will use the recommendations that the author gives to adapt the 4Cs, plus the fifth C of competencies for physical education, as explained in the following sections:

- Content: It is recommended to use content that develops students socially and intellectually.
- Communication: proposes to increase the student's speaking time and decrease the teacher's speaking time, so that the students have more participation in class, and this can be carried out through participatory and active methodologies.
- Culture: knowledge of other cultures is recommended through the content covered and the use of language, emphasizing those who distance themselves from the culture of excessive competitiveness and obsession with results.
- Cognition: learning activities will be put into practice that allow students to develop higher levels of cognition according to Bloom's taxonomy, such as analysis, evaluation, and creation.
- Competences: Understood as those that the curriculum sends us, and that in our area we will consider those that are related to learning to learn, social interaction and entrepreneurship.

(Adapted from Salvador-Garcia, 2017)

4. DIDACTIC PROPOSAL

4.1. Justification

The realization of this didactic unit responds to the need to innovate and introduce contents in the subject of physical education that are in turn dynamic and allow the use of the L2 as a means of learning. In addition, the unit is structured using new methodological trends that provide answers in advance to the needs of attention to diversity that may arise thanks to the principles of universal design of learning.

Also, all the elements of this didactic unit respond to a real context with real resources and have been created for a group with specific characteristics, thus being a didactic unit that could be implemented successfully. To do this, in the following sections will be developed all the elements that are necessary to understand the globality of the work that we propose here. On the other hand, the theoretical principles exposed in the section dedicated to this purpose of this work have also been considered for the creation of this proposal. For this reason, as reflected in the following sections, the principles of CLIL and UDL have been considered for its development, as well as all the specific legislation.

As for CLIL, the most important thing will be the use of language as a vehicle for learning content. In this case, active methodologies will be used to introduce videos that give information, so that students can play them at the speed they need and as many times as they need. At the same time, this way of presenting the information helps us to comply with the principles of the universal design of learning, and therefore, to ensure that all our students can achieve the objectives with the same possibilities.

Regarding the proposed objectives, these correspond to those set out in the regulations and several alternatives have been proposed to reach them, as specified in the sessions, with the aim, also, that there is universal access to them and that students choose according to their characteristics. However, all of this is only possible when there is prior work to prepare all the tasks, the evaluation forms and the resources that the students must have to access the information.

4.2. Context: Pamplona, Julio Caro Baroja High School, 2nd Secondary Education “B”

The inclusion of this section is justified by the importance of adapting what we do in the educational center to its characteristics. Taking into account that the educational environment is defined as the objective and apparent characteristics of the physical environment where students spend time, in addition to the social environment that is related to it (Blázquez Sánchez, 2020:180).

Due to this, in this section, the bases for the development of the didactic proposal are established, since it is necessary to frame a context to know what are the resources we have, the characteristics of the center in which we are going to develop it, and, of course, what the students with whom we are going to make the proposal are like (Pinilla Arbex, 2020). The characteristics presented here, both center and of the students, correspond to a real class, which is why the significance of the approach is increased.

4.2.1. Pamplona

Pamplona is the capital city of the Autonomous Community of Navarra, there are approximately 335,000 people living there, and it is presented as a city with a rich cultural, natural, and social background. The population has a medium-high socio-economic level, and this is reflected in the forms of leisure, the type of work and the interest in learning in general. In addition, being in the north of Spain, it has a cold and rainy climate for much of the year, especially in the autumn, winter, and spring seasons, which directly influences our physical education subject (Wikipedia, 2022).

As for the aspects that we will consider for the subject, two stand out. The first of them refers to the sports spaces and green spaces that we can access near the educational center for the development of activities, and, on the other hand, the sports offer of the locality will be taken into account for the development of this proposal, that is, sports clubs and programs, as well as healthy mobility programs (Ayuntamiento de Pamplona, 2022).

4.2.2. Julio Caro Baroja High School

IES Julio Caro Baroja is characterized for using active and participatory methodologies that involve the entire center and all the educational agents in a very important way, making the daily dynamics differ from other centers in a significant way. For the development of this didactic proposal, the most important aspects to take into account are presented below, as established in the quality plan of the center itself.

SIGNIFICANT ASPECTS OF JULIO CARO BAROJA HIGH SCHOOL FOR THE DIDACTIC PROPOSAL
- Firm action for values-based and respectful teaching, the comprehensive training of students and the active incorporation of families in the life of the center.
- Qualified and constantly updated teaching staff through internal training.
- Firm commitment to the development of new methodologies and the inclusion of information technologies.
- Training of students in the areas of identity, social, mind, body and emotional that make them the protagonist of their own learning. It is a center with a lot of cultural diversity, having students from up to 40 countries.
- Work with active methodologies and with the use of technology. The students receive a laptop that becomes theirs for the entire stage in the institute.
- The facilities for physical education are a covered pavilion and a semi-covered track. The material is normal and there is also an electronic blackboard and Internet connection in all classrooms.

Table 7. Significant aspects of JCB high school for the didactic proposal (IES Julio Caro Baroja, 2022).

4.2.3. Second of Secondary Education “B”

To get started, the characteristics of the group-class will be analyzed in this section to adapt the curricular elements and the methodology to the students. Aspects related to the development at the motor level, at the social level and at the cognitive level will be presented. In addition, it will be included how these elements relate to each other and the class dynamics that take place in Physical Education. On the other hand, mention will also be made about the student with special needs for educational attention.

- The class group is made up of 23 students, of which 14 are girls and 9 are boys.
- At the motor level there is heterogeneity in performance and also in previous experiences, so activities will be presented with variability.
- As for the cognitive level, they are at the stage in which they are moving from concrete to formal operations, using logic with greater precision and to solve the problems that arise.
- Regarding the social level and the interactions between the group-class, there are differences in the relationship between boys and girls, who sometimes do not want to carry out activities together. However, the classroom climate is appropriate for carrying out tasks autonomously and correctly.
- Due to the dynamics of the institute, students are adapted to work cooperatively and occupying roles, as well as being familiar with the use of the chromebook in all subjects.
- Student M. with special attention educational needs presents a reduction in visibility, she only has 5% remaining vision, as if we were looking through the cap of a bic pen. To use the computer, she has a screen magnifier that makes the characters bigger so she can see them. Adaptations of materials, spaces and help from classmates will be made, but no significant curricular adaptations will be made in the area of physical education for her.

4.3. Development of the didactic proposal

4.3.1. Curricular elements

As a summary, the curricular elements that will be taken into account in this didactic proposal are those that are presented below. They are all included in Decreto Foral 24/2015, de 22 de abril, por el que se establece el currículo de las enseñanzas en Educación Secundaria Obligatoria en la Comunidad Foral de Navarra.

CURRICULAR ELEMENTS	
EVALUATION CRITERIA	1. Recognize the possibilities of physical-sports and artistic-expressive activities as forms of social inclusion, facilitating the elimination of obstacles to the participation of other people regardless of their characteristics, collaborating with others and accepting their contributions.
EVALUABLE STANDARDS	1.1. Actively participates in the improvement of basic physical abilities from a healthy approach, using the basic methods for their development. 1.2. Reaches levels of physical condition according to their moment of motor development and their possibilities.
CONTENTS	Block 1. Motor Activities Block 2. Health
KEY COMPETENCES	Learn to learn Sense of initiative and entrepreneurial spirit Linguistic communication

Table 8. Curricular elements

4.3.2. Methodology

The methodology that will be used will be based on the principles of the Universal Design of Learning, as has already been explained in the theoretical section of this work, and the principles of CLIL, in which we will use English as L2, and therefore as a language to carry out learning. In addition, the methodological line of the center will be considered, in which the day-to-day is approached through cooperative work and personal reflection, being very important for this the self-assessment and co-assessment of the students themselves.

Therefore, the aspects to be highlighted in terms of the methodology will be:

- Development of the UDL principles:
 - Presentation of information in various formats
 - Diverse ways of reaching the objective
 - Different objectives to be achieved.
- CLIL methodology:

- Use of the L2 will be constant both between student-teacher communication and through the tasks, use of L1 when it is necessary.
 - The information will be presented in English (videos) and the evaluation sheets.
 - Work will be done scaffolding the contents from the first session and learning new vocabulary related to the practice of yoga.
 - The sessions will require both the development of low order thinking, when receiving information and processing it, and higher order thinking skills, when the information is analyzed, structured, put into practice and activities are created to achieve the objectives.
- As for the students, a division will be made into cooperative groups, where each one will have a role (observer, scorer, stopwatch, material, etc.) and they will change each day. At the end of the class, a small assembly will be held to find out how the class has gone.
 - The role of the teacher is to be a guide and answer questions that may arise. In addition, she will oversee giving positive feedback and encouraging the students to carry out the tasks correctly.

4.3.3. Assessment and grading criteria

Assessment has a very important role within the chosen methodology, as it is a point that helps to understand what needs to be improved at any given time and to make changes if necessary. Due to this, the evaluation that will be implemented will be continuous and formative throughout the didactic proposal and will also have a final grade, because of all the elements that are interrelated in this didactic proposal.

In this sense, formative evaluation is understood as an activity that is developed systematically and continuously, whose objective is to obtain the necessary information about the educational process to readjust the elements that make up the educational action and to be able to reorient the process if necessary. Therefore, its function is regulation and can be summed up in reinforcing success, pedagogical regulation, and error correction (Blázquez Sánchez, 2020:80).

The main instruments and tools that will be used for the formative and continue assessment will be the observation by the teacher and the implementation of the assembly at the end of the class as a way of giving students a voice and listening to their experiences and points of view, in addition to use it as a space where errors are corrected, and success is reinforced.

In addition, with the aim of contributing specifically to the grading, the self-assessment and co-assessment sheets presented below will be used. The use of these tools allows us to make students aware of their own learning and actively contribute to its construction, thus attending to the principles of active methodologies and CLIL and UDL and promoting personal responsibility, the skills of learning to learn, social competence and entrepreneurial spirit and linguistic communication. Therefore, the evaluation and self-assessment sheets, as well as the rules for completing them, are presented below.

CO-EVALUATION SHEET	
INSTRUCTIONS: Fill in next to each item a number being: 4 always/totally agree 3 almost always/agree 2 sometimes/disagree 1 hardly ever/totally disagree	
His/her work attitude has been always correct, carrying out the task, asking questions that have arisen and collaborating with the people on my team.	
He/she has performed all the postures, adapting them to his/her level of flexibility and balance	
He/she has remained in the work area throughout the activity	
The relationship with the people in the group has been correct, treating we with respect, speaking appropriately and calmly resolving any conflicts that may have arisen.	

Table 9. Co-evaluation sheet (own creation).

SELF-EVALUATION SHEET	
INSTRUCTIONS: Fill in next to each item a number being: 4 always/totally agree 3 almost always/agree 2 sometimes/disagree 1 hardly ever/totally disagree	
My work attitude has been correct at all times, carrying out the task, asking questions that have arisen and collaborating with the people on my team.	
I have performed all the postures, adapting them to my level of flexibility and balance	
I have remained in my work area throughout the activity	
I have done the part of the written work in an organized way and completed all the sections	
My relationship with the people in the group has been correct, treating them with respect, speaking appropriately and calmly resolving any conflicts that may have arisen.	

Table 10. Self-evaluation sheet (own creation)

Therefore, our role as a teacher in this case will be that of a guide and helper to ensure that all students complete their own self-assessment and the evaluation of their classmates, and that this is done critically and consciously. For the use of these sheets to be effective, two rules have been established whose objective is that the scores are as real as possible, considering the personal responsibility of the students.

Rules for completing the evaluation sheets:

- You must think critically about your performance and that of your classmates, considering what you have done and how in class and at home.
- If the scores deviate more than 2 points above or below the average of the rest of the scores (self-assessment, co-assessment, or teacher's evaluation) that score will not be valid. If it is repeated over time, appropriate measures will be taken.

Finally, referring to grading, this will derive from the following sections: it will be 40% self-assessment, 20% co-assessment, 20% teacher's note and another 10% for the theoretical aspects included in the requested work. It is necessary to clarify, in any case, that the rubrics presented below are the specification of evaluation criterion 1 and evaluable learning standards 1.1 and 1.2 that have been presented in table 5. Curricular elements.

4.3.4. Materials and resources

To begin with, materials and resources can be defined as those elements that an educational center has to favor learning. These can be understood as materials made with the intention of facilitating the teaching and learning processes or, as those technical resources or materials that make us a physical help, as is the most predominant case in our subject (Blázquez Sánchez, 2016:165).

Furthermore, it is known that the use of materials and resources largely determines what goals are pursued and how these are intended to be achieved. For this reason, when selecting educational materials, the educational objectives that we intend to achieve, the contents that are going to be treated with said material, the characteristics of the students and the center and the didactic strategies must be considered (Blázquez Sánchez, 2016:180).

In this case of the present didactic proposal, it has been tried to use simple and easily accessible materials, which can even be dispensed with or changed for other similar ones to facilitate access. The following table present the materials that will be necessary for the development of the activities:

MATERIALS AND RESOURCES	
PE MATERIALS	ITC MATERIALS
- 23 yoga mats - 3 foam balls	- 1 chromebook per group (session 1-4) - 1 chromebook per person (session 5) - Electronic board

	Genial.ly presentation: https://view.genial.ly/632b2539040b860017f30016/horizontal-infographic-lists-tfm-yoga-sheet
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Table 11. Materials and resources

4.3.5. Attention to diversity

The concept of diversity is usually understood in the educational context as one that refers to students with some type of disability, learning difficulty or other situations to be considered. However, the perspective of this work is that diversity is a broader concept, which dictates that each person is unique and unrepeatable, and can be understood from the cognitive, affective, psychosocial, or motor fields (Pinilla Arbex, 2020:8).

Therefore, following Blázquez Sánchez (2020:99), my idea of attention to diversity tries to create a friendly class environment with all the people who make it up. This alludes to the need for everyone to feel well present and respected. For this, we will use the reorganization of the resources, so that thanks to the organization of these we respond to the needs of the students. In this case, this reorganization will be carried out following the principles of UDL, developing the following actions:

- Presentation of information visually, auditory, and kinesthetically. Provide examples when necessary and use tactile information, to correct positions.
- Feedback will be given during the development of the activities to solve possible errors and congratulate the attitude and work.
- Heterogeneous groups will be made but considering the relationships between them and the assistant students, so that the groups can work well.
- Inclusive use of language, where all people feel represented.
- Acting as a guide, giving the necessary information, and supporting both the task and the mood.

(CAST, 2022)

4.3.6. Timing

The didactic proposal has five sessions and will be located at the end of the first term, where the weather is colder, and we can take advantage of the interior spaces of the school. In addition, considerable course time has elapsed, and the dynamics of class operation have been integrated and positive relationships have been established between the class group and the teacher.

As for the sessions, the development that is explained below is presented. In the first session the functioning of the entire proposal will be explained, and practice will begin, the successive ones will be the development of the same, and, in the last one, the evaluation and the final actions will be performed. It is necessary to know that at the end of each of the sessions an assembly will be held, in which it will be explained how the development of the sessions is working and changes can be made if necessary and both the group and the teacher consider it appropriate.

4.3.7. Sessions and activities

For the correct functioning of the classes, all the sessions have the same structure, which is as follows:

- Upon arrival at the pavilion, the students sit in front of the digital whiteboard and a brief explanation of the day's session is given. Doubts are resolved, if any.
- Warm-up, where games are played in a large group that develop social skills and create a suitable class climate for work.
- Development of the main contents of the session: where the activities most oriented towards achieving the objectives are carried out.
- Assembly: where each group exposes its achievements, difficulties, proposals are made, and improvements are proposed for the following days.

SESSION 1		
		TIMING
ACTIVITIES	Presentation of the UDD, the way of working and the evaluation criteria and evaluation sheets. Group formation.	15'
	Warm-up, game "sitting ball". It is played with 3 soft balls and the objective is to hit the rest of your teammates with the ball and not get hit by them. When someone is hit with the ball he sits down and cannot get up until the ball comes to him again, from a rebound or a pass and he passes it to another person or hits the ball. When we have the ball in hand we can only take 3 steps.	5-7'
	The groups are divided by space and take one mat per person. They watch the videos 1 by 1 and perform the posture. They help each other and when they all know how to do it, they move on to the next one. We do 2-3 postures.	20-25'
ASSEMBLY	Ask how it went, the observers tell how their group has worked. Fill in the observation sheets. Congratulations.	5-7'
MATERIAL	1 chromebook per group, yoga mats, digital whiteboard, 2 soft balls, assessment and self-assessment sheets	
PLACE	Pavilion	
COMMUNICATIVE SKILLS	Reading, speaking, and listening	
SCAFFOLDING	Start by asking what they know about yoga, vocabulary, postures. Finish the class remembering that vocabulary.	

Table 12. Session 1

SESSION 2		
		TIMING

ACTIVITIES	Remember what was seen in the previous class and the class dynamics. Remember what we did well and what we need to improve.	5'
	Warm-up, game "The chain": Pilla-pilla in which one person catches and everyone joins hand in hand until they form a large chain. Variation: make chains of a maximum of 3 people, when we are 4 we divide into 2 and 2.	7-10'
	The groups are divided by space and take one mat per person. They watch the videos 1 by 1 and perform the posture. They help each other and when they all know how to do it, they move on to the next one. We do 5-6 postures.	30-35'
ASSEMBLY	Ask how it went, the observers tell how their group has worked. Fill in the observation sheets. Congratulations.	5-7'
MATERIAL	1 chromebook per group, yoga mats, digital whiteboard, 2 soft balls, assessment and self-assessment sheets	
PLACE	Pavilion	
COMMUNICATIVE SKILLS	Reading, speaking, and listening	
SCAFFOLDING	Start by remembering what you saw in the previous class, highlighting the most important vocabulary (muscles, movement).	

Table 13. Session 2

SESSION 3		
		TIMING
ACTIVITIES	Remember what was seen in the previous class and the class dynamics. Remember what we did well and what we need to improve.	5'
	Warm-up, game Cutter-threads: catch-caught in which a person keeps it and has to say the name of the person he is chasing. If someone crosses between the two, now the pursuer goes to catch the person who has crossed.	7-10'
	The groups are divided by space and take one mat per person. They watch the videos 1 by 1 and perform the posture. They help each other and when they all know how to do it, they move on to the next one. We do 5-6 postures. When we finish all the postures, we do again all.	30-35'
ASSEMBLY	Ask how it went, the observers tell how their group has worked. Fill in the observation sheets. Congratulations.	5-7'
MATERIAL	1 chromebook per group, yoga mats, digital whiteboard, 2 soft balls, assessment and self-assessment sheets	
PLACE	Pavilion	
COMMUNICATIVE SKILLS	Reading, speaking, and listening	
SCAFFOLDING	Start by remembering what you saw in the previous class, highlighting the most important vocabulary (muscles, movement).	

Table 14. Session 3

SESSION 4		
		TIMING
ACTIVITIES	Remember what was seen in the previous class and the class dynamics. Explain today's homework.	10'
	Warm-up, game “dodge ball”. It is played on two fields and with two teams. The object of the game is to eliminate all the players on the opposing team before they eliminate your team. To eliminate you have to hit the ball on the body without first having touched the ground.	7-10'
	Once they have done the two rounds of all the postures, each member of the group chooses 3 postures. They will have to make and fill out a form where they put the data of the posture and take a photo or video doing it. They help each other in the group.	25-30'
ASSEMBLY	Ask how it went, the observers tell how their group has worked. Fill in the observation sheets. Congratulations.	5-7'
MATERIAL	1 chromebook per person, yoga mats, digital whiteboard, 2 soft balls, assessment and self-assessment sheets	
PLACE	Pavilion	
COMMUNICATIVE SKILLS	Reading, speaking, listening and writing	
SCAFFOLDING	Start by remembering what you saw in the previous class, highlighting the most important vocabulary (muscles, movement).	

Table 15. Session 4

SESSION 5		
		TIMING
ACTIVITIES	Remember what was seen in the previous class and the class dynamics.	5'
	Warm-up, game "The four corners". The students are divided into groups of 5 people and take 4 cones. Four of them stand in a cone and another person in the center. They designate words associated with movements, for example, macaroni to run backwards and when the person in the center says one of the words, everyone moves as fast as possible until they reach another cone. Whoever is left without a cone says another word for the game to continue.	7-10'
	Finish the work of the postures among the whole group.	30-35'
ASSEMBLY	Ask how it went, the observers tell how their group has worked. Fill in the observation sheets. Congratulations.	5-7'
MATERIAL	1 chromebook per person, yoga mats, digital whiteboard, 2 soft balls, assessment and self-assessment sheets	
PLACE	Pavilion	
COMMUNICATIVE SKILLS	Reading, speaking, listening and writing	
SCAFFOLDING	Start by remembering what you saw in the previous class, highlighting the most important vocabulary (muscles, movement).	

Table 16. Session 5

5. CONCLUSION

Once this master's thesis has been completed, several conclusions can be reached, attending to all the elements developed through it. To do this, in this section, a brief analysis of the components of the work and the influence that these have contributed to its creation will be presented.

In the first place, the legislative framework that this work addresses has been established, both at the Spanish level and at the Navarra level. This determines that this didactic proposal is framed in the current legislative framework, which includes the organizational aspects of the LOMLOE and the curricular aspects of the LOMCE, as it has been developed in the above-mentioned section. In addition, the curricular elements determined by Decreto Foral 24/2015, de 22 de abril are stage objectives, competences, contents, assessment criteria, evaluable learning standards and methodology. On the other hand, the elements that refer to the teaching of the foreign language within the Navarrese educational system have been developed specifically for the Community of Navarra.

The following section has been dedicated to the theoretical development of the two main methodologies that permeate this work, that is, universal design of learning and CLIL methodology. On the one hand, the history and the most relevant aspects of UDL have been presented, as well as its principles and how to put these into practice in Physical Education. On the other hand, secondly, the main aspects of CLIL methodology have been established. That is to say, the history, its methodological evolution and in our territory have been developed, as well as the most relevant aspects for its implementation and its adaptation to this subject specifically.

After these two important sections, the development of the didactic proposal has been carried out based on all the above. To do this, a justification has first been developed that highlights the importance of a methodological change that meets the educational needs of all students and that can achieve the proposed objectives at the same time. In addition, the specific context that has been considered for the development of the didactic proposal has been specified, considering the characteristics of the city of

Pamplona, the Julio Caro Baroja High School and the group of students in the 2nd year of compulsory secondary education.

The following sections have consisted of the development of the specific curricular elements, the specification of the methodological and pedagogical actions that will be carried out, the establishment of the guidelines to carry out the evaluation, as well as the qualification criteria to carry it out, the relationship of the materials and resources used and attention to diversity. In each of them, those that have been considered most relevant in each case have been prioritized for this didactic proposal.

In addition, later, the timing of the sessions has been exposed, as well as the development of each one of them. This has been done considering how the tasks will be presented, what they will be and how each of the sessions will be structured in terms of activities, materials and spaces, duration of the activities, and elements of CLIL and DUA, in order to establish how these sessions will develop in real practice.

In addition, once the full extent of the work has been covered, I would like to emphasize some aspects that I consider important for this conclusion. In the first place, with an analysis of what is exposed in the work, it can be affirmed that the methodologies of the Universal Design of Learning and CLIL are complementary and can be applied jointly, since both seek that the students achieve the proposed objectives from ways that can be applied. In this regard, adding UDL to CLIL makes the curriculum more accessible to all people, thanks to the simultaneous translations that can be done with technology, the facility to search for words that we do not know, or to be able to listen to the instructions as many times as are necessary.

Regarding the implementation, like all proposals, it is necessary to put it into practice to verify its success but considering that it has been developed based on the principles of the two methodologies and on the theoretical contents exposed, we understand that it will be able to fulfill his objectives.

In addition, finally, in conclusion, these types of methodologies are currently required due to the legislative changes that are taking place, in which the importance of students learning by themselves and obtaining tools to continue learning is increasingly

emphasized throughout life, and, in the case of the Physical Education subject, to be active in their day-to-day life and have tools to help them do so.

6. REFERENCES

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ANNEX 1: GENIAL.LY PRESENTATION (SELF-ELABORATION)

<https://view.genial.ly/632b2539040b860017f30016/horizontal-infographic-lists-tfm-yoga-sheet>

