

**Situación de aprendizaje de condición física
basada en la metodología AICLE combinada con el
aprendizaje cooperativo en educación física en un
curso de 1º ESO.**

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Abstract: The aim of this work is to develop a cooperative LS (learning situation) through CLIL (Content and Language Integrated Learning) approach in a 1st CSE (Compulsory Secondary Education) course of PE (physical education), based on the new regulations on education (LOE/LOMLOE). For this purpose, a previous research on the benefits of CLIL and cooperative work in physical education has been done. Based on these benefits it has been done a LS made of 6 sessions of cooperative work and develop in depth the curricular elements that make it up. During this LS we work on the physical condition of the students and foster the cooperation.

Key words: CLIL, Physical Education (PE), Cooperation, Learning Situation (LS)

Resumen: El objetivo de este trabajo es desarrollar una situación de aprendizaje cooperativo mediante la metodología AICLE en un curso de 1º ESO de educación física, basada en la nueva normativa en materia de educación (LOE/LOMLOE). Para ello se ha hecho una investigación previa de los beneficios de AICLE y del trabajo cooperativo en educación física. Basado en estos beneficios he dado lugar a una situación de aprendizaje que consta de 6 sesiones de trabajo cooperativo y se desarrollan en profundidad los elementos curriculares que la conforman. Durante esta situación de aprendizaje se trabaja la condición física del alumnado y ayuda a que estos aprendan a cooperar.

Palabras Clave: AICLE, Educación Física, Cooperación, Situación de aprendizaje (SA)

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1. INTRODUCTION, JUSTIFICATION AND OBJECTIVES

1.1. INTRODUCTION

"Education is the most powerful weapon which you can use to change the world" Nelson Mandela. Education is understood not only as the formal education offered in compulsory and/or optional schools, but also as a teaching-learning process that should last a lifetime. This is because we are beings who live in society and therefore in a changing environment to which we must continually adapt. This is why Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE) determines that students must be provided with the necessary tools so that they can continue their learning process once the formal educational process has ended.

This means that living in a globalised world, communication between people from different countries is necessary, so a common language or a language that is spoken by the vast majority of the citizens of the world and of the European Union is sought. Currently, the official language of international relations is English, spoken by 1.08 billion people. Schools must therefore provide our pupils with the necessary tools to develop the 8 key competences established by the European Commission. Directorate General for Education and Culture (2004). at European level and which is specified at national level in Order ECD/65/2015, of 21 January, which describes the relationships between the competences, contents and assessment criteria for primary education, compulsory secondary education and baccalaureate (ECD 65/2015).

As a result of these needs, different approaches appear in the classroom to solve this problem. Among them, CLIL in English (Content and Language Integrated Learning), CLIL in Spanish (Aprendizaje Integrado de Contenidos y

Lenguas Extranjeras), and EMILE in French (l "Enseignement de Matières par l "Integration d "une Langue Étrangère) appear as some of the most widely used at present.

CLIL approach (which has been defined differently by many authors) is a generic or umbrella term used to refer to "a dual educational approach in which an additional language is used for both content and language learning and teaching" (Marsh & Langé, 2000:11). This approach focuses not only on English but also on increasing learner motivation, placing the learner at the epicentre of learning and placing great importance on learner motivation and, in part, also on teacher motivation. It is considered that if the learner is motivated towards learning, significant learning will take place which will last over time and which will lead learners to lay the foundations of knowledge to be able to continue their education once they have completed their formal education.

This CLIL approach has been implemented in the classrooms of bilingual schools in the Autonomous Community of Andalusia. It has its origin in Plan para el Fomento del Multilingüismo (Acuerdo de 22 de marzo de 2005 del Consejo de Gobierno, por el que se aprueba el Plan para el Fomento del Multilingüismo en Andalucía). Its legislation begins by talking about language teaching in the environment of the European community, where more and more languages and cultures coexist. However, it is recognised that almost half of Andalusians cannot hold a conversation in English (Plan para el Fomento del Bilingüismo en Andalucía, 2005).

Within formal education, in schools and institutes in Andalusia, Spain, physical education is a compulsory subject from primary to Bachillerato 1. With the changes in education systems that we have experienced since 1970 with the Ley General de Educación (LGE), passing through 8 different laws up to the LOMLOE. During this time, we have seen how Physical Education has also undergone an evolution, going from being conceived as *gymnastics (gimnasia)*,

focused on gymnastic exercises, based on the Swedish school of the early 19th century through P.H. Ling, follower of the ideas of the Swedish school of the early 19th century. Ling, follower of the ideas of Guts Muths and maximum exponent of this gymnastic model, being then popularly conceived as a sport, generating the belief that in this subject students get involved in popular sports like football, basketball, volleyball, athletics, etc. And evolving to the current physical education, a subject dedicated to the knowledge and promotion of physical activity and movement based on 6 blocks of content according to the current education law (LOMLOE). These are: physical activity and health, corporal expression, physical activity in the natural environment, emotional education and health, quality of life and physical and motor condition. This is the block from which cooperation with CLIL approaches will be worked on in the unit to be presented later on.

Physical education is one of the subjects most frequently taught using CLIL approach in bilingual schools. This subject is a very suitable one for CLIL teaching because pupils are generally very positively disposed to like it. It is also a subject which is mainly practical in nature, as opposed to the large number of theoretical subjects which pupils have to deal with on a daily basis. The relationships between the students (among themselves) and with the teacher are also different, because of the practical nature, the relationship is closer and there are situations of greater "exposure" of the student. As Ramos and Ruiz (2011: 157) state "Physical education is one of the areas in which it is easier to contextualise content and understanding, thanks to the practical demonstrations of the teacher and the students themselves".

Although PE is one of the easiest areas in which to contextualise CLIL approach, it is important that teachers are motivated towards the development of this approach and their subject in general, otherwise it will

be very difficult to transmit the motivation which we have previously mentioned and which is so important to students. In the same vein, Coyle et al. (2010:17) state: "teachers' knowledge of the affective side of their students is vital to their own understanding of how to determine both the task styles and outcomes that will inspire students and also the degree of scaffolding needed to support their learning".

Context

The school in which I am going to implement the unit is an Andalusian school located in the province of Cádiz, in Chiclana de la Frontera. Specifically, the secondary school IES La Pedrera Blanca. The families who attend the school are of a medium socio-economic level. As far as academic performance is concerned, it is possible to point out that the pupils' level is within the average established for the rest of the schools in the province and the autonomous community with a similar socio-economic and cultural index. In the area of coexistence, the behavioural problems found among pupils have led in recent years to the misuse of social networks and mobile devices. The school has 3 lines per year, and a FPB (Basic Vocational Training) grade.

The school's plan is the following:

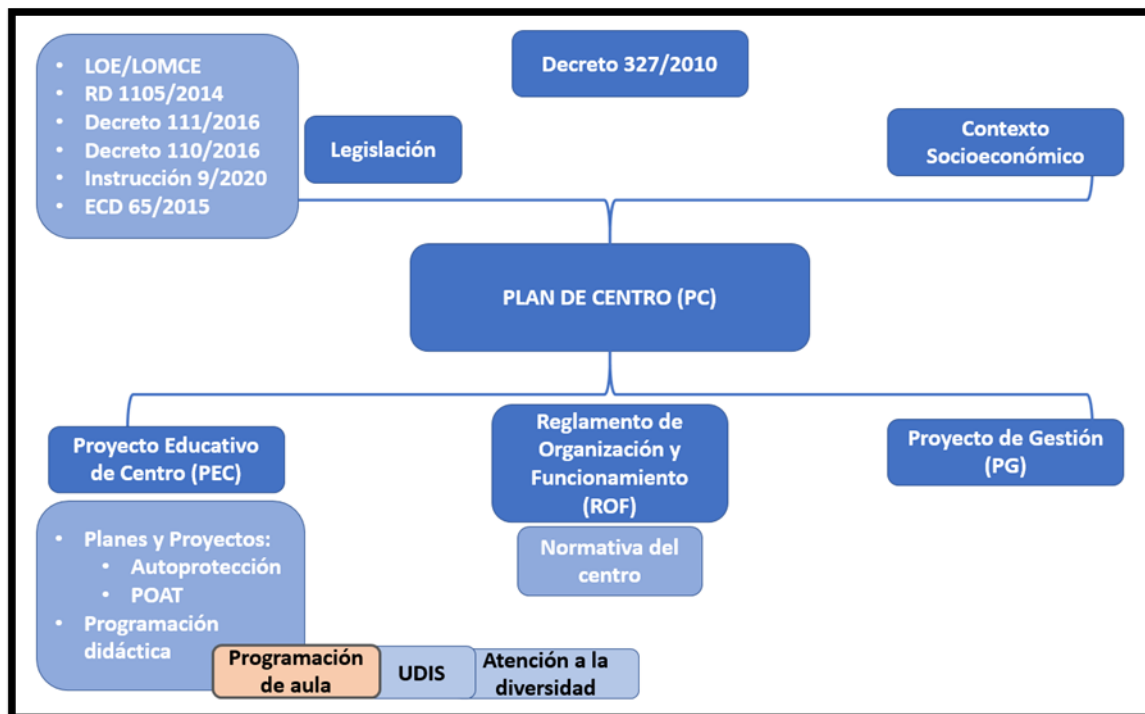


Image 1. School's plan

For implementing the Didactic proposal I have chosen to contextualise the School Language Project because it is the school where I have studied and for which I have been preparing the educational programming. It is a school that I know from different perspectives: the students' perspective and the bureaucratic and legislative perspective.

Structure

The structure of this paper, following the indications indicated in the subject guide, will divide this work into two main sections; a first section that will integrate the theoretical foundation of this work, i.e. the bases on which the second part of the work will be based, i.e. the proposal of the didactic unit. This will lead to practical learning situations to bring to the classroom and implement all the scientific knowledge that exists around cooperative work in physical education in relation to L2 learning.

1.2. JUSTIFICATION

The structure of my TFM will follow the specific structure of a didactic proposal. For this, a review of the literature related to cooperative learning in relation to the CLIL approach in physical education will be made. And then, what has been studied will be applied to a practical proposal to be able to put it into practice in a high school in a course of 1st CSE. I want to do this modality because I think it will be very useful for me to integrate and share everything I have learned in the master applying CLIL methods and then be able to benefit from it both me and the student. The main reason for having focused on these two approaches as the focus of the study is because they are two approaches that practically go hand in hand, putting students at the epicenter of learning and giving them tools to be autonomous in their teaching-learning process and also improve social and civic competences. Thus improving the knowledge that a citizen today must acquire in order to be prepared to live in the world we have developed globally. That is, to promote linguistic competence, specifically English (spoken by 1,080 billion people). Improve social and communicative skills, through cooperative learning. Finding the role in which each one plays when interacting in a group and generating situations that will occur in the future in the daily life of the students, since we live in society. And finally, working on the autonomy and independence linked to both approaches, since students are more responsible for their own learning as opposed to learning by direct command or modification of direct command, styles defined by Delgado Noguera (2002).

Therefore, I will carry out a didactic unit of 6 sessions in which we will work the content block of physical fitness and health through cooperative games and CLIL for a course of 30 students of 1st CSE.

Currently, it is a wide field of research related to student motivation for the subject of PE (Chiva Bartoll, 2017), gender and motivation (Fernández & Baena,

2018), the context of the students; if they belong to a private or public center (Cañado, 2016), focused on the differences between CLIL in primary and secondary (Dafouz & Guerrini, 2009) etc. But in which there are still many variables to be measured to be able to assume the effectiveness of L2 learning from the subject of Physical Education.

1.3. OBJECTIVES AND EXPECTATIONS

1.3.1. General Objective

- To elaborate a didactic unit for the subject of physical education on physical fitness using the CLIL approach and integrating cooperative learning for a group of 1st CSE.

1.3.2. Specific objectives

- To analyze the relationship between cooperative learning and CLIL approach.
- To try to increase students' motivation towards L2 learning through physical education using cooperative games.
- To put into practice the different tools that I have learned in the subjects of the master integrating them all in a final unit and to be able to take advantage of them in class.

1.3.3. Expectations

It is expected that, with the work on physical fitness through cooperative challenges, students' predisposition towards learning English as an L2 will increase, as cooperative situations encourage student interaction in situations where there is no great pressure from the group or the teacher, while at the

same time improving health and reducing sedentary lifestyles through the practice of physical activity.

2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.2. KEY CONCEPTS

2.2.1. CLIL

What is and what is not CLIL

CLIL is a complex term which many authors specialized in foreign language learning have tried to define. It is an acronym for "Content and Language Integrated Learning" in English -EMILE in French and CLIL in Spanish-. It was coined by David Marsh and is defined as "a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language". The term was first introduced in Europe in 1994 because due to globalisation, the need to learn a foreign language increased significantly. To achieve this double objective, it is necessary to develop a special didactic method, in which the learning of non-linguistic material is not done in a foreign language, but with and through a foreign language (Cendoya, Di Bin, Peluffo, 2008). Language is learned in real-life situations, so it is an active application of language to prepare learners to face everyday situations that challenge learners cognitively.

If we make a comprehensive and deep reading of the term, the learning of both content and language is an integrated learning, that is to say, CLIL is not the translation of a class into a foreign language (bilingual education), CLIL does not mean that when entering a course the explanations and the whole class is translated into English. CLIL is an approach which puts the students at the epicentre of learning, trying to offer students meaningful learning experiences by integrating both the knowledge of the contents of a subject and the language the students are expected to learn (L2). In order to do this, the teacher must

stagger the learning as necessary to facilitate learning for the learners, rather than translating classes and content without knowing whether or not the learners are understanding the content we want them to acquire through the learning situations.

What separates it from other bilingual education initiatives is its “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle et al., 2010: 15).

This is what Coyle (2007) refers to as the 4 C’s framework (Image 1): content (subject matter), communication (language learning and using), cognition (learning and thinking processes), and culture (intercultural understanding and global citizenship).

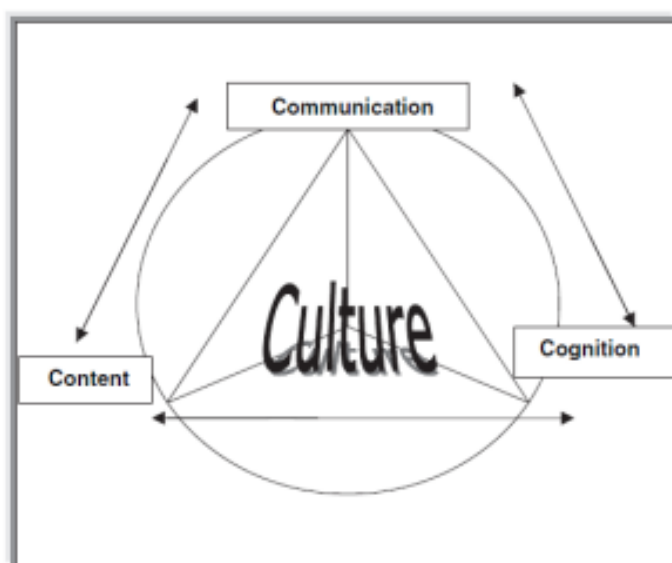


Image 2. The 4Cs Framework for CLIL (Coyle 2007:551)

CLIL is based on language development rather than language learning. The language is presented in real-life situations in which learners can acquire it, with the learner's role being that of a participant who interacts and uses the language, generating peer learning opportunities throughout the learning process (Cendoya, Bin and Peluffo, 2008).

In reality, this is part of a more ambitious vision, such as the Integrated Language Curriculum. This means, in essence, that everything learned at

school should be articulated, as far as possible, around a common curriculum that allows, among other things, the coordination of the teaching effort of everyone in a school (Ambrosio, García, Ruiz & Trillo, 2013).

Thus, this approach is based on a methodology that favours this dual learning, where the difference with other language immersion approaches lies in the fact that in CLIL the mother tongue (L1) can be used at certain times, alternating with the learnt language (L2) (Lin, 2008). CLIL is "commonly perceived as a flexible operational framework for language instruction, with a heterogeneity of prototypical models and application options available for different contexts and pedagogical needs" (Dueñas, 2004: 81). This is what makes the term so broad when it comes to implementation and definition. Even so, Coyle defines 4 concepts that a lesson based on CLIL approach should include, based on the 4Cs of the curriculum (Image 2). Avoiding, as I mentioned above, isolating the content of a language to the classroom, to the foreign language subject or merely translating the content lessons to the L2 and thus seeking the integration of content and language learning.

CLIL Characteristics

According to (Coyle, 2006; Coyle, Hood & Marsh, 2010), a CLIL lesson should take into account the following points:

Communication: combining the learning of the language with its use to learn the content. It is important that we stagger the use of the language, avoiding communicating only through the L2. Once we see that the students are able to follow instructions in L2, this would not be important, but it is important that this is the case because otherwise the importance of the content of the subject will be lost due to the students' lack of understanding.

Culture: plurilingualism is not currently understood without interculturalism. The current laws seek to educate students who are inserted in today's society and are able to deal with the challenges of the 21st century, being at the same time inserted in a global world, which leads to the necessary learning of foreign languages that allow us to communicate with other citizens of the world (highlighting English currently as the most widely spoken vehicular language as a foreign language).

Content: they are at the heart of the learning process. They should always be present but should not be the only objective. It is important not to focus on one aspect (either language or content) and forget the other.

Cognition: learning involves deep thinking, reflection and problem solving. Problem solving, problem-based learning and project-based learning are methods that foster learners' cognition.

Cognition refers to thinking skills, which are classified as Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). LOTS and HOTS are related to Bloom's taxonomy (cited in Bentley, 2010; Coyle et al., 2010; Doherty & Brennan, 2008). Cognition also refers to cognitive effort, problem solving and critical-thinking skills (Graham, 2008).

- LOTS: remembering/memorising, understanding, applying, identifying, comparing/finding similarities and differences, ordering, matching.
- HOTS: analysing, assessing, creating/inventing, predicting, expressing opinions, reflecting, making judgements, solving tactical problems.

According to Mateu, (2013), culture (and Citizenship) includes personal development, social interaction, intercultural understanding, cooperation and teamwork. Developing a motor content such as sports through a foreign language fosters international understanding by setting the context of the content in different cultures.

Advantages of CLIL teaching

Some of the advantages and benefits studied that we can relate to the simultaneous learning of language and content are:

CLIL works to increase learner motivation by putting the learner at the epicentre of learning. It is understood that studying a subject in L2 is more difficult to assimilate than studying it in the mother tongue. Students must therefore pay more attention to what they are learning, but for the same reason, the activities that the teacher proposes to the learner must be well paced and specifically designed to make it easier for the learner to acquire the content and the related language (HOTS). Therefore, although it is more difficult to study in L2, the approach facilitates this process.

In addition, CLIL makes it easier to learn about other subjects. The knowledge learned in the subjects taught with CLIL approach is learned from different subjects, that is to say, it works in an interdisciplinary way, teaching from a very broad perspective (Wolff, 2003).

Furthermore, according to (Coyle et al., 2009) CLIL facilitates cultural knowledge and understanding. This is because of the strong relationship between the language and the culture of a country. It is therefore important that when using CLIL approach, we not only work on content and language, but also contextualise learning in the culture of the country/countries where the language is spoken as an official language.

Finally, CLIL not only improves L2 learning, but also improves knowledge of the mother tongue (L1). This is because with this approach many situations are created in which the learner must use the language as a tool to communicate, express ideas, organise their knowledge, etc. Therefore, it is important that the process is not unidirectional, but bidirectional, between teachers and learners, as well as within the classroom (Cantero, 2014: 81-104).

CLIL and PE

The number of English-Spanish bilingual programmes has increased considerably in Spain in recent years. This increase is largely due to their innovative way of teaching, based on the integration of language and content so that students achieve greater proficiency in the languages of instruction (Ramos and Ruiz, 2011).

There is different scientific evidence based on CLIL didactic proposals in PE on how to sequence a lesson that integrates the teaching of Physical Education with English through movement and the resolution of problem-situations that require pupils to work in groups (cooperation). Trying to show how to carry out an effective combination of motor activity and authentic use of English in real situations. They conclude that this is beneficial for both teachers and students in bilingual schools, as greater consistency in lessons will help the former to increase their effectiveness in the classroom, while greater participation and use of English in real-life situations will improve the latter's linguistic and academic knowledge and complex thought processes.

Likewise, Josep Coral and Mateu (2013) state that although very little research has been published on physical education in CLIL, in their article based in Catalonia they found the following significant data:

First, they consider that it is very important to plan the PE-CLIL sessions in advance and with care, integrating through a process the teaching-learning. They see that content, assessment criteria and instruments, teaching techniques and styles, differentiation strategies and scaffolding are key elements which must be planned and carried out with special attention so that the integration of content and language is effective and student learning is facilitated.

Teachers who know both the content and the target language must plan and practise the teaching of their subject, but they must also reflect on that teaching.

There are a number of research strategies and procedures that teachers can draw on to systematically evaluate their own practice (Zwozdiak-Myers, 2012). However, it is not enough for teachers to show willingness and identify opportunities to reflect on action; it is also necessary for education administrations to provide conditions that can stimulate this reflective practice.

2.2.2. COOPERATION

What is it

Cooperative Learning has been defined as a dynamic instructional model that can teach diverse content to students at different grade levels. Students work together in small, structured, heterogeneous groups to master subject matter content (Dyson et al., 2010). However, one of the current gaps in the literature is a definition of Cooperative Learning that specifically relates to physical education.

Cooperative learning is a methodology that is based on teamwork and aims at the construction of knowledge and the acquisition of competences and social skills. For a methodology to be considered as cooperative learning it has to meet the following characteristics:

- The class is organised in small mixed and heterogeneous groups where students work together in a coordinated way.
- The objectives of each member of the group must be linked (they must not be the same objective). In this way, pupils can only achieve their goal if the others achieve theirs, so that the whole group will have achieved a group goal as well.
- It has to be carefully planned, taking into account the profile and roles that each learner takes within a group so that there is a reciprocal and positive influence between all participants in the group.

For learning to be considered as cooperative learning it must have certain elements which are considered essential and which are as follows:

1. Positive interdependence

Positive interdependence appears when the members of the group realise that their objectives and their work is linked to that of the other people in the group. When this happens, the learner understands that the final goal of the task cannot be achieved if one fails. Therefore, everyone needs peers to be interested, involved and to do their share of the work.

2. Individual and group responsibility

This element is highly related to the previous one (positive interdependence). Again, in order to achieve the final goal, there has to be a group commitment, with which all learners feel identified. This commitment stems from individual commitment, where the first thing students have to do is to take responsibility for their tasks so that the group task is fulfilled. If this element is fulfilled, it avoids a single pupil or two having all the responsibilities and the other pupils claiming to have done their part of the work without having done it.

3. Stimulating interaction

Increase the possibilities for interaction through interpersonal dynamics. Students should promote each other's success by sharing, helping, supporting, supporting and encouraging their group mates, so that work is produced through joint effort and contributions, based on commitment and respect for each other.

4. Interpersonal and group skills

When working through cooperative learning, you learn much more than a specific content or language. Competences related to social skills and communication, the role of group work, interpersonal skills, etc. are worked on.

Cooperative work involves communication, decision-making, conflict resolution, organisation, etc. These are things that the teacher must take care of in the planning, during the project and with the evaluation of the project, thus promoting an integral education.

5. Group evaluation

Something which is very important and which should not be forgotten, as otherwise the project or task will not be completed, is its evaluation. In cooperative work, pupils will also have to take responsibility for the evaluation process. Therefore, also as part of the task or project, the group should reflect together on whether or not they are achieving their objectives, what kind of relationships are being created between group members, whether they should change or readjust the way they are working in order to achieve their objectives, etc.

Through this methodology we promote values such as tolerance, respect and equality, and the capacity for reflection and critical thinking. Therefore, it is a methodology that will allow us to work in an integrated way on the Key Competences and specific competences and integrated learning. This means that students do not only learn with the objective or the final product, but with the process. Giving the student the tools to be inserted in the society in which we live.

Cooperative vs. collaborative work

It is important not to be confused between cooperative learning and collaborative learning, both are used to stimulate student participation but they are two different methodologies and most of the time, both students and a large part of the teaching staff and/or the educational community confuse them. The following table shows the main similarities and differences between the two methodologies.

METODOLOGY	DIFFERENCES	SIMILARITIES
COOPERATIVE	- Students receive social skills training in small groups. - The teacher evaluates student performance and learning. - The teacher plays the role of learning guide.	Group work is done in pursuit of a common goal.
COLLABORATIVE	- It is believed that the students already have the necessary social skills, and that they will rely on them to achieve their goals. - The student evaluates his own learning and performance. - The role of the teacher serves to clarify doubts, he/she may or may not be present.	Interpersonal relationships are improved.

Cooperation and PE

Taking into account the work analysed above, the characteristics of Physical education, especially those related to the environment in which it is carried out and the dynamics of the classes, make it conducive to the education of social skills, when the educational intervention has an impact on this aspect. Physical activities, especially those carried out collectively, are an effective means of facilitating relationships, integration and respect, while at the same time contributing to the development of cooperation and solidarity (LOMCE). On the other hand, they become a tool for understanding the environment and will allow students to better understand its characteristics, directly and positively influencing the possibilities for its sustainable enjoyment (Baena and Granero, 2014).

The fundamental objective of bilingual programmes is to ensure that their students develop fluency and academic skills in two languages in order to achieve additive bilingualism (Baker, 2006). Therefore, and in accordance with

Vigotsky's socio-cultural theory, which argues that human learning occurs through social interaction in a natural environment (Genesee, 1999), languages are used as vehicles for the transmission and acquisition of linguistic and academic content in real situations revolving around communication and meaning (Cummins, 2002; García, 2005). Of particular importance in these programmes, therefore, is the methodology used, which should encourage interaction between learners, the use of cooperative groups or scaffolding provided by the teacher, enabling the use of language learning terms in different situations and the validation of learners' personal experiences and prior knowledge (Freeman, Freeman and Mercuri, 2005).

3. DIDACTIC PROPOSAL

3.1. Justification

To justify this didactic proposal it will be based on the theoretical framework that has served us to contextualise the following learning situation. In it we see how several authors such as (Cendoya, Bin and Peluffo, 2008) who have been dedicated to research in the field of how to implement CLIL in physical education, what are its advantages and benefits for both the student and for the development of learning, etc. And others such as Cummins (2002), García (2005) or Genesee (1999), who have also wanted to see the positive effects of the interrelation between CLIL approach and other methodologies that involve cooperative work within physical education, emphasise that there is no contraindication in the use of these methodologies/ approaches for the acquisition of learning both content and language, but rather the other way around. Students can be exposed to practising both the content and the L2 by having to use it in real contextualised situations such as physical education, games, etc. In this context and through cooperative work in which communication is the key element, students will have the opportunity to put into practice their knowledge of both L2 and the content of the subject.

To sum up, cooperative work together with a CLIL approach, all of this carried out in an environment focused on motor tasks, can cause the following benefits in our students:

1. Fostering social interaction in a real environment.
2. Using languages as vehicles for the transmission and acquisition of linguistic and academic content in real situations.
3. To enable your students to develop fluency and academic skills in two languages, thus achieving additive bilingualism.

3.2. Contextualization and timing

Throughout the year, 12 different learning situations will be carried out, located in the different blocks of basic knowledge, which, following the timetable according to the trimesters, would be as follows:

TERM	SITUACIONES DE APRENDIZAJE
1	SA1. COOPERATIVE GAMES (This one)
1	SA2. WARM UP AND COOL DOWN
1	SA3. MOTOR EVALUATION / PHYSICAL CONDITION
1	SA4. TEAM SPORTS
1	SA5. INDIVIDUAL SPORTS
2	SA6. RELAXATION AND BREATHING
2	SA7. HEALTH & HYGIENE
2	SA8. ALTERNATIVE GAMES AND SPORTS
2	SA9. Andalucía AND SPORT. POPULAR GAMES
	ANDALUSIAN INTERDISCIPLINAR PROJECT
3	SA10. HEALTH AND PHYSICAL CONDITION

3	SA11. BODY LANGUAGE, CORPORAL EXPRESSION
3	SA12. OUTDOOR ACTIVITIES HIKING AND ORIENTEERING

Likewise, the learning situation developed below will be carried out in the first 6 sessions of the course, without taking into account session 1, as this session will serve as an introduction to the subject, the teacher and the students. Therefore, these sessions will take place in the second half of September, the week in which the school year begins.

Septiembre 2022							Octubre 2022						
L	M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						

The first learning situation that the pupils will have is this (cooperative learning situations) because all the pupils are new to the school and it is a way of getting to know each other and creating a cooperative atmosphere in which they will move throughout the course, as the new regulations call for cooperative work in all subjects.

3.3. Curricular elements

Within this section, the following curricular elements are related to the learning situation developed below. All of them, from their nomenclature to their description and interrelation, are in accordance with the new education regulations which are already being put into practice this academic year and which were approved in 2022, the LOE/LOMLOE. I will follow the documents that specify it in the Autonomous Community of Andalusia in the Secondary stage, the Law 17/2007, de 10 de diciembre and the Instruction 1/2022.

Likewise, we will see interrelated according to the Instruction 1/2022 the specific competence that is going to be worked with this learning situation, the minimum basic knowledge for the 1st ESO course of physical education, the evaluation criteria, the key competences and the descriptors of the associated key competences:

3.3.1. Key competences

Within the competence profile of pupils at the end of the second year of Compulsory Secondary Education and the exit profile at the end of Basic Education, 8 key competences are detailed which arise as a result of the Recommendation of the Council of the European Union and its link with the challenges set out in the document Key Drivers of Curricula Change in the 21st Century of the UNESCO International Bureau of Education, as well as the Sustainable Development Goals of the 2030 Agenda adopted by the United Nations General Assembly in September 2015. These competences are as follows:

1. Competence in linguistic communication (CCL).
2. Multilingual competence (CP).
3. Mathematical competence and competence in science, technology and engineering (CMCCTI).
4. Digital competence (CD)
5. Personal, social and learning to learn competence (CPSAA).
6. Citizenship competence. (CC)
7. Entrepreneurial competence (CE)
8. Competence in cultural awareness and expression (CCEC).

In addition, the new law provides us with the descriptors of the associated key competences so that, by dividing them up, it is easier to identify them.

Within the learning situation developed below, the following key competences are worked on:

PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCES

Personal, social and learning to learn competence involves the ability to reflect on oneself in order to know oneself, accept oneself and promote constant personal growth; to manage time and information effectively; to collaborate with others constructively; to maintain resilience; and to manage lifelong learning. It also includes the ability to cope with uncertainty and complexity; adapt to change; learn to manage metacognitive processes; identify behaviours contrary to living together and develop strategies to address them; contribute to one's own and others' physical, mental and emotional well-being, developing skills to care for oneself and those around one through co-responsibility; be able to lead a future-oriented life; as well as express empathy and deal with conflict in an inclusive and supportive context.

Operational descriptors at the end of Basic Education which will be acquired by working on specific competence 2 through the learning situation to be detailed below in relation to the CPSAA competence:

WHEN FINISHING THE SECOND YEAR OF COMPULSORY SECONDARY EDUCATION, THE STUDENT...	WHEN FINISHING BASIC EDUCATION, THE STUDENT...
CPSAA4. Reflects and adopts critical stances on the improvement of the self-assessment processes involved in their learning, recognising the value of effort and personal dedication, which help to favour the acquisition	CPSAA4. Self-assesses his/her learning process, seeking reliable sources to validate, support and contrast information and to obtain relevant conclusions.

of knowledge, the contrast of information and the search for relevant conclusions.	
CPSAA5. Begins to set medium-term objectives and starts to develop strategies involving self- and co-assessment and feedback to improve the process of knowledge construction through awareness of mistakes made.	CPSAA5. Plans medium-term objectives and develops metacognitive feedback processes to learn from his/her mistakes in the knowledge construction process.

ENTREPRENEURIAL COMPETENCE

Entrepreneurial competence involves developing a vital approach to acting on opportunities and ideas, using the specific skills needed to generate outcomes of value to others. It provides strategies to adapt one's outlook to detect needs and opportunities; to train thinking to analyse and evaluate the environment, and to create and rethink ideas using imagination, creativity, strategic thinking and ethical, critical and constructive reflection within creative and innovation processes; and to awaken a willingness to learn, to take risks and to deal with uncertainty. It also involves making decisions based on information and knowledge and collaborating in an agile manner with other people, with motivation, empathy and communication and negotiation skills, in order to put ideas into action through the planning and management of sustainable projects of social, cultural and economic-financial value.

Operational descriptors at the end of Basic Education that will be acquired by working on specific competence 2 through the learning situation that will be detailed below in relation to the CE competence:

WHEN FINISHING THE SECOND YEAR OF COMPULSORY SECONDARY	WHEN FINISHING BASIC EDUCATION, THE STUDENT...
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EDUCATION, THE STUDENT...	
SC2. Identifies and analyses own strengths and weaknesses, using strategies of self-knowledge, understanding the elementary economic and financial elements and applying them to specific activities and situations, using basic skills that enable collaboration and teamwork and help them to solve everyday problems in order to carry out entrepreneurial experiences that generate value.	SC2. Assesses own strengths and weaknesses, making use of strategies of self-knowledge and self-efficacy, and understands the fundamental elements of economics and finance, applying economic and financial knowledge to specific activities and situations, using skills that favour collaborative and teamwork, to gather and optimise the necessary resources to carry out an entrepreneurial experience that generates value.
CE3. Participates in the process of creating valuable ideas and solutions, as well as in the performance of previously planned tasks and intervenes in decision-making processes that may arise, considering the process carried out and the result obtained for the creation of an entrepreneurial and innovative model, taking into account the experience as an opportunity to learn.	CE3. Develops the process of creation of ideas and valuable solutions and makes decisions, in a reasoned manner, using agile planning and management strategies, and reflects on the process carried out and the result obtained, in order to complete the process of creating innovative and valuable prototypes, considering the experience as an opportunity to learn.

Although it is not linked to any of the knowledge to be worked on within the learning situation developed, I have also highlighted the competence in linguistic communication and plurilingual competence as this learning situation is carried out using the CLIL approach.

Exit profile

The new law, as well as redefining the 7 key competences already defined in the LOMCE and adding one more (plurilingual competence), defines the exit profile of students. These are the characteristics that a pupil must have acquired after Basic Education. Among these characteristics we find:

- To develop a responsible attitude based on awareness of environmental degradation and animal abuse, from both a local and global perspective.
- To identify responsible consumption, assessing its repercussions.
- **Develop healthy lifestyles, as well as the promotion of public health.**
- Develop a critical, empathetic and proactive spirit to detect situations of inequality and exclusion.
- **Understand that conflicts must be resolved peacefully.**
- Critically analyse and take advantage of the opportunities of all kinds offered by today's society, particularly those of culture in the digital era, assessing their benefits and risks and making an ethical and responsible use that contributes to the improvement of personal and collective quality of life.
- Accept uncertainty as an opportunity to articulate more creative responses, learning to manage the anxiety that may be associated with it.
- **Cooperate and live together in open and changing societies, valuing personal and cultural diversity as a source of wealth and taking an interest in other languages and cultures.**
- **Feel part of a collective project, both locally and globally, developing empathy and generosity.**
- To develop the skills that will enable them to continue learning throughout their lives.

Among all the characteristics, I highlight 4 of them in bold. These are the ones that will be worked on the most in the unit that will be developed below.

3.3.2. Specific competence

2. Adapt, with progressive autonomy in their execution, physical, perceptual-motor and coordinative capacities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations of varying difficulty, to resolve situations of a motor nature linked to different functional, sporting, expressive and recreational physical activities, and to consolidate attitudes of self-improvement, growth and resilience when facing physical challenges.

This competence involves making decisions adapted to the circumstances, defining goals, drawing up simple plans, sequencing actions, executing what is planned, analysing what happens during the process, changing strategy if necessary and finally assessing the result. This competence is therefore the driving force behind experiential learning, in which constant reflection on how we learn is what consolidates learning, and therefore requires assessment with instruments that encourage these processes. However, it is important to emphasise that all this must take place within motor practices with different internal logics (individual, cooperative, oppositional or collaborative-oppositional) with varied objectives and in contexts of certainty and uncertainty. These aspects must be developed in a wide variety of practice contexts. Among them, we could highlight projects and set-ups related to skipping, juggling, acrobatic or circus activities; cooperative physical challenges, the dramatization of motor stories and, of course, sports.

In relation to the latter, it is possible to find different manifestations depending on their characteristics, from invasion sports games (ringball, floorball, ultimate, lacrosse, school rugby, tripela, kinball, tchoukball, balonkorf, colpbol, baloncode, cordoball, goubak, football 7, mini handball, minibasket, basketball)

with or without regulated opposition, to net and wall games (pinfuvote, volleyball, frontentennis), with or without regulated opposition, to net and wall games (pinball and volleyball), frontenis, pickleball, as well as field and bat sports (rounders, softball, baseball, etc.), target and target practice (boccia, archery or similar), wrestling (judo, fencing or other indigenous forms of wrestling, etc.) or individual sports (skateboarding, orienteering, sports gymnastics or athletics and its modalities, etc.). In order to guarantee a varied offer, at the end of the stage, pupils must have participated in at least one sporting event in each category. Once this requirement has been met, it will be possible to repeat some category, but prioritising, as far as possible and according to the specific circumstances of each centre, those events which are less familiar to pupils and/or which stand out for their mixed or inclusive nature. This specific competence is connected with the following descriptors of the Exit Profile: CPSAA4, CPSAA5, CE2, CE3.

3.3.3. Assessment criteria

2.1. To participate in the process of creating motor projects of an individual, cooperative or collaborative nature, establishing mechanisms to redirect the work processes, using with help self-evaluation and co-evaluation strategies and initiating attitudes of self-improvement, growth and resilience.

2.2. To act correctly with an acceptable interpretation in varied motor contexts, applying with help basic principles of decision-making in recreational situations, modified games and sports activities based on anticipation, adapting to the motor demands, to the performance of the partner and the opponent (if any) and to the internal logic in facilitated, real or simulated performance contexts, reflecting on the results obtained.

2.3. To initiate in showing evidence of control and mastery of the body by using the qualitative and quantitative components of motor skills, facing the demands of problem solving in a guided way in motor situations transferable to their living space.

3.3.4. Minimum basic knowledge

A. Active and healthy life

EFI.2.A.3. Mental health

A.3.1. Acceptance of limitations and possibilities for improvement in motor situations.

B. Organisation and management of physical activity

EFI.2.B.2. Preparation of motor practice: self-construction of materials as a complement and alternative in the practice of physical activity and sport.

EFI.2.B.4. Planning and self-regulation of motor projects: establishment of self-evaluation mechanisms to redirect work processes.

C. Problem solving in motor situations

EFI.2.C.1. Decision making

C.1.1.1. Conscious use of the body according to the characteristics of the activity, context and spatial parameters in which it is developed in individual motor situations.

EFI.2.C.1.2. Group guidelines to optimise the group's motor resources for the resolution of the action/task in cooperative situations.

EFI.2.C.1.3. Analysis of movements and motor patterns of the opponent to act accordingly in motor situations of pursuit and interaction with a mobile.

C.1.4. Adapting own movements to the opponent's actions in oppositional situations.

EFI.2.C.1.5. Delimitation of previous attack and defence strategies according to the characteristics of the members of the team in collaborative-oppositional motor situations of pursuit and interaction with a mobile.

EFI.2.C.2. Body scheme: integration of the different co-ordination, spatial and temporal aspects in certain motor and/or sport sequences.

EFI.2.C.3. Conditional capacities: development of basic physical capacities oriented to health.

EFI.2.C.4. Specific motor skills associated with technique in physical-sports activities.

C.5. Motor creativity: solving challenges and problem-situations in an original way, both individually and in groups.

EFI.2.C.6. Critical attitude towards elements of the environment that pose obstacles to universal activity and active, autonomous, healthy and safe mobility.

D. Emotional self-regulation and social interaction in motor situations.

EFI.2.D.1. Emotional management

EFI.2.D.1.1. Stress in motor situations. Sensations, signs and manifestations.

EFI.2.D.1.2. Strategies of individual and collective self-regulation of effort and ability to overcome to face challenges in motor situations.

3.3.5. Stage objectives (of CSE)

Within the curricular elements, the stage objectives have to be specified by each Autonomous Community within Spain. These have always been detailed since Decree 111/2016, but as this has been repealed and we are waiting for a new Decree in Andalusia, I will refer to the stage objectives mentioned in Royal Decree 217/2022, from which the specific objectives of the learning situation and of each session will be born. The objectives of the stage, according to article 7 of Royal Decree 217/2022 are the following:

Compulsory Secondary Education will contribute to the development in pupils of the abilities that will enable them to:

- a) **To assume their duties responsibly, know and exercise their rights with respect for other people, practice tolerance, cooperation and solidarity between people and groups, exercise dialogue by strengthening human rights as common values of a plural society and prepare for the exercise of democratic citizenship.**
- b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the effective completion of learning tasks and as a means of personal development.
- c) To value and respect the difference between the sexes and the equality of rights and opportunities between them. Reject stereotypes that discriminate between men and women.
- d) To strengthen their affective capacities in all areas of their personality and in their relationships with other people, as well as to reject violence, prejudices of any kind, sexist behaviour and to resolve conflicts peacefully.
- e) To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To develop basic technological competences and to advance in an ethical reflection on their functioning and use.
- f) To conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as to know and apply the methods to identify problems in the different fields of knowledge and experience.
- g) To develop an entrepreneurial spirit and self-confidence, participation, a critical sense, personal initiative and the ability to learn to learn, plan, take decisions and assume responsibilities.
- h) To understand and express themselves correctly, orally and in writing, in the Castilian language and, where appropriate, in the co-official language of the

Autonomous Community, complex texts and messages, and be introduced to the knowledge, reading and study of literature.

- i) To understand and express themselves in one or more foreign languages in an appropriate way.**
- j) To know, value and respect the basic aspects of one's own and other people's culture and history, as well as artistic and cultural heritage.
- k) To know and accept the functioning of one's own body and that of others, to respect differences, to strengthen body care and health habits and to incorporate physical education and the practice of sport in order to favour 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, empathy and respect towards living beings, especially animals, and the environment, contributing to their conservation and improvement.**
- l) To appreciate artistic creation and understand the language of the different artistic manifestations, using different means of expression and representation.

These objectives are those that students are expected to have acquired by the end of their time at secondary school, objectives that are linked to the acquisition of the key competences. Within the 12 stage objectives, there are 3 of them in bold related to the learning situation developed below.

3.3.6. Specific objectives (of the learning situation)

Within the learning situations that are worked on using CLIL approach, as we have learnt in the different subjects of the Master's degree, the specific objectives of the learning situations are divided into content objectives and language objectives. Therefore, at the end of this unit students will be able to:

Content Objectives

- To differentiate between cooperative and group work, putting the former into practice within the sessions.
- To develop individual initiative and teamwork, accepting the established rules and regulations.
- To identify the group objective as an individual objective and the individual objectives as priority objectives in order to achieve the group objectives.
- To participate in physical challenges in a cooperative way, resolving any conflicts that may arise through dialogue.

Language Objectives

Within BICS

- To use L2 as the main language of communication both with the teacher and with the rest of the classmates.

Within CALP

- To define and differentiate (spoken and written) cooperative learning, collaborative learning and individualism.
- To explain cooperative games they have created in small groups.

3.3.7. Methodology

Within any subject, within any programme and any learning situation, from my point of view as a teacher, the most important thing is always the how. How we try to teach what we want to teach the students, how we are going to transmit the learning to them. We may have the best learning situations, but if we are not able to adapt the methodology to the profile of the students we have in class, we will not be able to teach them anything.

Therefore, the LOE/LOMLOE urges us to use different methodologies and to adapt them to the needs of both the students and the teacher. Furthermore, within the theoretical framework of this paper we see that for a learning situation

to be considered as following CLIL principles, it has to follow some minimum steps/points. The same goes for cooperative work.

To summarize, the main characteristics that a learning situation such as the one I have indicated above must have are the following:

Roles

- Role of the learner: CLIL approach encourages active learning on the part of the learner, giving them roles that imply an active role in their own learning. This puts the student at the epicentre of learning. Furthermore, by working in a cooperative way, it is understood that students have to interact with each other, thus giving rise to a more autonomous and interactive learning process.
- Role of the teacher: In line with the above, the teacher must take on the role of learning guide, facilitator of learning situations rather than being a mere instructor and giving orders on what to do. This implies a great effort for the teacher, as they have less control over the class, we have to be able to leave them time to create and act in which we must interact and supervise the student's work with great frequency. In addition, we have to encourage students to use the foreign language (L2) as a vehicular language during the development of the tasks. One aspect that assumes great importance in the CLIL approach is the language teacher, as he/she has a dual role, as he/she needs to coordinate with the content teachers to advise and support them in teaching their subjects, as well as teaching his/her own subject.

Language level

The objective not only of the learning situation developed below, but also within the EF subject which will be taught throughout the year using CLIL approach, is for students to be able to express themselves in L2, to be understood by their classmates and at the same time to be able to understand the rest of their classmates and the teacher's instructions. Contrary to what is usually

understood as "bilingual teaching", the aim is not for students to speak perfect native English.

Working methods

Within this learning situation, the aim is to apply the methods that best suit the pupils. Among them, the following are considered essential in this pedagogy: task-based learning, cooperative work or processing focused on meaning and form. Within the approach, we can also talk about the materials most used in this methodological approach. Particularly, materials designed and adapted to the reality of the classroom are used, but there are also many sources of shared resources on the web, especially.

According to these three points of CLIL approach, specifically, we highlight below the most important methodological guidelines that will be carried out in the "Cooperative" learning situation:

Firstly and in relation to the first point "student roles and teacher roles" and attending to the nomenclature used by Delgado Noguera (1991) in which he specifies the teaching styles within the speciality of physical education, I will try to avoid direct command, with the exception of situations where it is required due to some unforeseen event, but in general shy away from it. I will try to carry out an active problem-based learning methodology (corresponding to the cooperative challenges that will take place in the different groups) and thus encourage cooperative learning. Here the individual objective of the students overlaps with the group objective, so that the individual objectives will be achieved once the group objective has been achieved and vice versa. Thus encouraging the active participation of all students.

In addition, we will work within a gamified environment, so all students will play in a "video game", in which points are earned. Each student has to have an

avatar and will belong to a specific working group; a clan. These small clans/groups will be heterogeneous and will be formed by pupils with different abilities so that they complement each other.

The challenges posed will be neither very difficult nor very easy challenges, they will be simple challenges but they will require the participation of all the members of the group / avatars. It has been demonstrated by authors such as Rando (2010) or Gesvin Romero (2017) that it is more effective and motivating to apply simple exercises, in which students develop their own autonomy and develop the basic knowledge and objectives that they are expected to acquire with the subject, to fulfil them one by one and avoid thinking about covering all the objectives with a single exercise, in a single session. The more heterogeneous the group, the more important this becomes. Thus, when students are faced with an apparently difficult problem, they give up quite easily. But if, on the other hand, they see that they have a chance of tackling the problem, they will feel more involved.

What is it that differentiates the "cooperative" learning situation from a learning situation in which physical fitness is worked on in a traditional way? The methodology, the teaching style and the organisation of the classes, the type of intervention, etc. But not the content of the session. In contrast to the classical view of education, new strategies and learning models are put into practice here, which will challenge not only the students, but also the teacher.

To contextualise the situation, the first challenge we see, is that the programming is integrated within a gamified environment. This means that the learning situation (and the rest of the learning situations that would make up the annual physical education programme for this course) are contextualised within a video game. It would be used learning strategies in the new environment in which it is integrated, the video game, as well as the use of m-learning, learning

in social networks, etc. The class will be organised in working groups of 6 people, in which they will carry out during most of the sessions didactic experiences of cooperative learning. The leader of each team (who rotates according to the learning situation in which we find ourselves) will be the person who "leads" the group, but everyone must cooperate in order to be evaluated and graded positively. If one person in the group does not meet the objectives of the session, the whole group will be affected, but if the whole group finds the best way to function and interact, the whole group will be rated positively. This inadvertently leads to Peer-led Team Learning. This requires the involvement of blended learning models in which technology and virtual methodologies are combined with face-to-face sessions.

One of these examples will be the videos that will be sent to students via the Teams platform with the theory (cooperative work vs. group work), applying the reverse class model, in which the student carries out what was traditionally carried out in class, i.e. the explanation of the theory, or the explanation of the technique of a loading exercise to avoid injuries. And during the hour of class, practice is carried out with the group. This method means that we can spend approximately 50 minutes in class instead of only 35 minutes due to explanations and/or corrections.

Teaching materials and resources

In order to carry out the "Cooperative" learning situation, we will need the following resources, both material and digital, as well as facilities:

Facilities

We will be able to use the pavilion or the outdoor courts indistinctly, depending on the weather conditions and the needs of the other PE specialists. For session number 3, the use of the pavilion is required, as it is the place where

the large mats are located and they should not be taken outside so as not to damage them.

Materials

In order to carry out the learning situation, the following materials will be needed:

- Speakers
- Ropes
- Basketballs
- Footballs
- Large mats
- Newsprint

ICT resources:

- Teams
- ClickEdu
- A video explaining differences between cooperative and group work

CLIL resources:

- Healthy Bingo.
- Vocabulary of the learning situation.
- Create your challenge worksheet

The CLIL resources are provided with the intention of staggering the learning as much as possible. So that students who have not acquired certain vocabulary before, or who are lost during some explanations, have the possibility of seeing it written down and it is easier for them to assimilate the learning of L2. Following the theory of Gesvin Romero (2017), it is advisable to use different sensory pathways for learning, avoiding using only the auditory pathway.

3.3.8. Transversality and interdisciplinarity

Cross-disciplinarity is a condition inherent to the Competence Profile and the Output Profile, in the sense that all learning contributes to their attainment. In the same way, the acquisition of each of the key competences contributes to the acquisition of all the others, Royal Decree 217/2022.

The transversal elements at legal level are specified at national level in the Royal Decree 217/2022 and in the Decree of education that is to come out after the repeal of Decree 111/2016 which specifies these elements at Andalusian level. As we are waiting for this Decree, I will base myself on the transversal elements that Royal Decree 217/2022 dictates. According to this, the cross-curricular elements that should be worked on in all subjects are the following:

- **Linguistic communication**
- Appropriate use of technology
- Civic and constitutional education
- The development of a sense of initiative and entrepreneurship.
- **Equality and non-discrimination, positive coexistence, emotional education, the development of citizenship in a global world, etc.**
- **Health and an active lifestyle**
- Road safety.

Within the transversal elements mentioned, I have highlighted the element related to linguistic communication, as several factors imply that this is worked on to a large extent in this learning situation. The fact that a CLIL approach is used and the fact that the predominant methodology of this learning situation is cooperative work.

The cross-cutting elements relating to health promotion and an active lifestyle are inherent to the subject of physical education, in which this is the core of the subject; Following a healthy lifestyle.

Lastly, In bold it can be seen the cross-cutting elements relating to equality and positive coexistence, as the group will be working on conflict resolution as and when any problem arises within the group.

Likewise, although I have highlighted only three of these elements, as Royal Decree 217/2022 indicates, all the elements are worked on in all subjects, so that at some point during the year all of them will be worked on explicitly or implicitly in the subject of physical education.

According to **interdisciplinarity**, within this learning situation, work will be done with the subject of English, since being a CLIL learning situation, coordination between both teachers is essential. In addition, the English subject will provide the specific vocabulary necessary for physical education every Friday in the last half hour of class.

3.3.9. Learning situation “COOPERATIVE”

LS 1 “COOPERACTIVE”			
1º CSE A	1st TERM	30 Students	6 sessions
KEY COMPETENCES	• Personal, social and learning to learn competence: CPSAA4, CPSAA5, • Entrepreneurial competence CE2, CE3		
INTRODUCTION	This is the first LS of the year, the aim is for students to get to know each other through cooperative group interaction while working on physical fitness and interacting in L2.		
SPECIFIC COMPETENCE 2			
To adapt, with progressive autonomy in their execution, physical, perceptual-motor and coordination capacities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations of varying difficulty, to solve situations of a motor nature linked to different functional, sporting, expressive and recreational physical activities, and to consolidate attitudes of self-improvement,			

growth and resilience when facing physical challenges.

KNOWLEDGE

- A. Active and healthy life
- B. Organisation and management of physical activity
- C. Problem solving in motor situations
- D. D. Emotional self-regulation and social interaction in motor situations.

LANGUAGE OBJECTIVES

CONTENT OBJECTIVES

BICS

- To use L2 as the main language of communication both with the teacher and with the rest of the classmates.

CALP

- To define and differentiate (spoken and written) cooperative learning, collaborative learning and individualism.
- To explain cooperative games they have created in small groups.

- To differentiate between cooperative and group work, putting the former into practice within the sessions.
- To develop individual initiative and teamwork, accepting the established rules and regulations.
- To identify the group objective as an individual objective and the individual objectives as priority objectives in order to achieve the group objectives.
- To participate in physical challenges in a cooperative way, resolving any conflicts that may arise through dialogue

TRANSVERSALITY

INTERDISCIPLINARITY

- Linguistic communication
- Equality and non-discrimination, positive coexistence, emotional education, the development of citizenship in a global world, etc.
- Health and an active lifestyle

Biology

SEQUENCING

1st SESSION

Difference between cooperative and group work.

Introducing the LS and playing healthy bingo and crossing the river

2nd SESSION

Cooperative games

We do 10 cooperative games with

			the whole class and measure time.
3 rd SESSION	Cooperative challenges in small groups		Spartan training small groups
4 th SESSION	Cooperative challenges in big groups		Spartan training big groups
5 th SESSION	Create your own cooperative challenge		They create their own training and carry it out as a whole group, to present it to their peers in the next session.
6 th SESSION	Presenting your own Spartan training		Each group does its Spartan training for the other groups.
METHODOLOGY			
FACILITIES	Indoor/outdoor	MATERIAL	Speakers, ropes, basketballs, footballs, large mats, newsprint
EVALUATION			
Assessment criteria (CE)		PROCEDURE	
2.1. To participate in the process of creating motor projects of an individual, cooperative or collaborative nature, establishing mechanisms to redirect the work processes, using with help self-evaluation and co-evaluation strategies and initiating attitudes of self-improvement, growth and resilience.		30%	Rubric exposure and work on Spartan training.
2.2. To act correctly with an acceptable interpretation in varied motor contexts, applying with help basic		30%	Direct observation: Participation

principles of decision-making in recreational situations, modified games and sports activities based on anticipation, adapting to the motor demands, to the performance of the partner and the opponent (if any) and to the internal logic in facilitated, real or simulated performance contexts, reflecting on the results obtained.	20%	Worksheet “healthy bingo”
2.3. To initiate in showing evidence of control. Mastery of the body by using the qualitative and quantitative components of motor skills, facing the demands of problem solving in a guided way in motor situations transferable to their living space.	20%	Group co-evaluation wheel
EXTENSION WORK AND HOMEWORK		TEACHER’S EVALUATION
Mind map of a Spartan training designed by one of the groups. Or a mind map of a warm-up.		Anecdotal diary and CLIL check list
Tools to address the diversity	Injury	Cooperative referee rol
	Intrinsic difficulty of the content	Add variants

Sessions

All sessions have the same organisational structure:

- 1) I collect the students in class, they all sit on the bleachers, I call the roll and introduce what we are going to do in that session.
- 2) Warm-up. The warm-up is led by me during these sessions, but when we carry out the learning situation "the warm-up" they will have been given the necessary tools to carry out their own warm-up themselves.
- 3) Main part of the session (this changes according to the basic knowledge block).
- 4) Return to calm down

- 5) Basic hygiene. Students go into the toilets to wash themselves and change the t-shirt they have worn during the session.

SESSION 1 DIFFERENCE BETWEEN COOPERATIVE AND GROUP WORK

Differentiate between group work and cooperative work. In the Microsoft Teams platform I have left a video with the difference between both methodologies. During the class we do two tasks: a group task and a cooperative task and at the end of the class they have to say which is which and why. The tasks we do are

- a. Healthy Bingo: With the card we find in annex 1, we will play healthy bingo, asking our classmates if they do or do not do that premise. If they do, we will put their name in the box. We can only ask the classmates when the music stops. While the music is playing the students have to be running around the space. (Example of a group activity).
- b. Crossing the river: With some sheets of newspaper I give them, they have to cross from one corner of the pavilion to the other. We will do this in two groups. You can't step on the ground, because there are crocodiles underneath. (Example of cooperative task)

SESSION 2 COOPERATIVE GAMES

During this session the whole class will be given 10 cooperative challenges and the time taken to achieve each challenge will be measured. The challenges are as follows:

- 1) Sit on partner's knees.
- 2) Sit on the knees of the partner, pat and touch the floor.
- 3) Sit on your partner's knees and walk 4 metres.
- 4) Pull the rope and sit down: Everyone stands in a circle, holding a big rope. Without letting go of the rope you have to try to sit down all at the same time.

- 5) Pull the rope and stand up.
- 6) Baskets: During 5 minutes make as many baskets as possible (this challenge is achieved when you have made as many baskets as possible in the same amount of time on another day).
- 7) Goals: This challenge is the same but with a goal and footballs.
- 8) The jump: The whole class has to manage to jump at least one jump rope without anyone tripping over the rope.
- 9) Passing under the skipping rope: This challenge is achieved when the whole class passes under the rope without interrupting the swing.
- 10) Head rope: Everyone puts the rope on their head and has to be able to take at least 3 steps. With hands on the shoulders of the partner in front.

SESSION 3: COOPERATIVE CHALLENGES IN SMALL GROUPS

Spartan training consists of giving the group some challenges and everyone adds up repetitions of an exercise until they reach the target.

- 1) In a line, going under the partner, we have to go back and forth from one end of the track to the other 4 times.
- 2) 50 burrito carries. A group coordinator will count the number of moves. Each person will do as many as possible.
- 3) 4 mat displacements: The whole group has to carry the mat to the indicated point without it touching the ground.
- 4) Flexibility: We have to get from one corner of the court to another while in contact with the whole group, stretching our legs as far as possible.

This challenge will be done by the whole class together.

SESSION 4: COOPERATIVE CHALLENGES IN BIG GROUPS

The session is the same as the previous one. But in this case, it will be done in 4 small groups. At the end of the session we will reflect on how we work best in cooperative groups, why, how they have felt more comfortable, what roles each one has taken, etc.

SESSION 5: CREATE YOUR OWN COOPERATIVE CHALLENGE

They create their own training and carry it out as a whole group, to present it to their peers in the next session. It is important that they know that they have to do that challenge because otherwise there will be times when the challenge is either too easy or too difficult.

SESSION 6: PRESENTING YOUR OWN SPARTAN TRAINING

Each group will explain the challenge to the other group and supervise them to carry it out. When one group finishes, the other group will do the other group's training.

When the challenges are finished, each group will evaluate the other group's presentation with the group co-evaluation wheel.

3.3.10. Assessment

Within student assessment it is important to differentiate between heteroassessment, self-assessment and co-assessment. Furthermore, assessment should be initial, formative and summative. Within this learning situation the initial assessment is not done explicitly with a paper or online/with rubric, etc. But they do the same training in one way and another in which we will orally talk about how we have seen ourselves working in the different groupings. The same goes for summative evaluation. The evaluation will always be formative, from the first session I teach the students the rubrics with which I am going to evaluate them and I emphasise the points that are important for the improvement and progression of any task.

Students

Hetero-evaluation

Within the hetero-evaluation, in which the teacher evaluates the student, we find two rubrics and a check list for the delivery of the healthy bingo.

Rubric for the presentation of the Spartan training to the small groups:

SPARTAN TRAINING PRESENTATION			
SPARTAN TRAINING PRESENTATION	VERY WELL ³	SO, SO... ²	IMPROVABLE ¹
AUTHENTICITY Content 16.67%	It is a new and original training. The presentation is different.	The activities are very similar to others. The presentation is ok.	The training is not original and the presentation is boring.
COMMITMENT Content 16.67%	They are involved at home and at school. They don't interrupt their classmates during the presentation.	They are involved only in the school. But they don't interrupt each others.	There is no commitment .
ON THE COURT Content 16.67%	They know how to do the exercises and to explain the rules.	They know how to do the exercises but they don't care about the other classmates.	They don't know the exercises well.
COMMUNICATION Language 16.67%	They talk clearly. The pronunciation is good and they just talk English.	They have a bad pronunciation. They mix English and Spanish.	They do the presentation in Spanish.
VOCABULARY Language 16.67%	They use specific vocabulary of the Unit (CALP)	They use generic vocabulary. (BICS)	They don't use sport vocabulary.
PRESENTATION Language 16.67%	They have prepared the presentation. It is organised and they have turns to speak.	They are reading instead of talking while looking their classmates.	Someone of the group prepared it and everyone is reading the same papersheet.

Participation's rubric:

Rúbrica	Yes/ always 3	It depends 2	No/ never 1
Participation Content 50%	He/she does participate and gives its best.	He/ she is only doing the exercises if I am looking at her/him.	He/ she is not involved during the session.
Vocabulary Language 50%	He/she uses the specific vocabulary of the Unit (CALP)	He/she uses a generic vocabulary (BICS)	He/she does not use the specific vocabulary

Healthy bingo check list:

Check List Healthy bingo	Yes	So, so.. /late	No
Has it been handed over?			
Was it full filled?			
Was it clean and clear?			

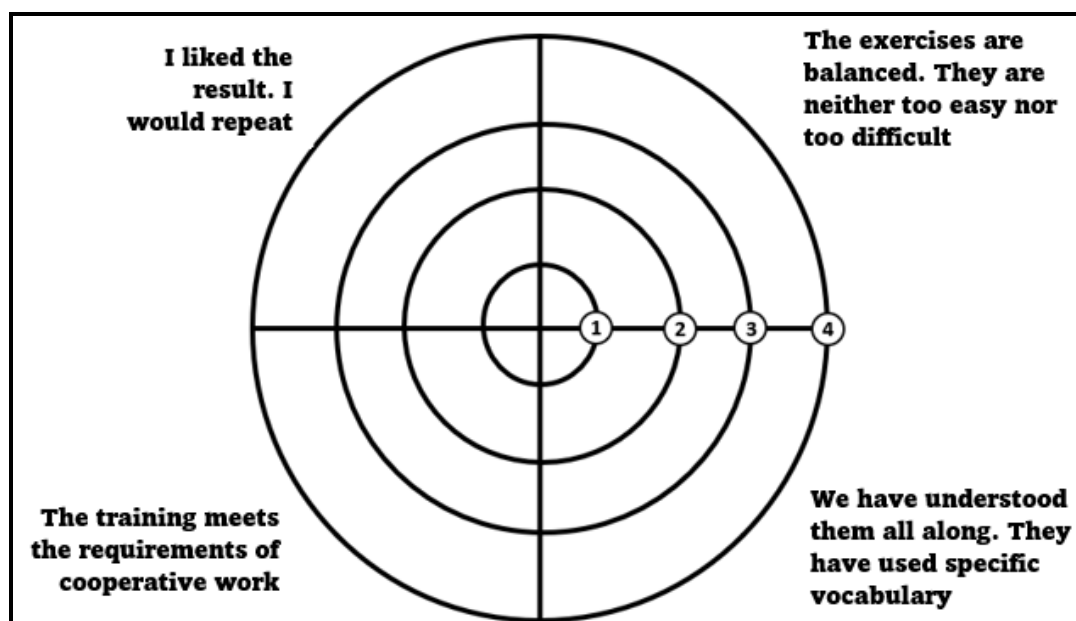
Self-assessment

In this learning situation I do not use any student self-assessment tool, it is used in other learning situations during the year.

Co-assessment

Within the co-assessment the students will evaluate each other as a group.
Evaluating how the work they have done has been.

Group co-evaluation wheel:



Teacher's evaluation

In order to evaluate whether the learning situation has met its objectives and how I have carried out the learning situation, I keep an anecdotal diary which helps me to see each year what has worked for me and what I need to change, and I also carry out an specific check list to evaluate my own CLIL material, that I got to know within one of the subjects of the master's degree.

	Yes, always	Sometimes	No, never
Prerequisites: Are learners exposed to a meaningful and comprehensible input of language?			
Prerequisites: Are learners affectively engaged?			
Prerequisites: Are learners cognitively engaged?			
Prerequisites: Are learners provided the necessary scaffolding techniques to foster attention to form whilst focusing on meaning?			
Prerequisites: Are learners granted opportunities to manipulate the content in the target language?			

Has the materials the main focus on meaning? Is there a clearly defined outcome (other than the use of english)?			
Are there some kind of gaps?			
Do learners have their own resources to complete the activity?			

3.3.11. Tools to address the diversity

According to the Decrees that regulate education, attention to diversity is not specific to certain pupils, but is to attend to any situation within the classroom in which it is necessary to adapt to some extent the normal development of the class, trying to ensure that this adaptation moves as little as possible away from the knowledge and objectives to be dealt with. Some of the actions I take into account in my class are the following:

- Formation of groups: The working groups will be groups of between 4 and 5 people. They will be heterogeneous groups in terms of physical and psychosocial characteristics.
- Injuries or illness: The students who are able to stand up in the class, I give them the role of the referee of the cooperation. Taking note of both positive and negative aspects that arise during the class. Students have the bad habit of thinking that the fact of presenting a medical certificate exempts them completely from the class, but the truth is that they have to learn and participate just like the others, with the exception of carrying out exercises that involve a great deal of motor involvement.
- Carrying out the exercises: The explanation of the exercises will be the same for the whole group, each person must carry out the exercises as far as possible, trying to get involved as well as their classmates, with the exception of exercises that are not possible or that are too easy for them. In the case of students who are unable to do certain exercises, I will have facilitating variants (for example, those who cannot do the burrito carry, can do the wheelbarrow exercise).

4. CONCLUSION

Regarding the research that has been carried out so far on CLIL and physical education, Dalton-Puffer, Nikula and Smit, (2010) assume that from the beginning, the fire of CLIL has been fed from several sides: high-level policies and grassroots actions, but that today, more research is still needed to obtain data and evidence to support the educational policy of this approach, as well as the teaching practice of professionals in the sector.

Despite all the benefits that have been studied that CLIL approach has on the learning of our students, which can be seen within the theoretical framework, where the benefits in learning that have the application of CLIL and cooperative work in physical education are mentioned, this approach poses great challenges for both students and teachers.

As a teacher, when developing this LS, the biggest challenges I have found are the following: There is a need to move away from direct instruction and model reproduction teaching styles, where the class is very easily controlled, and move towards cooperative learning strategies, where control of the class is much less.

In addition, as a non-native English speaker, I am faced with the fear of language. A fear of a fairly widespread nature, not speaking perfect English and offering at least 50% of the class in English in front of students who sometimes exceed your level of English. This sometimes happens because they practice it regularly or because my L2 in some cases is the L1 of the students, in the case of students with native English speaking parents). In other words, there is the challenge of conducting physical education classes and having students be active while teaching a foreign language.

Facing all these challenges, I have designed this learning situation that combines both methodologies/approaches (CLIL and cooperative learning) to be applied, carrying out learning situations / didactic units with these characteristics. In this way and by measuring different variables, it is possible to demonstrate the benefits of these practices, by means of teachers who carry out the work of action research.

Therefore, the development of this LS motivates me to change the methodology within the PE in order to promote cooperation and companionship among my students, increase sportsmanship and social values within the class-group, etc. Seeking the integral development of the students, pushing them towards holistic development and reaching the acquisition of the exit profile/competential profile that aims to develop the CSE.

To sum up, according to the objectives proposed in this thesis, it is concluded that:

The integration of CLIL Approach and the methodology of cooperative challenges can be very beneficial for students, since situations are created in which students have to use language to communicate with each other and to meet the challenges. In addition, the learning context that is created is a real context.

The fact that the challenges are not only cooperative but also physical challenges, increases the motivation of the students to achieve them, thus increasing learning and the use of the L2.

Finally, with the development of this thesis I have put into practice different learnings and tools I have learned during the master's degree and that will serve me in my future work.

As limitations to highlight within the learning situation "CooperActive" is that, once carried out in the classroom, my students in particular need to increase motivation with competitive methods. It is a reality that we find in the physical education classroom, and that is that students generally try to compare themselves with their peers, whether it is another small group within the class or a different class. In order to overcome the peer challenge and do better.

Therefore, when I have carried out the learning situation, since I am the teacher of the three courses of 1st CSE of the high school, what I have done is to measure the time that each class has taken to do the challenges and show it to the other classes, making the group work with greater motivation and more cohesive. When they have worked in small groups, they have been the ones who have compared themselves to see who was the fastest.

For me as a teacher, this appears as a limitation in the development of my learning situation and an aspect to improve, since the cooperative nature should not imply the competitive nature of the practice of physical activity.

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7. ANNEXES

ANEXE 1: Healthy Bingo

HEALTHY BINGO

Name:

Class:

I eat fruit everyday	I spend time with my friends	I prepare (or help to prepare) some healthy food	I drink at least 1.5 liters of water a day
I eat my 5 daily meals	I brush my teeth after every meal	I do sport at least 3 days this week	I sleep 8 hours every day
I feel good in class	I enjoy my hobbies	I bring a healthy snack to school for at least 4 days	I maintain good personal hygiene, I have a shower every day
I don't spent that much time playing video games	I wash my hands before and after every meal	When I get overwhelmed, I take a deep breath and try to relax before yelling / getting angry, etc.	I have decreased the time I watch television
I wash my hands after going to the toilet	I spend time with my family and I had no discussion with any of them	I don't eat "fast food"	I take care of my skin and my eyes from the sun

Write the Name of a partner who meets the premise of the box,

- You can not repite names.