

Master's Dissertation/
Trabajo Fin de Máster

ALTERNATIVE SPORTS AND ATTENTION TO DIVERSITY IN PE: A CLIL LESSON PLAN FOR THE 6TH GRADE OF PRIMARY EDUCATION

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Abstract and keywords/Resumen y palabras clave

Abstract:

Every teacher should adhere to the principle that students' education, welfare, and diversity should come first. The development of the theoretical framework of this MD, focusing on attention to diversity in CLIL, led to the creation of a lesson plan that would be implemented in Physical Education with a group of 6th grade Primary Education students. This lesson plan is specifically tailored to the student in this group who has been identified as having autism. It has been designed and themed according to the well-known video game Mario Bros., ensuring the motivation of the entire group and in particular of the aforementioned student. An introduction to alternative sports, which have grown to be so well-liked in recent years in the area of Physical Education, is proposed over the course of seven sessions. This research aims to raise teachers' awareness of the value of attention to diversity.

Keywords: CLIL, Primary Education, Special Educational Needs, autism, Physical Education, alternative sports.

Resumen:

Todo profesor debería adherirse al principio de que la educación, el bienestar y la diversidad del alumnado deben ser lo primero. El desarrollo del marco teórico de este TFM, centrado en la atención a la diversidad en AICLE, condujo a la creación de una unidad didáctica para ser implementada en Educación Física con un grupo de estudiantes de 6º curso de Educación Primaria. Esta unidad didáctica está específicamente adaptada a un alumno de este grupo diagnosticado con autismo. Ha sido diseñada y tematizada de acuerdo al conocido videojuego Mario Bros, asegurando la motivación de todo el grupo y en particular del mencionado alumno. A lo largo de siete sesiones se propone una introducción a los deportes alternativos, tan populares en los últimos años en el ámbito de la educación física. Esta investigación pretende concienciar al profesorado del valor de la atención a la diversidad.

Palabras clave: AICLE, Educación Primaria, Necesidades Educativas Especiales, autismo, Educación Física, deportes alternativos.

1. INTRODUCTION

1.1. Justification

The moment you start studying to become a teacher, thoughts that may not have appeared before are activated in your brain. You look forward to being that person who is able to change everything that you have seen as wrong, with defects or that you simply want to make it better than it was. Indeed, by becoming a teacher you have in your hands the power to help find a solution to these problems and, you have the first key to begin to open those doors that, from your perspective as a student, at some point were closed.

During my school career I have experienced first-hand numerous situations with classmates with some kind of Special Educational Needs (henceforth, SEN) who have not been attended to or understood according to their needs and characteristics. I used to study in bilingual schools, and these students with SEN were left aside in order to work in an L2.

Last year, I graduated as a primary school teacher specialising in Physical Education and, although I am not currently working because I have just finished that degree, I do have some experience as a trainee teacher. The degree study plan includes two internships and I had, both in two bilingual primary schools in the province of Granada. This time, as a pre-service teacher, I realised that, unfortunately, some situations which are similar to those I observed when I was a pupil are still occurring. It is true that introducing a foreign language (henceforth, FL) in the classroom with students between 6 and 12 years old is a difficult task and even more so if there is a great diversity within the classroom itself, but the solution is not to leave out those who have SEN. They have the same right to be listened to and cared for as the rest of their classmates.

In the first school where I was a trainee teacher, I taught most of the subjects to a single class in the 2nd year of Primary Education. In this group there was a boy with Autistic Spectrum Disorder (henceforth, ASD). I had never dealt with any students diagnosed with ASD before so I started to get more interested in it, and to train myself to be able to better serve his needs. Working with him was a very nice and enriching experience.

During my second traineeship, I worked as a pre-service Physical Education (henceforth, PE) teacher, a subject which is considered to be part of the L2 package. I taught 4 different levels and, among them, there were 6 students diagnosed with ASD. They particularly caught my attention. PE is a subject that is not taught in the same way as the rest of the subjects,

since it is taught in larger spaces and not as structured as a classroom. Therefore, if the fact that it is taught in L2 is added, these ASD students may find it even more difficult to cope with PE.

Due to all of these factors, I decided to concentrate on Content and Language Integrated Learning (hereafter CLIL) teaching and on the subject of PE, paying special attention to students with SEN. As a result of this research, a lesson plan will be designed with adaptations for a student with autism.

1.2. Objectives

1.2.1. General objectives

This master's dissertation (hereinafter MD) has as its general objectives to develop a Primary Education lesson plan for the area of PE, adapted to students diagnosed with ASD, and to raise teachers' awareness of the need to care for these students and pay attention to their needs.

1.2.2. Specific objectives

This MD has the subsequent specific objectives:

1. To define the CLIL approach and its main characteristics in Andalusian schools.
2. To define SEN and its characteristics in Primary Education.
3. To describe the ASD including autistic students' SEN and the possible adaptations in order to follow a CLIL approach.
4. To design a CLIL PE lesson plan for a group of 6th grade of Primary Education adapted to a student with autism.
5. To draw a number of conclusions on the current status of these issues.

1.3. Structure of the MD

There are three major elements that make up the structure of this MD. Firstly, it is necessary to establish a theoretical framework that will be the basis for this research. It includes a bibliographical search for the definition of the main concepts related to this MD, as well as for the necessary aspects to bear in mind for the development of a lesson plan which is closely

connected with them. These include not only the CLIL approach, and the attention to diversity within it, but also SEN (as well as their types and the characteristics of Primary Education students who have them) and finally the ASD, its characteristics and some of the different adaptations for this type of students.

Afterwards, once the theoretical framework has been presented, the lesson plan itself is developed, consisting of a justification and contextualization, legislative aspects including objectives, contents, key competencies, evaluation, or attention to diversity, methodology and timing, the step-by-step planning of sessions with their pertinent activities and exercises, and evaluation.

Finally, the main conclusions that can be drawn are included as well as the bibliographical references consulted for this research and a number of appendixes.

2. THEORETICAL FRAMEWORK

2.1. Content and Language Integrated Learning

2.1.1. *What is CLIL?*

Today we live in a globalised world due to reasons such as the ease of movement from one country to another. This affects many areas of everyday life (such as the economy, politics and, of course, education) as well as the need to learn FLs (for instance English or French).

The European Parliament (2022) considers multilingualism to be a substantial element of European competitiveness and therefore set as one of their main objectives that every EU citizen should be proficient in at least two other FLs, apart from being a native speaker of their mother tongue. Schools were following very traditional models that had dissatisfied European policies and a new approach to language learning emerged to provide a solution to this. This is referred to by means of the acronym CLIL, which stands for Content and Language Integrated Learning (In English) or AICLE (*Aprendizaje Integrado de Contenidos y Lenguas Extranjeras*, in Spanish).

There are many definitions of CLIL. Even so, one of the most accurate is the one offered by Marsh & Langé (2000). They describe it as “a dual-focussed education approach in which an additional language is used for the learning and teaching of both content and language” (p.

2). In other words, following a CLIL approach in class involves teaching areas like science or geography in a FL and not in the students' mother tongue.

Therefore, CLIL is becoming the approach adopted in Europe for bilingual teaching and is increasingly resonating in our education system. As Martínez-Escudero (2013) states, "The shared belief that CLIL improves the way students learn foreign languages is making CLIL increasingly popular at all levels of education" (p. 221).

2.1.2. Summary of the main characteristics of CLIL

CLIL is not the only bilingual education initiative but what sets it apart from the rest is "[...] the planned pedagogical integration of contextualised content, cognition, communication and culture into teaching and learning practice" (Coyle *et al*, 2010, p. 6). This is referred to by Coyle (2007) as the 4 C's framework (Figure 1): "content (subject matter), communication (language learning and use), cognition (learning and thinking processes) and culture (intercultural understanding and global citizenship)".

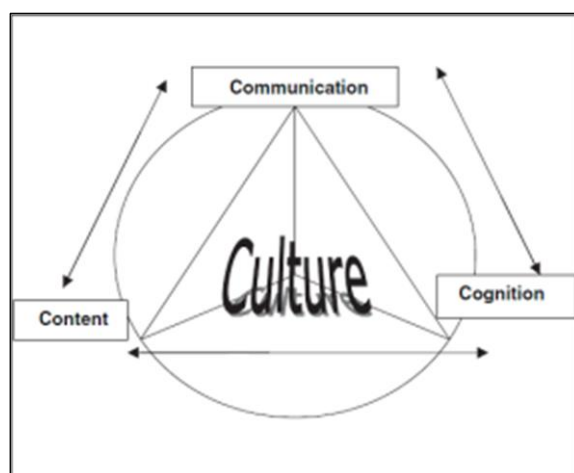


Figure 1. 4Cs framework for CLIL (Coyle 2007, p. 551)

2.1.3. Assets and pitfalls of CLIL

Pérez-Cañado (2013) in her article points out some benefits of the CLIL approach and she divided them into nine major sections: linguistic, content knowledge, learning, cognitive, didactic, orrectical/volitional, social, cultural and pragmatic dimensions.

With reference to the linguistic dimension, one of the main benefits this approach offers is the increase of the L2 in the syllabus, which translates into a considerable increase in exposure to and input volume into the target language. This is done without damage or detriment to the L1 (Pérez-Cañado, 2013). That is, there will be a greater number of communicative interactions between learners and they will use the target language for longer time periods, which will improve their language proficiency. As CLIL it is not detrimental to L1, Grabe & Stoller (1997) states that neither is it detrimental to content knowledge. Besides, it offers the opportunity to study content from different perspectives.

As regards the learning dimension, Pérez-Cañado (2013) brings up that “CLIL creates the conditions for naturalistic, implicit, or incidental language learning”. Real contexts are created, where students learn without being forced to do so, which is one of the main problems with traditional teaching. Encouraging meaningful learning is much more efficient and beneficial for students.

Using a CLIL approach also advances students' cognitive development and improves their skills, in troubleshooting, risk-taking and soft skills, as well as their communicative abilities. Furthermore, from a pedagogical point of view, it is suitable for use at all levels of education as it offers teachers a modernisation of classroom didactics and new methodologies beyond the traditional ones. Regarding affective or volitional benefits, CLIL increases motivation and interest in both L1 and FL by linking content study and language learning (Pérez-Cañado, 2013).

Another great advantage of this approach is that it promotes social inclusion since “regardless of social class and economic consideration, it offers the opportunity to learn additional languages in a meaningful way” (Pérez-Cañado, 2013). Outside the classroom, not all families have access to language learning and, thanks to this approach every student has access to it. Moreover, this connects with the cultural dimension established by Pérez-Cañado (2013), as this approach offers students the opportunity to enjoy intercultural learning and fosters consciousness of different cultures and global community.

Last but not least, this dual education trains the students to be on an international scene and for integration into the EU. This opens the door for students to an international future, not only personally, but also to an international working future, opening up a wide range of new opportunities. This is a long-term advantage, but certainly an insurmountable one. You are offered a key to open hundreds of doors.

Like any programme, approach, or anything else in life, despite having countless advantages, there are always certain disadvantages. In the case of CLIL, these pitfalls are also real and are discussed below.

CLIL differs greatly from traditional language teaching and requires organisational changes. Firstly, it should be noted that it is not the FL teachers who teach the class, but the content teachers are those who teach their subjects in L2. As a result, according to Díaz-Caneiro & Castro-Couceiro (2018), the first pitfall is found in some teachers, who claim that they are insecure about teaching their subject in another language, either because they do not know the language or because they do not have a sufficient level.

The CLIL approach does not allow the content to be reduced or simplified even if the language of instruction is English. Therefore, students and teachers must make more effort in learning and teaching these subjects. Teachers need more time to prepare their lessons and students on their side should keep up and try not to fall behind (Díaz-Caneiro & Castro-Couceiro, 2018). This is more complex than it may seem and sometimes there may be cases in which students, no matter how much they want to, do not reach the desired levels. This is due to the fact that, despite paying attention to improving the students' FL level in our education system, the so-called attention to diversity (henceforth ATD) is being neglected in bilingual education.

2.1.4. CLIL and attention to diversity

Despite the fact that bilingual education began to be implemented in Spain approximately two decades ago, there are few studies and research on ATD in bilingualism. The concept ATD refers to the “[...] set of ordinary and extraordinary measures aimed at adapting the educational response to the different characteristics, potential and learning rhythms and styles, as well as the motivations, interests and social and cultural situations of all pupils” (Vázquez-Varela *et al.* 2020).

ATD is therefore an indispensable pillar for achieving the goals of bilingual teaching, which seeks to integrate linguistic areas (henceforth LAs) and non-linguistic areas (henceforth NLAs). In order to achieve this integration, ATD tools should be available, since not all students have the same motivations or the same linguistic and cognitive skills. Torres-Caño (2019) states that ATD measures in bilingual schools should have two main purposes:

"To ensure that the bilingual programme contributes to the learning of the mother tongue and the foreign language as well as to the cognitive and intercultural development of all students" and

"To provide a common response from all NLAs in which the learning of the foreign language is promoted, giving priority to the acquisition and improvement of language skills and the achievement of proficiency levels in the use of the language".

In one of her studies

Pérez-Cañado (2021) analyses how the challenge of diversity in bilingual education is being addressed across Europe and generally concludes that the CLIL approach, as it is currently conceived, does not fit into the new scenario of integration and therefore, there is a need for it to be redesigned in order to respond to different needs. Along the same lines and within the same research project, Casas-Pedrosa & Rascón-Moreno (2021) point out that in Spain great steps are being taken towards success, but it is necessary to consider the design of appropriate materials, pedagogical and assessment advice, and training programmes for teachers that adequately address student diversity.

The education system is focusing mainly on achieving the language target set by the European Parliament (2022), which stipulates that everyone in Europe should be fluent in at least two languages other than their native one, but it is not responding to the needs of individual students, what may result in failure to achieve this target.

2.2. Special Educational Needs in CLIL

2.2.1. Definition of SEN

Before defining what Special Education Needs (henceforth SEN) students are, it is necessary to first contextualise the concept, as they constitute a subcategory within a larger group: students with Specific Educational Support Needs (SESN). The latter is defined by Gómez-Domínguez (2020) as “Students with special educational needs due to different degrees and types of personal abilities; students who join the education system late, or students who require compensatory actions” (p. 4).

As Gómez-Domínguez (2020) points out, the Ministry of Education and Vocational Training groups these students into four main categories: “Special Educational Needs (SEN), High Intellectual Abilities (HIA), late integration into the Spanish Education System, and other

categories of students with SEN” (p. 4). Among these four main categories, special attention is given below to the first one, SEN.

This is defined by Gómez-Domínguez (2020) as "Students who require specific educational support and attention associated with disabilities or serious disorders, for a specific period of their schooling or throughout their entire schooling". Therefore, this concept encompasses a very broad group of students, with very different characteristics and, as a result, different needs. Below it is a more specific classification of them provided by the Andalusian regional government.

2.2.2. Types of SEN

Although Spain is a country with a central government and a state education law, there are many variations from one community to another in many areas, including education. Each Autonomous Community follows not only the *Boletín Oficial del Estado (BOE)*, but also its own autonomous legislation; in the Andalusian region, that is called *Boletín Oficial de la Junta de Andalucía (BOJA)*.

According to Gómez-Domínguez (2020), in Andalusia SEN are considered to be:

- “Severe developmental disorders;
- visual impairment;
- intellectual disability;
- hearing impairment;
- communication disorders;
- physical disability;
- Autistic Spectrum Disorders;
- severe behavioural disorders;
- Attention Deficit Disorder with/without Hyperactivity;
- and, rare and chronic diseases” (p. 21).

2.2.3. Types of schooling for SEN students.

According to the current educational regulations in Andalusia, SEN students have three types of schooling depending on their characteristics and needs. In accordance with *Instrucciones de 22 de febrero de 2023, de la Viceconsejería, sobre los procedimientos de admisión y matriculación del alumnado en los centros docentes sostenidos con fondos públicos para el curso escolar 2023/24*, the schooling modalities for SEN students shall be as follows:

- In a regular full-time group;
- In a regular group with support for varying periods; or
- In a special education classroom in a mainstream or specific school.

In the aforementioned instructions, the Junta de Andalucía (2023) underlines that SEN students will always be enrolled in a regular school, with the exception of those students who, due to their special characteristics or degree of disability, cannot be accommodated in this type of school and require a special education school.

2.3. Autistic Spectrum Disorder

2.3.1. Definition and main characteristics

One of the types of SEN is ASD and this is the one we will focus on below. The centers for disease control and prevention, CDC (2022), points out that ASDs are “[...] developmental disabilities caused by differences in the brain. People with ASD often have problems with communication and social interaction, and restrictive or repetitive behaviours or interests”.

Within the autistic spectrum, 5 main types of autism are differentiated, so that people suffering from it can be placed in different points of the spectrum, and with different characteristics. According to the International University of Valencia, VIU (2022), these five types are: “Autism, Rett syndrome, Asperger's Syndrome, childhood disintegrative disorder or Heller syndrome and, pervasive developmental disorder not otherwise specified”.

Probably, within these five options, autism stands out as the one most people are familiar with and it is a disorder that usually begins to be noticeable in the early years of life. Therefore parents are the first people who notice that their child is behaving differently from other children of the same age (VIU, 2022). As it is a problem that does not present physical but psychological and attitudinal features, it is very difficult to diagnose until the child starts to grow up.

Autism can manifest itself in different ways for each boy or girl, but most of them share a series of characteristics that are mentioned below. These can be grouped into several clusters. The first group is associated with characteristics of social communication and social interaction, and these include (CDC, 2022):

- Avoidance of eye contact;
- Failure to respond when called by name;
- Absence of showing emotions on face;
- Ignoring other children who want to play with them;
- Not making hand gestures (such as saying “hello” or “goodbye”);
- Or not playing small games such as clapping hands, among others.

Another set of common characteristics among children with autism is in relation to restrictive or repetitive behaviours or interests (CDC, 2022):

- Obsession with order, getting annoyed if it disappears;
- Echolalia;
- They tend to be obsessed with something specific;
- Waving their hands, swaying their bodies or turning around or in circles;
- And, they must follow certain routines in order not to get upset; among others.

Apart from these purely behavioural characteristics, children diagnosed with ASD may also show the following characteristics related to the development of some skills or mental health problems. These include (CDC, 2022):

- Delay in language and movement skills;
- Hyperactive or distracted behaviour;
- Unusual eating and sleeping habits;
- Different emotional reactions;
- Or episodes of anxiety, stress, or excessive worrying, among others.

In order to know how to address their needs and to be able to provide the attention required by this type of students, it is necessary to be aware of their individual characteristics. Some of the special educational needs of this type of students at school are mentioned in the following subsection. It is necessary to take them into account for their educational success.

2.3.2. Autistic students' special educational needs

The presence of ASD in a student means that he/she shows some or all of the characteristics mentioned above. In addition to this, it can cause a series of alterations that should be kept in mind in the classroom to facilitate the educational process.

Firstly, it is essential to adapt the environment to their peculiarities and needs. Students with autism are very sensitive to excessive sensorial stimuli (Confederación Autismo España, 2018). In other words, they do not tolerate loud, continuous or irritating noises such as the school siren, the noise in the playground when there are many children playing or the playing of loud music.

As a second need for this type of pupils, it is worth underlining the explicit teaching of humanisation functions (Junta de Andalucía, 2001, p.9). There are functions that children learn in an automatic and natural way during their development, such as playing, adapting to changes, or communicating. This type of functions in students with autism has not been acquired, so it is necessary to teach them in an explicit way.

Finally, another special educational need of students with autism is for teachers to develop their strengths (Junta de Andalucía, 2001, p.10). The fact that students have autism does not mean that they have not had a normal or even superior development of some cognitive functions. Therefore, it is necessary that teachers help these students to develop their strong points, thus improving their self-esteem and recognising those qualities they have. Thus, for example there are students with autism who have a mathematical ability much higher than the rest of their classmates. In this case, that strength is the one that should be developed.

2.3.3. CLIL adaptations for autistic students in Primary Education

In recent years schools have been adapting to what is known as bilingualism, which consists mainly of teaching non-language subjects in a L2. As discussed in previous sections, one of the best options for meeting the targets set by the government is to implement the CLIL approach.

However, when implementing CLIL, it cannot be assumed that all children will approach it with the same success, as each individual has his or her own characteristics and needs. This does not mean that they are not capable, but that there will be students who require CLIL adaptations according to their specific needs. This happens, therefore, with students diagnosed with autism.

Autistic students cannot be expected to listen to teachers for more than one minute at a time, and even less so in another language. That is why teachers should adapt their lessons and look for resources that make it easier for them to reach these students and, to connect with them, for them to understand teachers and to acquire this knowledge. What works best with autistic students are visual aids, as they make it easier for students to communicate, and, for instance, with an image, teachers can transmit what they want to say in a sentence.

In PE, one of the CLIL subjects, the different sessions contain continuous instructions and depart somewhat from the rigid structure of the other subjects taught in the classroom. This can be a challenge for these pupils. For this reason, instructions should be given not only verbally, but also by means of pictograms so that these pupils can see and grasp the information to be transmitted. In the same way, the sessions should be adapted in such a way that, although they have different contents, all of them follow a routine structure that does not disorientate the pupils with autism.

The fact that it is taught in an L2 should not be a disadvantage for these students, quite the contrary. According to Fernández-Beltrá (2018), teaching FLs to students with ASD should be an opportunity to ameliorate their ability to communicate and to cope with a variety of social situations.

3. LESSON PLAN: “LEARNING WITH MARIO”

This lesson plan has been designed for PE, a CLIL subject belonging to the curriculum of Primary Education. It is entitled "Learning with Mario", it is closely connected with the famous video game Mario Bros, and it will allow students to get familiar with alternative sports.

3.1. Justification

This lesson plan is part of the PE study plan for a class of 6th grade in a bilingual Primary Education school in Granada (Andalusia). This lesson plan corresponds specifically to the programming of the third trimester and through it an introduction to alternative sports will be carried out, a content included in the fourth block of contents of the PE subject according to the current regulations in Andalusia. It is designed for 2023/2024 school year.

As it has been mentioned, the lesson plan is called "Learning with Mario" and it is themed according to the famous video game Mario Bros. The reason for this decision of theming is because in the 6th grade group to which the lesson plan is addressed there is a student diagnosed with Autism. It is very difficult to get the attention of this student and to get him to do the sessions in the same way as his classmates. That is why the idea of thinking about what this student likes the most and what captures his attention came up. In fact, the answer was: Mario Bros.

For this reason, it was decided to theme the alternative sports lesson plan with this video game, adapting it like the other lesson plans to this type of students, but also increasing the level of motivation, since nothing could make them more excited than playing in real life as if they were playing Mario Bros.

3.2. Contextualization

"Learning with Mario" has been designed, as mentioned above, to be carried out in a public bilingual primary school in Granada (Spain). It is located in a neighbourhood in the south of the city, which is characterised by growth and expansion. As such, the school is surrounded by new buildings, large parks, recreational areas, and other schools. The school's families are mostly upper-middle class and are highly concerned and conscientious about their children's education.

The school is one of the largest in the area, with a total of 50 teachers and 690 students. It is an Infant and Primary Education school and has 3 lines in both educational stages (3 groups per level). In terms of facilities, it is made up of 2 buildings and 5 playgrounds, 3 of which have sports courts. It also has a covered pavilion and an assembly hall. The classrooms are equipped with good material resources and have the latest advances in electronic devices (computers, sound equipment, tablets, and electronic whiteboards, among others).

As this is PE lesson plan, it is necessary to mention that in its pavilion there is a store for PE material. A large inventory of material is available, including both classic and the latest materials, ideal for working on alternative sports. In PE sessions, each group has an entire sports court and, in case of rain, the sports hall is assigned on a rotating basis, as well as the porch to enter the sports hall.

The group of 6th grade of Primary Education to which this lesson plan is addressed is formed by 26 pupils between 11 and 12 years old, of which 15 are boys and 11 are girls, and

among them there is a student diagnosed with Autism. For this reason, knowing the needs and characteristics of this type of learner is crucial for providing him with the right kind of support. Finally, it is worth noting that there is good rapport in the classroom and pupils encourage the inclusion of all the members of the group.

3.3. Objectives

The education law states that this educational stage should help in the development of children's capacities to achieve certain objectives. These stage objectives are indicated in Article 5 of *Decreto 101/2023, de 9 de mayo, por el que se establece la ordenación y el currículo de la etapa de Educación Primaria en la Comunidad Autónoma de Andalucía* (Junta de Andalucía, 2023, pp.5-6). Among these objectives the ones selected for this proposal read as follows:¹

c) “To acquire skills for the peaceful resolution of conflicts and the prevention of violence, enabling them to develop autonomously in the school and family environment, as well as in the social groups with which they interact” (Junta de Andalucía, 2023, p.6).

f) “To acquire in at least one foreign language the basic communicative competence to enable them to express and understand simple messages and to cope in everyday situations” (Junta de Andalucía, 2023, p.6).

k) “To value hygiene and health, to accept one's own body and that of others, to respect differences, and to use physical education, sport and food as a means of promoting personal and social development” (Junta de Andalucía, 2023, p.6).

Besides, having in mind Coyle’s (2007) 4Cs framework for CLIL, this proposal also seeks to fulfill the objectives outlined in the following table (Table 1). These will be related to the area of PE and the area of FL (English) and are divided into those 4Cs.

Content	- To familiarise with alternative sports. - To make passes with different sport equipment (ball, Frisbee, etc.) - To create healthy lifestyle habits. - To orientate oneself in space using a map.
Communication	- To talk with partners to make decisions.

¹ All the translations of excerpts from Spanish legal texts into English are my own.

	- To understand simple instructions and rules on games and activities. - To express and defend their opinion verbally.
Cognition	- To plan teamwork strategies. - To understand the value of teamwork. - To think game tactics.
Culture	- To respect the second language. - To learn games originating from other countries. - To feel identified with a flag.

Table 1. Objectives according to Coyle's (2007) 4Cs framework for CLIL.

3.4. Competences

According to *Orden del 30 de mayo de 2023* (Junta de Andalucía, 2023b), this lesson plan will work towards the achievement of the following PE specific competences for the third cycle of Primary Education:

- To adopt an active and healthy lifestyle, regularly practising physical, leisure and sporting activities, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate systematic physical activity habits that contribute to well-being (Junta de Andalucía, 2023b, p. 82).
- To adapt the elements of the body scheme, 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, in order to respond to the demands of motor projects and motor practices with different purposes in daily life contexts (Junta de Andalucía, 2023b, p. 83).

- To value different natural and urban environments as contexts for motor practice, interacting with them and understanding the importance of their conservation from a sustainable approach, adopting measures of individual responsibility during the practice of games and physical-sports activities, in order to carry out an efficient and respectful practice with the environment and to participate in its care and improvement (Junta de Andalucía, 2023b, p. 85).

As it is a CLIL lesson plan, this will not only focus on the attainment of the aforementioned PE specific competences, but also on the following FL specific competences for the cycle mentioned above:

- To produce simple texts in a comprehensible and structured way, using strategies such as planning or compensation, to express short messages related to immediate needs and to respond to everyday communicative purposes (Junta de Andalucía, 2023b, p. 120).
- To interact with other people using everyday expressions, resorting to cooperation strategies and using analogue and digital resources, in order to respond to immediate needs of their interest in communicative exchanges respectful of the rules of courtesy (Junta de Andalucía, 2023b, p. 121).
- To recognise and use personal linguistic linguistic repertoires between different languages, reflecting on how they function and identifying one's own strategies and knowledge, in order to improve the response to specific communicative needs in familiar situations (Junta de Andalucía, 2023b, p. 122).
- To appreciate and respect linguistic, cultural and linguistic, cultural, and artistic diversity in the foreign language, identifying and valuing the differences and similarities between languages and cultures, in order to learn to manage intercultural intercultural situations (Junta de Andalucía, 2023b, p. 122).

Furthermore, there are 8 key competences to be taken into account at this stage of education (Junta de Andalucía, 2023, p.17). This lesson plan will work towards the achievement of the following:

- Competence in Linguistic Communication (CLC);
- Mathematical competence and competence in science, technology, and engineering (STEM);

- Digital Competence (DC);
- Social and Civic Competences (SCC); and
- Cultural Awareness and Expression (CAE)” (Junta de Andalucía, 2023, p.17).

3.5. Contents

For the development of this lesson plan, the current legislation has been taken into account (Junta de Andalucía, 2023b). According to this, contents are known as basic knowledge and in PE they are divided into 6 different blocks listed from A to F: “Active and healthy life, organisation and management of physical activity, problem solving in motor situations, emotional self-regulation and social interaction in motor situations, manifestations of motor culture, and efficient and sustainable interaction with the environment” (Junta de Andalucía, 2023b, pp. 68-69).

The following table details that basic knowledge [which used to be called “contents” (Junta de Andalucía, 2021)] that will be worked on in the development of the different sessions included in this lesson plan. They belong to the third cycle of Primary Education as the designed sessions are aimed at 6th grade students.

Block		Basic knowledge
B	“Organisation and management of physical activity” (Junta de Andalucía, 2023b, p.68).	“EFL.3.B.1. Uses and purposes: cathartic, recreational, cooperative, competitive, agonistic, functional, social, expressive and communicative, creative or interactive” (Junta de Andalucía, 2023b, p.73). “EFL.3.B.5. Accident prevention in motor practice: general warm-up and cool-down. Importance of respecting safety rules. Commitment to responsibility for the safety of self and others” (Junta de Andalucía, 2023b, p.73).
C	“Problem solving in motor	“EFL.3.C.1. Decision-making: selection of actions according to the environment in individual motor situations. Selection of actions for

	situations” (Junta de Andalucía, 2023b, 69).	spatial-temporal adjustment in interaction with peers in cooperative situations. Selection of areas for sending the sport implements from where it is difficult to return it, in motor situations of pursuit and interaction with a sport implement. Appropriate selection of motor skills in oppositional contact situations. Unmarking and positioning in a place from which to constitute a support for others in collaborative-oppositional motor situations of pursuit and interaction with a sport implement”. (Junta de Andalucía, 2023b, pp.73-74).
D	“Emotional self-regulation and social interaction in motor situations” (Junta de Andalucía, 2023b, 69).	“EF1.3.D.2. Social skills: teamwork strategies for the constructive resolution of conflicts in collective motor situations. Respect and tolerance of individual differences, role allocation, leadership, acceptance of responsibilities” (Junta de Andalucía, 2023b, p.75).
F	“Efficient and sustainable interaction with the environment” (Junta de Andalucía, 2023b, 69).	“EF1.3.F.4. Application, construction and reuse of physical and digital materials for motor practice” (Junta de Andalucía, 2023b, p.75).

Table 2. Blocks and basic knowledge of PE for the third cycle of Primary Education (Junta de Andalucía, 2023b, pp. 68-76).

This is a CLIL lesson plan, which means that not only the contents of PE but also the linguistic contents of the FL area must be taken into account. According to the aforementioned Andalusian legislation, the contents or basic knowledge of the FL area are divided into 3 different blocks:

- a) Communication
- b) Multilingualism
- c) Interculturalism

The following table details the basic knowledge that will be worked on in the development of the sessions included in this lesson plan. They are related to the FL area and, as the previous ones, they also belong to the third cycle (i.e. for fifth and sixth grades) of Primary Education.

Block		Basic knowledge
A	“Communication” (Junta de Andalucía, 2023b, p.119).	“LEX.3.A.4. Basic communicative functions appropriate to domain and context: greeting, saying goodbye, introducing oneself and others; describing people, objects and places; placing events in time; placing objects, people and places in space; asking for and exchanging information on everyday matters; describing routines; giving directions and instructions; expressing belonging and quantity”. (Junta de Andalucía, 2023b, p.123) “LEX.3.A.7. Basic vocabulary and of interest to students, relating to personal identification, close interpersonal relationships, places and environments, leisure and free time, healthy habits, everyday life, highlighting the importance of sustainability and care for the environment” (Junta de Andalucía, 2023b, p.124).
B	“Multilingualism” (Junta de Andalucía, 2023b, p.119).	“LEX.3.B.4. Basic vocabulary and expressions commonly used to understand statements about communication, language, learning and the tools of communication and learning” (Junta de Andalucía, 2023b, p.125).

C	“Interculturalism” (Junta de Andalucía, 2023b, p.119).	“LEX.3.C.2. Positive appreciation of and interest in establishing contacts and communicating through different media with speakers or learners of the foreign language” (Junta de Andalucía, 2023b, p.125).

Table 3. Blocks and basic knowledge of FL (Junta de Andalucía, 2023b, pp. 119-126).

3.6. Timing

This lesson plan will be developed in the third term. It includes seven sessions with a duration of 55 minutes each. In 6th grade, students are taught three hours of PE per week; therefore the total length of this didactic proposal will be approximately two weeks and a half (Junta de Andalucía, 2023b, p.25).

The sessions would take place on the sports field (outdoors) or in the sports hall (indoors) and it should be taken into account that it takes teachers 5 minutes of the session to go to the classroom to pick up the students. Furthermore, it takes 5 minutes at the end of the class to collect the materials used during the session, wash up briefly, and return to their classroom. Therefore, the actual duration of the class is reduced to approximately 45-50 minutes.

3.7. Grouping method

Grouping of students is necessary in most PE classes. Such groupings should be done with a certain strategy and should not be left to the pupils to group themselves freely (although on specific occasions this freedom is offered). There are different types of groupings but for the implementation of this lesson plan students will be divided into a number of mixed-ability groups which were organised in advance by the teacher.

This type of grouping has major advantages. As Wilkinson and Penney (2022) state, mixed ability grouping has been found to have positive effects on the performance of low achievers and neutral to positive effects on the performance of high achievers. Even more so in an area such as PE, where physical abilities are continuously demonstrated and can differ greatly from one student to another.

In this case, the teacher will carry out an analysis of the students, and together with the previous experience with them, will make the mixed-ability groupings. In addition to being mixed-ability, they will also be mixed in terms of gender.

As the lesson plan is themed around Mario Bros, the groups will also be given a name related to the game. There will be 4 teams of 6 students each. The 4 teams will be: “Team Mario”, “Team Yoshi”, “Team Toad” and “Team Luigi”. To motivate the students even more and immerse them in the dynamics of the game, in the first session they will be given name tags on which they will put the team they belong to by means of a drawing of the character and they will be personalised with their names (cf. Appendix 1). These identifiers will have a lanyard for the students to hang them on.

3.8. Attention to diversity

According to Article 17 of *Decreto 101/2023* (Junta de Andalucía, 2023):

Attention to diversity and individual differences is understood as the set of educational actions and measures that guarantee the best response to the needs and differences of all students in an inclusive environment, offering real learning opportunities in ordinary educational contexts. The measures of attention to diversity and individual differences may be applied to any students who needs them, at any time during his/her schooling. (p. 12)

In the group to which the lesson plan is addressed, the student who needs these ATD measures is diagnosed with autism. Therefore, it has been adapted to his needs and characteristics, taking into account his interests in the first place, thus capturing most of his attention. Also, the instructions in the lessons will be clear and concise, the same session pattern will be followed in each of them (with a warm up at the beginning, followed by the main part, and wrapped up with a cool down), instructions and rules will be shown in a very visual way, and, as mentioned above, the lesson plan is closely related with his main interest: the video game Mario Bros. At the beginning of the session, a poster (cf. Appendix 2) will be shown by the teacher with the sport the session is aimed at. Furthermore, a visual support of the Goubak playing field will be shown (cf. Appendix 3), as it is very different from what students are used to. These visual supports will help the student with autism.

In addition, taking into account the needs of all students, as mentioned above, the mixed-ability method will be applied for the groupings, thus ensuring that no one is affected or disadvantaged as would be the case if the students themselves decided the members in the different groups. This will also help to compensate for differences in L2 proficiency. Cooperation within the team will be encouraged at all times, leading to the achievement of the objectives.

3.9. Cross-curricular issues

The plan designed for this MD is related to the following cross-curricular issues established in the *Real Decreto 157/2022* (2022, p.7):

- At this stage, special emphasis will be placed on guaranteeing educational inclusion, personalised attention to students and their learning needs, participation and coexistence, the prevention of learning difficulties and the implementation of reinforcement and flexibility mechanisms, methodological alternatives or other appropriate measures as soon as any of these situations are detected. [...]
- Without prejudice to their specific treatment in some of the areas of the stage, reading comprehension, oral and written expression, audio-visual communication, digital competence, the promotion of creativity, the scientific spirit and entrepreneurship will be worked on in all areas. [...]
- The official languages will be used only as a support in the process of learning the foreign language. In this process, priority will be given to comprehension, expression and oral interaction. [...]

3.10. Methodology

For the development of this subject and in particular of this lesson plan, active methodologies have been chosen. These are defined by Puga-Peña & Jaramillo-Naranjo (2015) as "those methods, techniques and strategies used by the teacher to convert the teaching process into activities that encourage active student participation and lead to learning" (p. 297). Due to its traits and nature, PE is a perfect subject for the implementation of these approaches.

Within these methodologies, cooperative learning is implemented in this lesson plan. In sport it is essential to stress the importance of teamwork and its value. Through this methodology the members of each team must realise that, without cooperation, it is not possible to reach the objectives: the effort and work of each one of them is needed to achieve the goals (Juárez-Pulido *et al.* 2019, pp. 202-203).

As pointed out by Muntaner-Guasp *et al.* (2020), “the application of active methodologies in compulsory education is emerging as the most effective methods for achieving the long-awaited leap in the quality of education and, consequently, in the school performance of all students” (p. 100).

3.11. Materials and resources

The following table lists everything necessary for the development of the designed lesson plan. The table reflects which are needed for each of the seven sessions. All of them are available at the school except for those that are specifically developed by the teacher or are materials or resources taken from the internet.

Session	Materials and resources
1	- Identifiers for student's grouping - 4 small foam balls - 1 ball
2	- 4 small foam balls - 3 pool noodles
3	- 3 plastic sticks - 3 bases - 3 pool noodles - 1 ball
4	- 4 frisbees - Bibs - 6 hoops - 6 ropes - Worksheet (cf. Appendix 4)
5	- 24 frisbees

	- 12 plastic sticks - 12 hoops
6	- 4 frisbees - 12 bibs
7	- A3 pieces of papers and 4 sticks - Coloured markers - Recyclable materials for decorating - School map - Control sheets (cf. Appendix 5) - Stamps

Table 4. Materials and resources needed for each session

3.12. Step-by-step planning

3.12.1. Session 1

Session 1	
Duration: 50 minutes	
Contents: EFL.3.B.5. / EFL.3.C.1. / LEX.3.A.7.	
Warm up	Activities or games: 1. Distribution of identifiers. Duration: 2 minutes First of all, students will be given their team identifiers (cf. Appendix 1). They will use them in all the sessions and so that they do not forget them, at the end of the session they must deposit them in the box of each team for this purpose. 2. Game: Bowser's guns. Duration: 10 minutes Grouping: whole group Materials: 4 small balls

	It consists of a “tag” game in which 3 students will keep the ball in their hands. They have to try to catch the others by hitting them with the ball (burning style). Whoever they catch, they will join in with them. They can pass the ball to each other in order to catch their teammates. When there are a lot of players catching, some more balls will be provided.
Main part	Activities or games: This main part will be an introduction of the alternative sport “Goubak”. 1. Game: Tic, Tac, ¡Mario! Duration: 15 minutes Grouping: 4 groups of 6 people Materials: 4 small balls The large group is divided into 4 subgroups and each subgroup forms a circle. They must make passes in a clockwise direction. At any time any of the players can say Mario! After it, the person who has the ball can pass it to any player, who will follow the clockwise direction again. Each team member will have 1 chance to say the word. 2. Activity: Mario's star. Duration: 15 minutes Grouping: 4 groups of 6 people Materials: 4 small balls The large group is divided into 4 subgroups and each subgroup forms a circle with one person in the middle. This time they must make passes in the form of a star and, to pass from one player to another, they must pass through the central player.
Return to calm	Activities or games: 1. Game: Bob-ombs (Bomb game) Duration: 8 minutes

	Grouping: whole group Materials: ball All the students stand in a circle, except for one pupil who is in the middle and acts as a timer. A ball is placed in the circle and has to be passed from one to the other in the hands. The student in the middle of the circle closes his/her eyes and when he/she thinks it is appropriate, shall clap his/her hands and loudly say the word "BOMBA! At that moment, whoever has the ball in their hands has to sit on the ground and the game will go on.
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Table 5. Session 1

3.12.2. Session 2

Session 2	
Duration: 50 minutes	
Contents: EFI.3.B.1 / EFI.3.B.5. / LEX.3.A.4	
Warm up	Activities or games: 1. Game: Waluigi's revenge Duration: 10 minutes Grouping: whole group Materials: 4 small foam balls and 3 pool noodles This warm-up game is a tag-team game. There are 3 roles: the attackers (Waluigi), the Yoshis and the normal players. There will be 4 attackers and they carry a ball in their hand. They have to catch the rest of the players by throwing the ball and hitting them. By hitting them those players turn into blocks and must sit on the ground. The Yoshis (there will be 3), will have the power to heal the blocks by touching them with the foam rubber. The moment they are touched they can get up and carry on playing.
Main part	Activities or games: This main part will be about the alternative sport “Goubak”.

	1. Game: 10 flying shells Duration: 15 minutes Materials: 2 balls Grouping: 4 teams The teams are divided into 4 teams in order to play 2 against 2. The game consists of the team making 10 passes within the defined playing area without the ball being intercepted by a member of the other team. If they succeed, they score 1 point. If the ball is intercepted, possession passes to the other team and the number of passes is reset to 0. 2. Game: Conquering Bowser's castle Duration: 20 minutes Materials: 3 plastic sticks, 3 bases, 3 pool noodles, 1 ball Grouping: 2 teams (2 teams and 2 teams are put together) The Goubak goal will be placed in the centre of the court. It is triangular in shape and consists of 3 plastic sticks fixed on 3 bases and covered by pool noodles. The aim of each team is to reach the penalty area with the ball in their hands. Passes must be made continuously between team members. If the ball falls to the ground, possession is lost. They have to go from one area to the other and the ball must be passed to a team-mate in the centre goal. Whoever manages to cross to the other side and reach the area with the ball scores a point.
Return to calm	Activities or games: 1. Game: Get Mario's ring Duration: 5 minutes Grouping: whole group Materials: 1 hoop

	The whole class stands in a line, from one end of the court to the other. Everyone holds hands without being able to let go of each other. The rest consists of getting a hoop from one end to the other. The hoop is placed on one arm of the first in the line, who must pass it to the second without letting go, and so on.
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Table 6. Session 2

3.12.3. Session 3

Session 3	
Duration: 50 minutes	
Contents: EFL.3.B.5. / EFL.3.C.1. / LEX.3.A.4 / LEX.3.C.2	
Warm up	Activities or games: 1. Game: The Bros Wall Duration: 10 minutes Grouping: Whole class Materials: 1 ball Three people from the class will keep it and must stand along the halfway line. The rest must cross from one part of the field to the other by making passes with the ball. No one may cross without having touched the ball at least once. The people on the line must catch the pupils crossing the line. Everyone they catch must stand on the line as well.
Main part	Activities or games: 1. Goubak match Duration: 30 minutes Grouping: 2 teams Materials: 3 plastic sticks, 3 bases, 3 pool noodles, 1 ball

	This activity will consist of some Goubak matches. This alternative sport has a peculiarity: instead of having a goal at each end of the court, it is located right in the centre. The goal has a triangular shape, being made up of three plastic sticks with their bases, covered by pool noodles. Depending on the zone in which the ball is received after entering the goal, it will have a different score (cf. Appendix 3). In addition, points can also be deducted from the other team. This is done by intercepting the other team's pass when they are shooting at goal. If instead of a member of the shooting team receiving it, the other team receives it, those points are deducted. The team that scores 15 points and keeps them until the end of the match is the winner (Goubak, 2022).
Return to calm	Activities or games: 1. Game: Bowser's attack Du ration: 15 minutes Grouping: whole group Materials: not needed This game is a variant of the original "Werewolves of Castronegro" card game. For this game you will all sit in a circle on the floor of the covered pavilion. There are 3 roles: - Bowser (acts as a wolf) - Toad (acting as a witch) - Marios (rest of the villagers of the Bros world) The teacher will narrate the whole story while touching the pupils' heads and assigning roles. It will start like this: "At this point everyone should close or cover their eyes, while the teacher goes around the circle. Then he/she will say: "the people whose heads I have touched are Bowsers and you must stealthily open your eyes". At that point they will

	open their eyes and the teacher will ask each of them to point to a person “to kill”. Once they have been chosen, they will be asked to close their eyes, and the teacher will touch the head of another person who will be Toad. This character has two powers: revive someone and kill someone, and can only use them once each. The teacher will say, "Wake up Toad, do you want to kill or revive someone?" At that point he will wake up and by stealthy gestures decide whether to use any power or not. Finally, the whole village will wake up, the professor will indicate who has died, and they will have to start a conversation/debate about who the suspects of being bowser might be, always justifying their accusations. This dynamic should be repeated until the Bowsers are discovered or the bowsers kill all the Marios.
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Table 7. Session 3

3.12.4. Session 4

Session 4	
Duration: 50 minutes	
Contents: EFL.3.B.5. / EFL.3.D.2. / LEX.3.B.4	
Warm up	Duration: 10 minutes Grouping: whole group Materials: 1 Frisbee and bibs Activities or games: This warm up will be an introduction of the alternative sport “Ultimate Frisbee” 1. Game: Star super power

	There will be 3 people in the centre of the pitch wearing bibs and they will be the catchers. They must catch the other players by touching them. In addition, there will be 3 people with a frisbee (star) who will be the ones who can save the caught players. To do so, they have to throw to that person, who catches it and throws it back to them. After that, they will be safe.
Main part	Activities or games: This warm up will be about the alternative sport “Ultimate Frisbee” 1. Activity: Flying turtle Duration: 10 minutes Grouping: 4 groups Materials: 4 frisbees Divided into 4 groups (according to the character assigned), the students stand in a circle. They will have to make passes between them and they must pass through everyone in the group. They must be attentive because at any moment the flying turtle (Frisbee) may arrive and they must receive it properly. 2. Getting points Duration: 15 minutes Grouping: 4 groups Materials: hoops, ropes and Frisbees. The class is divided again into the 4 established groups. Hoops will be hung from both goals on the football pitch. From the halfway line, 2 teams will go towards one goal and 2 teams towards the other. They will have to go out in pairs (one pair from each team) passing the frisbee until they reach the line of the area, from where they will try to throw it through the hoops. Each hoop will have a different score which

	will be indicated by a label. When they have made the throw, they will return to the line and another pair will go out. At the end, the points will be added up and the winning team will be decided.
Return to calm	Activities or games: 1. The enigma of the castle door Duration: 15 minutes Grouping: 4 groups Materials: worksheet Each team will go to a place on the court away from the others. Each team will be given a worksheet (cf. Appendix 4). It will contain an enigma and they will have to help Mario Bros to solve it in order to enter the castle.

Table 8. Session 4

3.12.5. Session 5

Session 5	
Duration: 50 minutes Contents: EFL.3.B.5. / EFL.3.C.1. / LEX.3.B.4	
Warm up	Activities or games: 1. Bounty hunting Duration: 10 minutes Grouping: 4 groups Materials: 4 frisbees Each of the 4 groups will stand in an area of the sports field. They will form a wide circle, and one of the group members will stand in the middle. Passes must be made between the players in the circle and the player in the centre must intercept these passes. As soon as he intercepts one, he will change roles with the last person who touched the frisbee.

Main part	Activities or games: 1. Activity: catch and release Duration: 5 minutes Grouping: in pairs (between members of the same group) Materials: 12 frisbees The students will be placed in pairs. One member of each pair will stand along the line of the court, and approximately 5 metres in front of them, the other members of the pair will stand in front of them. This is a throwing and catching activity. They must throw the frisbee to their partner, who will catch it and throw it again. They must try to throw as accurately as possible. 2. Activity: catch and release II Duration: 10 minutes Grouping: in pairs (between members of the same group) Materials: 12 frisbees, 12 plastic sticks and 12 hoops During this activity, they will be situated in the same position as in the prior one. Even so, this time in the middle of the course between one and the other, a hoop hooked to a vertical pike will be placed. They will have to throw the frisbee through the hoop. 3. Game: battle of the flying turtles Duration: 10 minutes Grouping: 4 groups Materials: 24 frisbees For this game there will be 2 simultaneous battles (1 group vs 1 group). Each will take place on half of the sports court. That half will again be subdivided into two halves.
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	Each team will have 6 frisbees to throw into the opposing team's half of the field. The aim is that when the teacher whistles for the end of the time, the team has the least number of frisbees. The team with the most frisbees loses. This will be done 3 times, so that all teams can play against each other.
Return to calm	Duration: 10 minutes Grouping: whole class Materials: Not needed Activities or games: 1. Mario's says Originally from the famous game "Simon Says". One pupil will be Mario and will have to give instructions to his classmates. He will decide whether or not to say "Mario says" in front of the instruction. When he says it, everything must be done. For example, if he says "Mario says to sit on the floor", everyone has to do it. However, if he only says "Sit down on the floor", whoever sits down loses, as he has not said "Mario says".

Table 9. Session 5

3.12.6. Session 6

Session 6	
Duration: 50 minutes	
Contents: EFl.3.B.5. / EFl.3.C.1. / EFl.3.D.2. / LEX.3.C.2	
Warm up	Activities or games: 1. 10 flying turtles Duration: 10 minutes Grouping: 4 teams Materials: 4 frisbees

	The teams are divided into 4 teams in order to play 2 against 2. The game consists of the team making 10 passes within the defined playing area without the frisbee being intercepted by a member of the other team. If they succeed, they score 1 point. If the frisbee is intercepted, possession passes to the other team and the number of passes is reset to 0.
Main part	Activities or games: 1. Game: Bros Ultimate Frisbee Duration: 25 minutes Grouping: 2 teams vs. 2 teams Materials: 1 frisbee and bibs This game will consist of an Ultimate Frisbee match. Two teams will be formed (each consisting of two of the pre-established teams). One of the teams will wear bibs, in order to better differentiate themselves and make the teams more visible. The match is played full court and the point zones are delimited by the area line. The aim of each team is to get the frisbee into the opposing team's area. For such an attack to become a point, the frisbee must not only reach the target area, but must also be received in that area by a member of the attacking team. The team loses possession of the frisbee the moment the frisbee hits the ground, or the moment it is intercepted by a member of the other team. At no time may players run with the frisbee in their hand. Each time the frisbee reaches the opponent's area and is received by a member of that team, a point is scored. The winner is the team that has scored the most goals/points at the end of the half.
Return to calm	Activities or games: 1. Game: Bowser's attack

	Duration: 15 minutes Grouping: whole group Materials: not needed In this session, the successful variant of the original card game "Werewolves of Castronegro", which was explained in its entirety in the “return to calm activity” in session 3, will be played again. On this occasion, priority will be given to assigning roles to those students who were not selected on the previous day. Although everyone has a role, the roles of Bowser and Toad are most exciting.
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Table 10. Session 6

3.12.7. Session 7

Session 7	
Duration: 50 minutes	
Contents: EF1.3.B.5. / EF1.3.D.2. / EF1.3.F.4. / LEX.3.C.2	
Warm up	Activities or games: 1. Flag creation Duration: 5 minutes Grouping: 4 teams Materials: A3 papers, sticks, coloured markers, stickers, pencils and recyclable materials for decorating. This activity will be the initial activity. Each team will have to create their own flag that they will have to carry during the gymkhana. Each team will be given an A3 sheet of paper attached to a stick, which will be used to carry the flag. Each team will have a decoration set with the materials indicated at the top, and in those 10 minutes they will have to decorate it as they wish. It

	is very important that they do so bearing in mind which team they are from. They should also write the name of their team.
Main part	Activities or games: 1. Super Bros Gymkhana Duration: 45 minutes Grouping: 4 teams Materials: team flags, map, stamps or pen and control sheet This activity will be the final activity of the lesson plan. It consists of a big sporting gymkhana in teams. There will be a total of 8 tests consisting of the following: 1. Throw the frisbee 10 times through the hoop between all members of the team. 2. Make 20 passes with a ball in less than 15 seconds. 3. Answer a quiz question about healthy lifestyle habits. 4. Answer a question about the Mario Bros videogame. 5. Cross "the river" all team members without touching the ground. 6. Make 15 passes with the frisbee without dropping it on the ground. Each team will be given a map of the school with X's marked on the places where they must go. They must follow the order indicated. On each X they will find a code, which they must write down on their control sheet (cf. Appendix 5) and show it to the teacher. If it is correct, they will have to do the test that the teacher indicates. Once they have done it, the teacher will put a stamp on their control sheet, and they will move on to the next one.

Table 11. Session 7

3.13. Evaluation

3.13.1. Students' evaluation

Student assessment will be carried out in accordance with the current education law for the 2023/2024 academic year. In accordance with article 9 of the *Orden de 30 de mayo de 2023* (Junta de Andalucía, 2023b):

The assessment of the student learning process will be continuous, global, competency-based, formative, integrative, differentiated and objective according to the different areas of the curriculum and will be an instrument for the improvement of both teaching and learning processes. It will be based on the assessment criteria of the different curricular areas, through which the degree of attainment of specific competences will be measured. (p. 7)

This subject is purely practical and will therefore be carried out mainly through systematic observation in each of the sessions, where it will be possible to see the effort and evolution of the learning process of each of the students. This is supported by Article 10 of the *Orden del 30 de mayo de 2023* (Junta de Andalucía, 2023b), which states that "teachers will carry out the evaluation, preferably, through continuous observation of the evolution of the learning process in relation to the evaluation criteria and the degree of development of the specific competences of each area" (p. 8).

The aforementioned specific competences of each of the areas (PE and FL) are associated with the following assessment criteria for the sixth year of the third cycle, which will be taken into account when assessing students:

Evaluation criteria
PE
1.3.b. Adopt safety measures before, during and after the practice of physical, recreational and sporting activities, recognising risk contexts and acting with caution in the face of them (Junta de Andalucía, 2023b, p.82).

3.2.b. Respect the agreed rules, as well as the rules of the game, and act within the parameters of sportsmanship and fair play, recognising the actions of fellow players and opponents (Junta de Andalucía, 2023b, p.84). 5.1.b. Adapt motor actions to the uncertainty of the natural and urban environment in terrestrial or aquatic contexts in an efficient and safe way in an efficient and safe way, valuing their possibilities for the practice of physical activity and acting from an eco-sustainable perspective of the and community perspective (Junta de Andalucía, 2023b, p.85).
FL
2.1.b. Orally express previously prepared short, simple texts on everyday matters of relevance to the learner, using verbal and non-verbal resources in a guided manner, and using basic and frequently used forms and structures of the foreign language (Junta de Andalucía, 2023b, p.133). 3.2.b. Select, organise and use, with guidance and in everyday situations, basic strategies for greeting, saying goodbye and introducing oneself; asking and answering simple questions; expressing messages; and initiating and ending communication (Junta de Andalucía, 2023b, p.134). 5.2.b. Use and differentiate in a progressively autonomous way the knowledge and strategies to improve their ability to communicate and learn the foreign language, with the support of other participants and of analogue and digital supports (Junta de Andalucía, 2023b, p.135). 6.1.b. Act with appreciation and respect in intercultural situations, building links between different languages and cultures, and showing rejection of any kind of discrimination, prejudice and stereotyping in everyday and usual communicative contexts (Junta de Andalucía, 2023b, p.136).

Table 12. Evaluation criteria of PE (Junta de Andalucía, 2023b, 82-85) and FL (Junta de Andalucía, 2023b, 132-136).

3.13.2. Teacher's evaluation

As part of the CLIL teaching process, the PE teacher will be evaluated. For this, a rubric or questionnaire (cf. Appendix 6) developed and validated by Martínez-Hita *et al.* (2022) will be used. It is composed of a selection of 15 items divided into 3 blocks which are:

- “Teacher-student interaction: Attitude towards linguistic adaptation” (Martínez-Hita *et al.*, 2022).
- “Organisation and planning: Attitude towards linguistic knowledge in lesson planning” (Martínez-Hita *et al.*, 2022).
- “Individual Effectiveness: Attitude to teaching PE through L2” (Martínez-Hita *et al.*, 2022).

Each of the items that make up these blocks can be evaluated from 1 to 4, with 1 being deficient; 2, minimum; 3, satisfactory; and, finally 4 which is equivalent to excellent. Martínez-Hita *et al.* (2022) points out that "this questionnaire will make it possible to evaluate the teaching practice in bilingual PE through CLIL, as well as to improve it, indicating to each teacher which aspects he/she should pay more attention to when planning his/her sessions" (p. 205).

4. CONCLUSIONS

CLIL is an approach that has been on the rise for several decades and this is something that will continue to increase in our country in the coming years. The number of bilingual schools and high schools, both public and private, is increasing. It is true that more and more research is being done. However, if we search the databases for studies that reflect about CLIL approach in a scenario of ATD there are very few studies and, a few years ago there were none at all.

PE is considered to be a CLIL subject. However, taking into account the practical reality of schools, the fact that it is a bilingual subject does not necessarily mean that it is mostly taught in English. In fact, due to its free nature and its limited space, there is practically no control of the real use of the L2.

Hence the interest in planning this lesson plan. On the one hand, to make a real design of this integration of English and PE and, on the other hand, not to leave aside the sought-after

inclusion and adequate ATD. Although at first glance it may seem difficult, PE is a subject that can provide us with numerous facilities so that this can be carried out. However, the first rule is to know our students, including their needs, hobbies and interests.

The magic of education is knowing how to transmit, and what better way to do it than through the interests of the students, always taking into account their needs. That has been the case of this proposal in which the interest of a student with autism for Mario Bros has been transformed into a lesson plan on alternative sports themed on the mentioned video game.

As a basis his attention is captured, and not only his, but also that of the rest of his classmates as it is a very topical subject among children of those ages. Teachers must try to create a comfortable and free space for students, where learning is a pleasure and not an obligation. In addition, L2 will have a high input and output at the same time. So, a priori, what is understood by CLIL, would be taking into account: “a dual-focussed education approach in which an additional language is used for the learning and teaching of both content and language” (Marsh & Langé, 2000, p.2).

The topic covered in this lesson plan still has a long way to go and it is essential to mention as a future line of research ADIBE Project (2019), whose main objective is:

“To fill a much-needed niche affecting catering to diversity within CLIL programs across Europe and to work towards an inclusive, innovative, and reflective society by offering research-based evidence and concrete resources to improve language learning and make bilingual education a more inclusive reality for all” (ADIBE Project, 2019).

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6. APPENDICES

6.1. Appendix 1: “Group identifiers”

Example of student’s identifiers, one per group.



Figure 2. Team Mario identifier



Figure 3. Team Toad identifier



Figure 4. Team Yoshi identifier



Figure 5. Team Luigi identifier

6.2. Appendix 2: “Visual support posters”



Alternative sport

ULTIMATE FRISBEE



FINAL ACTIVITY

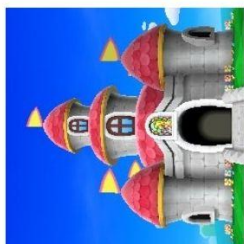
SUPER BROS GYM KHANA



6.3. Appendix 3: “Goubak's field and scores”



6.4. Appendix 4: “Worksheet”



Team: _____

Date: _____



You must help Mario solve the following coded message in order to enter the castle.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 0 1 2 3 4 5 6 7 8 9
 . , - ' " & * % \$ # @ ~ ! : ; < > = >

6.5. Appendix 5: “Gymkhana control sheet”

GYMKHANA CONTROL SHEET

Team: - - - - -

Code 1	Verification stamp	Code 4	Verification stamp
Code 2	Verification stamp	Code 5	Verification stamp
Code 3	Verification stamp	Code 6	Verification stamp

6.6. Appendix 6: “Teacher’s evaluation questionnaire”

CUESTIONARIO DE EVALUACIÓN DE SESIONES DE EF AICLE (CESEFA)				
	DEFICIENTE (1)	ALCANZA MÍNIMOS (2)	SATISFACTORIO (3)	EXCELENTE (4)
Interacción docente alumno: Actitud hacia la adaptación lingüística.				
2	NO existe un ambiente fluido y abierto en la que los alumnos se lancen a hablar en la L2, y el docente ni ayuda ni estimula.	A pesar de la existencia de un ambiente fluido y abierto, los estudiantes no se lanzan a hablar en la L2 por falta de estimulación y ayuda del docente.	Existe un ambiente fluido y abierto, el docente ayuda y estimula, pero los alumnos utilizan la L2 de manera esporádica.	Existe un ambiente fluido y abierto en la que los alumnos se lanzan a hablar en la L2, ayudados y estimulados por el docente.
3	No existe por parte del docente intención de favorecer el uso de “Chunks” para aspectos rutinarios o del día a día.	A pesar de la intención del docente por motivar el uso de “Chunks” su utilización es esporádica entre el alumnado.	Existe intención del docente por motivar el uso de “Chunks” para aspectos rutinarios o del día a día y la mayor parte de los estudiantes los utilizan.	Existe intención del docente por motivar y todos los estudiantes hacen uso siempre de “Chunks” para aspectos rutinarios o del día a día.
4	La L2 aparece en la sesión con el simple objetivo de justificar el “bilingüismo” en su clase. La sesión se realiza en la L1 aunque aparecen palabras o frases sencillas y coloquiales hechas en inglés (Ej. Hello, good bye, very good)	La L2 aparece de manera esporádica en la sesión destacando con ella lo más importante, pero aún predomina el uso de la L1 durante la sesión.	La L2 predomina sobre la L1 pero el docente recurre de manera habitual a la lengua materna para explicar lo que no se ha entendido.	La L2 predomina claramente sobre la L1, se intenta que los estudiantes entiendan la sesión en la L2 y únicamente se recurre a la L1 como último recurso.
5	NO adapta ni la entonación ni la velocidad del discurso a un ritmo más lento. Además, tiene una mala pronunciación y no hace énfasis en las palabras clave.	Adapta la velocidad y realiza énfasis en alguna de las palabras clave, pero no adapta la entonación y su pronunciación no es clara.	Adapta la velocidad y realiza énfasis en las palabras clave. Adapta la entonación de manera esporádica y su pronunciación no siempre es clara.	Adapta la entonación y la velocidad del discurso a un ritmo más lento, con una clara pronunciación y haciendo énfasis en las palabras clave.
6	NO utiliza la redundancia en su discurso (no hace uso de la repetición, parafrasear la información, uso de sinónimos, anglicismos y cognados) proporcionando un modelo incorrecto y poco prolongado.	Incorpora la redundancia en su discurso de manera esporádica en explicaciones cortas y sencillas.	Incorpora la redundancia en su discurso ante explicaciones de cortas y sencillas y de manera esporádica ante aquellas de mayor dificultad.	Utiliza de manera habitual la redundancia en su discurso (la repetición, parafrasear la información, uso de sinónimos, anglicismos y cognados), proporcionando un modelo correcto y prolongado.
7	NO utiliza ni la demostración ni el lenguaje corporal (como por ej.: señalar, gestos y expresiones faciales) ni ejemplos visuales para facilitar o resaltar la comprensión de la información oral.	Utiliza de forma esporádica únicamente la demostración para facilitar o resaltar la comprensión de la información oral.	Utiliza frecuentemente la demostración, apoyándose además de manera esporádica en el lenguaje corporal (como por ej.: señalar, gestos y expresiones faciales) para facilitar o resaltar la comprensión de la información oral.	Utiliza de manera habitual la demostración, lenguaje corporal (como por ej.: señalar, gestos y expresiones faciales) o ejemplos visuales para facilitar o resaltar la comprensión de la información oral.
Organización y planificación: Actitud hacia el conocimiento lingüístico en la planificación de las clases.				
1.	NO utiliza andamiaje de tipo organizativo: Warm-up o Cold-down. Ni presenta ni evalúa lo aprendido en la sesión.	Utiliza los andamiajes de tipo organizativo: Warm-up o Cold-down, pero no presenta ni evalúa lo aprendido en la sesión en la L2.	Utiliza los andamiajes de tipo organizativo: Warm-up o Cold-down. Y presenta o evalúa lo aprendido en la sesión en la L2.	Utiliza ambos andamiajes de tipo organizativo: Warm-up o Cold-down. Presenta y evalúa lo aprendido en la sesión en la L2.
10	Las tareas planteadas no fomentan la expresión oral en la L2 ni atienden las 4Cs de manera equilibrada.	Las tareas planteadas cumplen con la exigencia lingüística y las 4 Cs pero se distorsiona y disminuye el tiempo de compromiso motor	Las tareas planteadas no cumplen totalmente con la exigencia lingüística y las 4 Cs pero el tiempo de compromiso motor no se ve afectado	Las tareas planteadas permiten tanto la acción motriz como la expresión oral en la L2 garantizando la dinámica de la clase y atendiendo las 4Cs de manera equilibrada.
11	NO existe interdisciplinariedad ni comunicación con el docente de la L2.	No existe interdisciplinariedad y la comunicación es limitada con el docente de la L2.	Existe interdisciplinariedad, pero la comunicación es limitada con el docente de la L2.	Existe interdisciplinariedad y comunicación continúa con el docente de la L2.
12	NO existe una planificación ni de contenidos de área de EF ni de aspectos gramaticales y vocabulario en cada UD.	Existe una planificación de contenidos del área de EF y de vocabulario a tratar, pero no de aspectos gramaticales.	Existe una planificación de contenidos del área de EF, de vocabulario a tratar en cada UD y de aspectos gramaticales a nivel trimestral o anual.	Existe una planificación además de contenidos de área de EF de aspectos gramaticales y de vocabulario en cada UD
14	El profesor NO hace entrega de material para facilitar la transición a la lectura y escritura en la L2.	El profesor hace entrega de material, esporádicamente, para facilitar la transición a la lectura y escritura en la L2, sin relación al contenido académico.	El profesor hace entrega de material para facilitar la transición a la lectura y escritura en la L2 con relación al contenido académico de manera trimestral.	El profesor hace entrega de material para facilitar la transición a la lectura y escritura en la L2 con relación al contenido académico en cada UD.
Eficacia individual: Actitud para enseñar EF a través de la L2				
8	El docente NO aporta feedback concurrente, positivo y continuo para comprobar que los alumnos han entendido las actividades propuestas.	El docente aporta, de manera esporádica, feedback concurrente, positivo y continuo para comprobar que los alumnos han entendido las actividades.	El docente aporta feedback concurrente, positivo y continuo de manera grupal para comprobar que los alumnos han entendido las actividades.	El docente aporta feedback concurrente, positivo y continuo para comprobar que los alumnos han entendido las actividades de manera individual y grupal.
9	La introducción de la L2 desvirtúa la sesión de EF como consecuencia de no atender a los planteamientos propios del área.	No se desvirtúa la sesión de EF debido al uso superficial de la L2	El uso de la L2 desvirtúa puntualmente la sesión de EF como consecuencia de no atender a los planteamientos propios del área.	Se siguen los planteamientos metodológicos propios del área de EF sin que el uso de la L2 desvirtúe la sesión
13	En el caso de tareas y/o juegos con un grado de exigencia motriz elevada, NO se aprovechan las pausas para realizar el desarrollo lingüístico que está vinculado al desarrollo del contenido	En el caso de tareas y/o juegos con un grado de exigencia motriz elevada, se aprovechan menos de la mitad de las pausas para realizar el desarrollo lingüístico que está vinculado al desarrollo del contenido	En el caso de tareas y/o juegos con un grado de exigencia motriz elevada, se aprovechan la mitad o más de las pausas para realizar el desarrollo lingüístico que está vinculado al desarrollo del contenido	En el caso de tareas y/o juegos con un grado de exigencia motriz elevada, se aprovechan las pausas para realizar el desarrollo lingüístico que está vinculado al desarrollo del contenido
15	No se utiliza el aprendizaje cooperativo ni se promueve la competencia lingüística y la comunicación entre el alumnado	Se favorece la competencia lingüística y de comunicación entre el alumnado, pero no desde un planteamiento cooperativo.	Se fomenta el aprendizaje cooperativo y se promueve la competencia lingüística y la comunicación entre el alumnado, pero es el docente quien mantiene el papel protagonista del proceso E-A.	Se fomenta el aprendizaje cooperativo y se promueve la competencia lingüística y la comunicación entre el alumnado, adquiriendo un rol activo de su aprendizaje.

(Martínez-Hita *et al.*, 2022).