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Lesson plan: THE SPEED RUN – lesson 1 -

School	<input type="radio"/> Primary	<input checked="" type="radio"/> Middle	<input type="radio"/> High		
Year / Class	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject :	Physical Education		Topic: speed run		
CLIL language					
Teacher / Teaching team profile	Teacher's role:	<input checked="" type="radio"/> Main Teacher	Subject taught:		
		<input type="radio"/> Co-teacher	<input type="radio"/> Physical education		
		<input type="radio"/> Other: _____			
	Teacher's role:	<input type="radio"/> Main Teacher	Subject taught:		
		<input type="radio"/> Co-teacher	_____		
		<input type="radio"/> Other: _____			
Student group profile (general)	CEFR Level:	<input checked="" type="radio"/> A1	<input type="radio"/> A2	<input type="radio"/> C1	
		<input type="radio"/> B1	<input type="radio"/> B2	<input type="radio"/> C2	
	<input type="radio"/> Experiences of CLIL	<input type="radio"/> Migrant background			
	<input type="radio"/> English mother tongue	<input checked="" type="radio"/> Special Educational Needs : 2			
	<input checked="" type="radio"/> Other mother tongue: 2	<input checked="" type="radio"/> Other: _18 Italian students			
Timetable fit	<input type="radio"/> Module	Previous lessons:			
	<input checked="" type="radio"/> Lesson (56 minutes)	none			
		Future lessons:			
		Two other lessons to complete the explanation of the topic			
Resources & tools	Video on YouTube, photos, keywords				
Students' prior knowledge, skills, competencies	Subject		Language		
	PE: how to run and body parts		English and Italian		
Learning Outcomes expected for this lesson	<i>Cognitive-linguistic competencies to develop. E.g. see the document "Critical thinking skills".</i> Students are asked to be able to reproduce the starting moment of the speed run				
Methodology	<i>How the teacher in a particular lesson manages to integrate language and content</i> Talk about what students will see and hear, give time to ask questions, encourage interactive listening and speaking, allow the use of L1 in activity 3 and 4, give positive feedback and encourage self-reflection on the activity				

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1 in class	<p><i>What is the purpose of this activity of the lesson.</i></p> <p>Know a famous fast runner</p>	<p><i>What will happen during this stage of the lesson</i></p> <p>Students have to watch and pay attention to all the movements they see</p>	<p><i>Competencies developed</i></p> <p>“What is it talking about?”</p> <p>It describes... It represents... It shows...</p>	Whole class	<p><i>What materials are used during the lesson?</i></p> <p>One video * on the whiteboard</p>	<p><i>The timing of each activity should be as accurate as possible.</i></p> <p>5 minutes (from the lesson’s beginning to the video’s end) 2 minutes for chatting to each others</p>	<p><i>Assessment tools in relation to the learning outcomes of the lesson</i></p> <p>Can: follow a video</p>
2 in class	Be able to find information from picture and video	<p>Students have to look at the photo and the video</p> <p>Students find a list of words and sentences</p>	<p>“What does it show?” “What is he talking about?”</p> <p>the photo shows... the athlete speaks about ...</p>	Whole class	<p>One photo * and one video * on the whiteboard</p> <p>Keywords* on the whiteboard</p>	<p>2 minutes to think 5 minutes to discuss</p>	Can: use images to analyse scene and identify details
3 in the gym	Be able to reproduce the start position	Students have to recall and reproduce the movements they saw	<p>“Where were the hands?” “Where were the feet?”</p> <p>put your hands... put your feet... pay attention to... be aware of...</p>	Pair work	The photo * of the beginning position shown before	<p>5 minutes to go down to the gym and change clothes 15 minutes of work</p>	Can: reproduce the details of the start position

<p style="text-align: center;">4</p> <p style="text-align: center;">outside the gym</p>	<p>Know how to start and run for 20 meters</p>	<p style="background-color: yellow;">Students have to</p>	<p>“let’s try!”</p> <p>first... second... third... last: start!</p>	<p>Pair and individual work</p>	<p>None</p>	<p>15 minutes to reproduce the run 7 minutes to go to the gym, change clothes and go upstairs in the class</p>	<p>Can: set up the start position run</p>
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* Activity 1

Materials

video n. 1 from youtube: [Usain Bolt Wins Olympic 100m Gold - London 2012 Olympics - YouTube](https://www.youtube.com/watch?v=2O7K-8G2nwU) <https://www.youtube.com/watch?v=2O7K-8G2nwU> - dal minuto 4e36 al minuto 5e19 -

* Activity 2

Material

photo n. 1 on the whiteboard reproducing the start moments from [Usain Bolt Wins 200m at 2011 World Championships in 19.40 seconds: photo of the 0.38 sec of the run](#)

video n. 2 from youtube: [Track & Field Drills : Starting Position in Track & Field](https://www.youtube.com/watch?v=Dm5uJTwq3ug) <https://www.youtube.com/watch?v=Dm5uJTwq3ug>

keywords for the lesson on the whiteboard (syllabus)

Photo n. 1



KEYWORDS: TRACK & FIELD DRILLS : STARTING POSITION IN TRACK & FIELD

THE STARTER POSITION

“...how actually starter is...”

START

STRONGEST LEG FIRST

RIGHT LEG/ LEFT LEG

TAKE UP

PULLING

WE CALL IT “THREE POINTS STAND”

THREE POINTS ON THE GROUND

START BLOCKS’

RUN DIRECTION

STANDING STRAIGHT

RIGHT HAND IN LINE

LEFT HARM BEHIND

PUSHING WITH THE KNEE

WHAT THE FIRST STEP LOOKS LIKE

SLOWLY, MEDIUM and BEST

JUMPING UP/EXPLODING

FASTEST VERSION

---AND I START