

NOELIA SÁNCHEZ CARRILLO

A CLIL SESSION

D. U.: 2		I KNOW MY BODY	SESSION: 3
INITIAL INFORMATION			LEVEL: 1º
OBJETIVES		EVALUATION CRITERIA	
<ol style="list-style-type: none"> To know the body and component parts. To identify the different parts of the body. To recognize and to identify the body's own notions of right and left. To value and to recognize the importance of body awareness. 		<ol style="list-style-type: none"> Know the body and component parts. Identify the different parts of the body. Recognize and identify the body's own notions of right and left. Value and recognize the importance of body awareness 	
CONTENS			
<ol style="list-style-type: none"> My body Body parts Laterality of body The sense of touch (to touch and to recognize body parts) Laterality games and exercises Interest to recognize the different parts of the body Value of the usefulness of the knowledge of their own laterality for the development of tasks 			
EDUCATIONAL RESOURCES			
HUMAN RESOURCES:		PLACE :	MATERIALS RESOURCES :
I (P.E. Teacher) English Teacher		Gym	Stereo, 20 hoop, 5 eye-cover and chalks
METHODOLOGY: Direct Instruction, Task assignment			
INSTRUMENTS OF EVALUATION: Direct observation and control list.			
CURRICULAR CONNECTION			D.U. CONNECTION
<i>INTRADISCIPLINARIEDAD</i>	<i>TRANSVERSALIDAD</i>	<i>INTERDISCIPLINARIEDAD</i>	
- THE GAME - HEALTH - BASIC SKILLS	- HEALTH - Coeducación	- Conocimiento del Medio - Lengua - English	- The world of play - I move my body to be healthy
COMPLEMENTARY ACTIVITIES:			

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SESSION PLANNING

D.U.: 2	I KNOW MY BODY	LEVEL: 1°
Nº de sesión: 3		Nº of Students: 20
Main Objective of the session: To know the body.		
Methodology: Direct Instruction, Task assignment		Installation: Gym.
Materials: Stereo, 20 hoop, 5 eye-cover and chalks		

WARM-UP

ACTIVITIES	ORG.	ELEM. CLAVES	T´
All students in a circle. Warm-up routines. Joint mobility. From bottom to top. Ankle, knee, hip, waist, shoulders, elbows, wrists, fingers, neck.	Group	Anotar el nivel de ejecución del calentamiento del encargad@	10´

MAIN PART

<p>1. <u>TULA-STOP</u></p> <p>2. <u>PUT YOUR BODY IN THE HOOP</u></p> <p>The music sounds. Students dance. The teacher stops the music, the students remain as statues. The teacher says a body part. Students entering that part of the body in the hoop. Right hand, left foot, nose, right ear, ... Whenever the music stops, the teacher will tell a different body part.</p> <p>3. <u>MY BODY ETCHES?</u></p> <p>Per couple. One front and one behind. The student first says: My back itches , my right hand itches, my left knee itches, my right foot itches ... Every time he says a body part. The second student , must scratch that part of the body. Every three minutes changing roles.</p>	<p>Group</p> <p>Group</p> <p>Couples</p>	Save me	30´
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RETURN TO CALM or RELAXATION

<p>COLLECT MATERIAL</p> <p>1. <u>WHO AM I?</u></p> <p>Groups of 5 students. 4 students in a circle. A student in the center with an eye-cover, the student of the center, makes two turns, and walks to find another student, through touch, touching the face of the other student , has to guess who he is. Changing roles with this student.</p> <p>GO TO THE TOILETS IN THE SAME GROUPS.</p>	4 Groups		7´
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