GAMES AND CLIL ACTIVITIES IN PRIMARY AND SECONDARY PHYSICAL EDUCATION CLASSES
(Versión en inglés)

Antonio Jorge Hernández Monroy

Profesor de Educación Física CLIL. IES Playa de Arinaga (Gran Canaria, España)
Email: antoniojorge01@gmail.com)

ABSTRACT

The implementation of Content and Language Integrated Learning (CLIL) in different educational systems and countries in Europe has been growing exponentially, to the point of currently being the predominat approach to bilingual education in our country. From the subject Physical Education we can find a wide amount of literature addressing the application of the CLIL approach in our classes, both in primary and secondary schools. This information sheds light on the suitability of the application of the CLIL approach in our subject but, sometimes, the management of all this literature can create confusion in its practical use. This article recovers a large part of the opinions expressed by specialists in bilingual Physical Education and provides a broad base of games and practical exercises that will help us put all this bilingual literature, sometimes quite theorized, into practice.

KEYWORD

Bilingual Physical Education; CLIL; games and sports in English; second language teaching.

INTRODUCTION

There is little question that providing students with enhanced opportunities in school to acquire competence in additional languages will better prepare them for globalization. There are a variety of definitions and interpretations of CLIL (Cenoz et al., 2014; Mehisto et al., 2008).

Coyle et al., (2010: 1) present a succinct definition that refers to its specific features: 'Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language'.

Therefore, CLIL has three different goals, which are learning content, language, and skills, all of which must fit into the context where it is implemented (Mehisto, Marsh, & Frigols, 2008).

Currently, Spanish education is particularly sensitive to European initiatives about language policies. In fact, in the last decade, countries such as Finland, Germany or Sweden, seem to have progressively enhanced multilingualism. Consequently, there is a need to understand how the introduction of the CLIL approach might affect the essence of some subjects such as Physical Education.

As Julio Gallego Méndez explains in his Master's Degree in Bilingual Teaching and CLIL (2020), physical Education should be taken into account in order to guarantee the academic success of the implementation of this bilingual approach.

In recent years, the amount of scientific literature addressing the application of CLIL in PE has grown considerably (Salvador-García et al., 2017), but the information still deals with the suitability or not of CLIL in PE, however the specific examples and materials on the practical application are scarce.

Considering this, the input of this article aims to provide a broad base of motor games that allow Physical Education classes to be developed without their main objective, movement, being affected.

In the case of PE, *movement is one of the key features* (Ayuso, Rivero & Izquierdo, 2018; Gill et al., 2016; Larsson & Nyberg, 2017) and promoting physical activity is one of its primary goals (Dodd, 2015; Heikinaro-Johansson, Hasanen, McEvoy, & Lyyra, 2018; Molina, Queralt, Estevan, & Sallis, 2016; Viciana, Mayorga, & Mompeán, 2016), and movement being understood in its wide and inclusive sense (Svennberg, 2017).

1. ANALYSIS OF EXISTING SCIENTIFIC LITERATURE REGARDING THE IMPLEMENTATION OF CLIL IN PHYSICAL EDUCATION:

There are several authors who argue that physical education constitutes an ideal environment for learning the language and they ensure that the linguistic objectives are perfectly compatible with the objectives of the matter subject. (Bell & Lorenzi, 2004; Clancy & Hruska, 2005; Ramos & Ruiz-Omeñaca, 2011; Salvador-García et al., 2016; Salvador-García et al., 2017; Solomon & Murata, 2008).

There are conflicting arguments about the pros and cons of CLIL in P.E, while Figueras et al. (2011) states that from the participants' perception the specific contents of PE do not suffer any damage, Martínez and García (2017) warn that incorporating the foreign language entails reducing the quantity of specific contents.

If we made a brief review of what Pérez-Cañado (2016) has called the "pendulum effect" we would realize that it have been reported both advantages and disadvantages of using CLIL:

1.1 ADVANTAGES

▪ Regarding language acquisition, (Bell & Lorenzi, 2004, p. 48) indicate in their research how the physical education subject can facilitate the learning of a second language. "Movement itself affords numerous opportunities for physical educators to connect physical activity to vocabulary"; arguing also that the movement education, dance, and rhythmic activities can all be used to help students to connect written and verbal information in a creative way.

▪ This interpretation of body movement as an aspect that contributes to language acquisition has also been exposed by other authors such as Coral (2010), who defends movement as an essential aspect in the achievement of communicative competence in any process of learning a language.

▪ Torres-Outón (2019) states that the eminently playful, dynamic and flexible (through movement) character of the physical education subject causes the desire and need to communicate. Therefore, the transfer of oral language learning in physical education classes, occurs naturally, as opposed to the more artificial and elaborate process of learning a foreign language per se.

▪ According to Rottmann (2006), using physical education as a content subject to develop a language both increases and encourages student interactions, improving the frequency and variety of these interactions naturally. This interaction among students is considered a necessary condition for learning the language and is closely related to the so-called *4Cs framework* which is based on methodologies focused on cooperative learning, verbal interaction, and socialization (Chiva-Bartoll et al., 2015).

▪ Alias (2011) highlights the potential of didactic methodologies based on games and movement for learning the target language, and specifically bases this argument on increasing student motivation.

▪ Similarly, Hernando et al. (2017) argue that students like the idea of having physical education in English because they learn it from an entertaining and different way for them.

▪ There are some authors who highlight the potential of physical education in the culture-based approach, affirming that elements and contents of this subject such as body expression, non-verbal language, drama, typical dances or traditional sports and games are a great opportunity to link culture to the target language learning (Salvador-García et al., 2017).

1.2. DISADVANTAGES

It is worth asking whether the application of the CLIL approach in the physical education subject can jeopardize students' engaged time in physical activity.

- Content teachers may perceive that CLIL is anchored in the world of linguistics and language education (Dalton-Puffer et al., 2018) and, therefore, they see it as a transgressive outsider intruding on their subjects. In PE, critical voices claim that CLIL may jeopardize the subject's idiosyncrasy by blurring its content, altering its basic features and entailing losses in motor learning (Coral et al.,2020; Martínez and García, 2017).

- Molero-Clavellinas (2011) states that teachers should not fall into excessive theorizing of the subject due to the need to learn vocabulary and grammatical structures necessary to be able to interact and communicate in a foreign language.

- Emmanouilidou & Laskaridou (2017) reported that some students were initially sceptical or reacted negatively at the beginning of the implementation of CLIL in physical education classes, and they justify this attitude because the students thought it would be much more difficult and that they would have to carry out a very great effort to understand the contents of the subject, compared to physical education classes conducted in the mother tongue.

- Faya-Cerqueiro (2012) concluded that, although around 60% of future teachers showed intention to carry out the bilingual approach in this subject, 40% of these affirmed to feel insufficiently prepared or trained for this purpose.

- Universities are preparing students of PE little or very little to teach bilingually, and so 90% of the teachers surveyed also think that the preparation of recent graduates to teach bilingually is not quite or very high.

- Fernández-Fernández et al. (2005), shared that although the initial motivation of teachers towards this approach is very high, the motivation and desire to work from the teachers could be undermined by misinformation and a lack of planning.

- We must highlight a lack of materials thought to develop language in PE tasks (Gómez and Jiménez, 2012). The truth is that there are few materials prepared and teachers must choose between using those published or create their own (Coral, 2013).

It is precisely the intention of this article to offer a broad base of games and activities, already put into practice, so that it can serve as a guide to other teachers of the subject of CLIL PE.

2. CONTENTS

Research conducted in actual CLIL classes shows that it is difficult to achieve a strict balance of language and content (Mehisto et al., 2008; Salvador et al., 2016). In accordance with Fernández-Balboa and Sicilia (2005), for PE we suggest the selection of contents that highlight social and intellectual aspects. This would replace

the too technical Anglo-Saxon approach which has gradually been implemented in PE.

CLIL courses tended to consist merely in a simple juxtaposition of some thematic blocks based on general topics of disciplines like anatomy (e.g. the skeleton and muscles), biology (e.g. health education) or techniques, rules, and tactics related to team sports and physical exercises (Coyle, Hood, Marsh, 2010).

In PE, cultural manifestations evolve over time, so a new analysis of contents must be made periodically (Contreras, 1998).

It is crucial to understand that Physical Education in the 21st century is not only to teach sports or motor skills. PE is also used to teach values, life skills, physical competences, problems solving and communicative skills. (Santiago García-Calvo Rojo, 2018).

Currently, PE teachers have several pedagogical models at their disposal, including Sport Education (Siedentop, 1994), Teaching Games for Understanding (Bunker and Thorpe, 1982), Cooperative Learning (Dyson and Casey, 2012), Service-Learning (Chiva-Bartoll and Fernández-Río, 2021) and Teaching Personal and Social Responsibility (Hellison, 2011), among others.

Summing up, we must develop a new way of conceiving physical education as a discipline so that it is linked to humanities and critical thinking (Kirk, 2014). If this interconnection is established, PE will expand its horizons and contents as a school subject and fulfill CLIL's purpose and objectives.

Maybe CLIL can help to transform outdated educational structures to make them more student friendly.

To allow a balance between the motor, linguistic and cognitive demands, PE teaching methods should be redefined to increase cooperation and verbal interaction among students (Coral and Lleixà, 2014; Figueras et al., 2011; Molero, 2011; Zagalaz et al., 2012). This results in the promotion of social interaction (González et al.,2013).

A task is said to be balanced when it requires equal measures of motor, communication, and cognition skills. A balanced and efficient task must meet five conditions: it must be motivating, include physical activity, foster oral interaction, develop thinking and be socially conducive.

Considered as a whole, a lesson is balanced when the *teacher presents a carefully designed sequence of unbalanced tasks.*

To facilitate the creation of PE –in-CLIL tasks, both the CLIL matrix (Coyle et al, 2010) and the PE-in-CLIL teaching guidelines based on Bloom´s taxonomy should be considered (Coral,2012). These tasks should pose questions involving different levels of cognitive demands, incorporating both lower- and higher-order thinking skills (Dalton-Puffer et, al., 2018).

Precisely, all the games and activities presented here have the ultimate goal of allowing the balance between motor, linguistic and cognitive demands. They will encourage interaction and facilitate the creation of PE-in-CLIL tasks.

Only promoting activities that allow social interaction between students and encourage their cognitive demands CLIL offer optimal learning experiences for all students, going beyond 'learning to move' and providing a context for 'moving to learn' (Lamb and King, 2020).

3. HOW TO PLAY

- If we simply translate traditional PE lessons into the foreign language, we do not fully exploit the potentials of CLIL. Especially in PE, teachers must be careful not to reduce the use of the foreign language to the mere giving of instructions.

- PE teachers should be able to create and maintain a safe and motivating atmosphere in the lessons while ensuring the explicit incorporation of the language (Fernández-Barrionuevo and Baena-Extremera, 2018), (García-Calvo, 2015:21). Errors are a vital part of the learning process; it´s better for tasks to be fluency-based instead of accuracy-based).

- Scaffolding strategies may be particularly useful (De Graaff et al., 2007). For example, PE teachers could use verbal explanations accompanied by body language (Salvador-Garcia et al., 2020) as well as different resources. Consider using synonyms, periphrasis, reiterations, 'echoing', questioning, rephrasing or even partially employing the native language (Lin and Wu, 2015; Yakaeva et al., 2017).

- Through games, our Physical Education sessions are more dynamic and varied; they provide fun; encourage socialization, and are an exceptional tool to develop English vocabulary in a natural way.

- We should introduce games in stages: basic or simple forms to start with (tigers and lions, steal the bacon, fox tail, the fisher, catching ball, pacman, cops and robbers, cats and mice); afterwards moving to more complex games (10 throwings, attack and defense games, opposition games, pre-sportive games).

- Introductions need to be brief and if the game is complex, instructions should be given in stages. Showing is more effective than saying. Start with the basic version of the game and gradually introduce complexity.

- We must adapt the rules to the class group level, since complicated rules imply longer explanation and slow sessions.

- Non-verbal communication, visuals and materials usually clarify the game.

- The Warming-up application provides students with a wide range of situations and frequent opportunities to develop oral communication, interaction and discussion and also to introduce games where we could apply the target vocabulary such as: The name of the game, number of players, name of equipment used, a range of verbs (throw, run, touch, protect, dodge etc), a list

of sequencing connectors such as first, then, after that, next etc. – prepositional phrases such as in the middle, at the side etc. Students could search for information on the Internet or in books. Rules must be explained in English. They explain what materials are going to be used (colors, sizes, weights). They must limit the play area or game spaces and refer to groupings: pair-work, groups of three, small groups, individual tasks).

- Tasks to be made by losers or defeated pupils (sit-ups, push-ups, climbing stairs, laps to the court, skipping rope, medicinal balls). Motivating and complimenting students during the warm-up, e.g., Well done, that's brilliant! Keep going, come on.

- During the warm up, there will be situations in which the student must solve different issues related to the game; maybe being in need of English vocabulary that he/she has not prepared before. They speak spontaneously, responding to unexpected questions, points of view or situations. Initiate and develop conversations and discussion, producing extended sequences of speech.

- Drama Techniques: its implementation in the PE classroom would mean compliance with the main characteristics of the CLIL methodological approach. Through acting in a foreign language, learners gain a "distance" to themselves and to the topic which enables them to explore new forms of learning. (Zindler, 2008, p. 88). This distance to themselves could help to reduce the feeling of embarrassment when, for example, performing a dance choreography in front of the class.

4. GAMES AND CLIL ACTIVITIES

4.1. Balloon Questions:

Give each person a balloon and a small strip of paper. Ask them to write down a question on the slip of paper and place it in their balloon, then blow the balloon up.

Once everyone has finished, instruct the group to hit their balloons into the air, trying to keep all the balloons in the air for as long as possible. After a few seconds tell everyone to grab any balloon (other than their own) and sit in a circle. Each person takes a turn popping his/her balloon and then answering the question. For small groups you may have each person in the group answer every question.

4.2. Hall of fame:

Students pick a famous athlete from the past decade's name out of a raffle (or choose an athlete), then search the Internet and form a description of the athlete. In this task, students will present their famous sports person to the rest of the class, for approximately one minute. The rest of the class then guess the famous character.

Why he or she is Famous? What did he/she accomplish? Why did you choose that person?

4.3. Awards ceremony:

Students have "won" a prize, contest or new job and they have to go on stage to pick it up and dedicate a few words of thanks to the audience present in front of the microphone and cameras.

Oratory ability and body language go hand in hand. Knowing how to move on stage when speaking in public is key to making your message effective.

Being in couples you can split the roles (one could be an interviewer and the other the winner of the prize). They could be two athletes who had jointly won the trophy, which they came up with, for example.

4.4. Idyllic island job application:

In this work, students should present, in pairs, the talk they had prepared before to the rest of the class, for about one or two minutes.

"You have been offered an incredibly good job, working as organisers of a paradise island". The sports activities they offer are attractive and the salary they pay is exceptional. As requirements, they ask for a couple of cheerful, dynamic, and active people who really know how to appreciate and take care of the natural environment of the island. Candidates should speak and defend for a minute or two why they are the perfect candidates for that job.

Being in couples, you can split the roles, for example: one could be good at dynamizing and the other is good at taking care of the island's environment.

4.5. No, you can´t take me!:

Break the class into small groups-three to five or so. Each group chooses a device, a system, or a physical activity (Something related to our subject). Each player in each group chooses one thing that would be found in that device or system. (For example, respiratory system, one player could be one of the lungs, another, the diaphragm, another the trachea etc.)

Each player must think of at least one good reason(s) that its functions are important. Tell them to ask themselves what would happen if it were not there. The other groups become the audience, the teacher approaches the first group and exclaims, "My, look at all this useless stuff! I've got to get rid of some of this junk!" "I think I'll take this thing away." The player replies, "No, you can´t take me! ", "Why not?" The player answers: "If you take me away..." followed by something that would go wrong without that device or thing. (For example, if the player is pretending to be the ball in a match, she might say, "If you take me away, no one will score points."

4.6. Among us:

It is an ideal game to cool down. The teacher passes behind the students and will mark the "imposters or killers" by touching them with his hand on the shoulder.
In a small space like half a field, the students walk, and "imposters or killers" eliminate the other players by winking at them while staying undetected from other players.

Players who have been "killed" must wait a few seconds to show the other players that they have been killed by walking like zombies. After a few minutes the teacher will stop and gather the students. Students not killed will have a few minutes to deliberate in English which ones they believe are the impostors and why.

4.7. Name with action, adjective and alliteration:

This activity is great for students to get to know each other, and can also be used to encourage imagination and speed. Everybody in the circle thinks of an alliterative adjective to describe themselves (for example...Dangerous Dave, Elegant Ed, Cowardly Carol etc.). Each player walks into the centre of the circle and says with an action "Hello, I am Dave... and I am Dangerous". Then everyone should walk into the circle and, in the same style say: "Hello, Dangerous Dave". The teacher can also ask the players to add an accompanying action with the adjective.

4.8. Wild west:

All students must stand in a circle. When you say a student's name, he or she should crouch and classmates on both sides should shoot each other. The fastest will be the winner. The slowest student should do some physical exercise such as squats, push-ups or jumping jacks.

Variant: "SPLAT". gunmen must say the name of a sport, action, bone, muscle, etc.

4. 9. Who is the leader?:

The teacher explains that one player will be asked to be the leader. They lead the warm-up by doing joint mobility and all the others follow him or her suit. The teacher demonstrates how this works taking the group through simple changes of joints (or simulating to play a sport) until everyone understands.

Then, explain that one person will be asked to leave the room while a leader is appointed.
The player leaves, the leader appointed, and a rhythm is established with changes of the joint/sport. The player outside is invited back in to stand in the centre of the circle. The player has three attempts to identify the leader.

4.10. What are you doing?:

Players stand in a circle with enough space to move their bodies. Player One steps forward and begins miming an activity/sport, any activity such as burpees. Player Two, to the right asks player One, 'What are you doing?' Player One is to answer without hesitating with the first action which comes to mind, other than he/she is doing, i.e. tying my shoelaces. Player Two then begins doing the thing announced by player One and is asked by player three 'What are you doing?'

4.11. Fitness Board Games: why not bring in a board game element to make keeping fit both fun and competitive.

- **Playing Tic Tac Toe:**

There will be two teams in the game who take turns and each team must have a different color. The general signs used in the game are X and O, but you can used different PE materials like colourful sport bibs or cones.

There will be a board with 9 boxes: After giving the start signal, the players make the circuit and the first player in front of the grid marks put his/her sport bib and then return to their team lines. The second players make the same circuit until one team has formed a horizontal, vertical, or diagonal sequence of three marks to wins. If no team wins, continue moving the sport bibs until there's a winner.

- **Four in a line/connect 4:**

In line with the previous game, there will be two teams that, making different circuits, the circle checkers (pieces of discs) must be placed from the lowest line until the highest one. The ultimate objective of each team is to align four checkers in a horizontal, vertical or diagonal manner. The checkers must imperatively be placed on the lowest line or on another checker. One team could be red and the other team yellow, for example.

- **Guess Who:**

Teams will alternate shifts asking a question. The player who arrives first, after doing the circuit, will ask first. The question should only have a yes/no answer.
For instance: «Does your mystery character have blue eyes?». If the answer is "yes", then you know that all people with brown eyes can be eliminated, so they then close the windows with those characters. If the answer is "no", then all people with blue eyes could be eliminated.

They would need to keep asking questions in turns until someone thinks they could guess who is on the opponent's mystery card. When the player is ready to guess who is behind the "Mystery Card" they must think about it very well.

You can't ask a question and guess in the same turn. If you guess wrong, your team loses the game! If you guess right, they win the game! The defeated group should do a sports task/punishment.

Figure 1.

Board created for the game Guess Who with different scientific characters in different windows.

▪ **Battle Ship**:

Battleship is a game where teams try to guess the location of 5 hidden ships before the opponent does. Players take turns firing a shot to attack enemy´ ships. On your turn, call out a letter and a number of a row and column on the grid. Your opponent checks that space on their lower grid and says "miss" if there are no ships there, or "hit" if the space contains a ship.

Mark your shots on your grid. Whenever one of your ships has been sunk you must announce it to your opponent. Each ship must be placed horizontally or vertically (not diagonally). Ships can touch each other, but they can't be on the same space. The goal is to sink as much ships as possible during the time of the game.

Figure 2.

Wooden board created for the Battle Ship game with sticky cards with ships and water.

▪ **Power Grid Game**:

Students, in lines, must go to the panel where the 15 words or phrases are located, and mark only the 7 correct answers.

If they are incorrect, another partner must leave the line and change the answers until the panel is completely correct. The team that completes the panel first will win.

Variation: each time a competitor checks the boxes and it is not correct, their group must do three burpees or squats.

Figure 3.

Circuit created with hoops and infographics for the Power Grid Game.

▪ <u>**Closing the square:**</u>

For this game we will need at least 16 cones and as many ropes as cones. There will be a red team competing against a yellow one. A whistle signals that they must place a rope joining two cones, then high-five their partner's hand again. Each time a team closes a square they will receive a point. The team that has closed the most squares will win.

▪ <u>**Rubik´s cube relay:**</u>

Half cones are randomly placed throughout the board. In a relay style format, teams must run down and configure the Rubik´s Cube by only moving a cone with another cone directly next to it.

Figure 4.

Board with colored cones for the Rubik's cube relay game

4.12. Duck duck goose:

A lively warm-up activity which can be used to be language-specific, or as a simple run-around. Players form a circle as the teacher walks around the outside touching each player on the shoulder and saying "duck". The key words may be changed. For example: instead of duck/goose use opposites such as Night/Day, Black/White etc. The categories can be chosen according to topic and age. Sports, muscles, bones, rivers of the country or world, famous historical characters, odd/even numbers, numbers divisible by 6, etc.

The teacher explains that if you are touched on the shoulder but, instead of duck, you hear the word Goose you must run around the circle and try to arrive back at your place in the circle before the teacher. If the player chasing does not catch the teacher, they then become the leader.

4.13. What time is it Mr. Wolf?:

The children call out "What time is it Mr. Wolf?". You will respond with a time (for example: "two o'clock", "four o'clock", etc.), that number tells the children how many steps they are allowed to take. For example, if you say 4, the children can take 4 steps. When the wolf responds to the question with "dinner time" or "lunch time", the wolf turns around and tries to tag students as they run back to the original wall.

A tagged student will become the new "Mr. Wolf".

4.14. Simon Says:

One child is chosen to be Simon. Simon faces the group of children and must give action commands for them to follow. If Simon gives a command beginning with the words "Simon Says," as in "Simon Says clap your hands," the children must follow the instruction.

To trick someone on Simon Says, Simon must give a command that doesn't begin with the words "Simon Says." As an example, if Simon just says, "Clap your hands," the children must stand still and not follow the command. Anyone who moves when the command does not include "Simon Says" is out and must sit down. The winner is the last child standing. The winner can then be Simon in the next round. If playing with young children, an adult can think of the commands and play the role of Simon.

4.15. Classic Tag

▪ <u>Revenge tag</u>:

It's easy, the kids love it, and there's very little "down time" so kids are moving most of the time. In this game, everyone is "it". Students run around and try to tag one another. When they get tagged, they sit down. They can rejoin the game when the person who tagged them gets tagged. If students tag one another at the same time, they must do "rock-paper-scissors" to see who must sit down.

▪ <u>British Bulldog</u>:

In this classic tag game, one or two students are "it" and they start in the middle of the gym, field, or playing area. The rest of the students start at one end of the room, along the wall. When the teacher yells "go", the students must run from the end of the room they are starting on across the gym to the other end.

They must tag the wall to be safe. Meanwhile, the "it" students try to tag others as they run across. Students who're tagged join the "it" students in the centre and try to tag others who run across the gym. "Octopus Tag" is quite similar.

Figure 5.

Graphic example with instructions for the popular game British Bulldog.
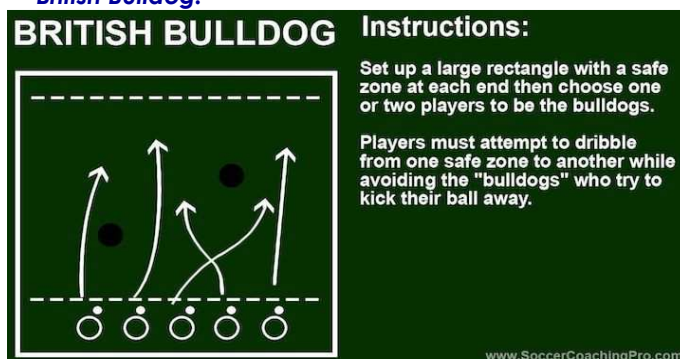
- <u>**Line tag**</u>:

  All players must follow the netball or football lines painted on the playground.

- <u>**Taggy taggy touch Wood**</u>:

  This game is a variant of 'Tag' where players can gain temporary immunity with 'Feet off ground', or while touching iron or wood.
  Players are safe whilst touching a door, fence, tree, etc. The game was so widely known in the nineteenth century that it gave us the phrase 'touch wood' which people still say when they want safety.

- <u>**French tag**</u>:

  In 'French tag' the tagger must hold the part of the body where s/he was tagged, and in 'Bum tag' you can only be tagged on your bottom.

- <u>**Cops and Robbers**</u>:

  One major development on the chasing theme is when there are two opposing teams – one chasing the other in some way – which opens a whole new world of characters: cops and robbers, cowboys and Indians, English and Germans, aliens and humans, dinosaurs, and so on. Split the class into two teams – cops and robbers. The cops' goal is to get all the robbers into jail and the robbers' goals is to run amok and not get thrown in jail. When a cop tags a robber, the robber must go into "jail" (The teacher designates a corner of the gym to be the jail). The robbers can free their fellow robbers by running into the jail and tagging them (one person at a time).

- <u>**Blob tag**</u>:

  In this tag game, one or two students start as "it". When they tag another student, that student links arms with them and continues tagging. Thus, the "blob" of students tagging continues to grow larger. Another version of this is also virus or amoeba tag, where as soon as the blob reaches four students, it splits into two different blobs. I find this to be a safer version as students are less likely to trip over one another.

▪ **Stuck in the mud**:

Appoint one student to be "It," and have him chase and tag the other players. Once tagged, players are "stuck in the mud" and must stand still with their legs apart. Players who aren't stuck can free people who are stuck by crawling through their legs. Once players are freed, they can run around again.

▪ **Hot Dog Tag**:

In this game, when students are tagged, they must lie down on the floor. They can re-join the game when two other students come and lie on either side of them, creating a "hot dog bun" around them.

4.16. Steal the bacon:

Object of the game: Be the first to grab the sport bib when your number is called. Divide children into 2 equal groups and give each a different number. One player on each team must have the same number. How to Play: Teams line up on opposite sides and a sport bib is placed in the middle. At random the "caller" calls out a number.

The players that have been assigned that number both run to the middle and try to be the first one to grab the sport bib. The player who grabs it first gets a point for his/her team.

Variants: If there are a lot of children playing you can divide them into 4 equal groups and line up on facing each other - like the four sides of a square. Other variant could be saying to numbers at the same time.

Figure 6.

Graphic example of the popular game Steal the Bacon.
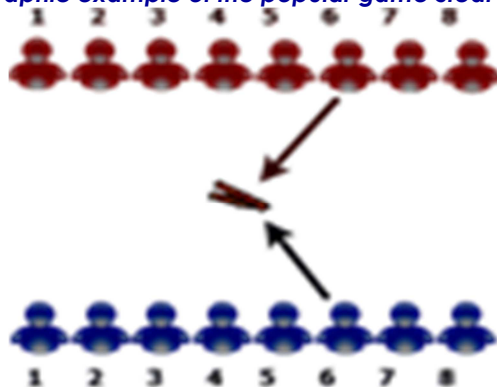
4.17. Fox tail:

In this game the whole class will have a handkerchief that must be placed on their back hanging from their pants. During the course of the game they will have to remove the handkerchiefs of the other players while avoiding having theirs taken away. If the handkerchief is removed, you must leave the game and perform some exercise outside to be able to join it again. The game ends after a certain time or when someone manages to remove all the Handkerchiefs.

4.18. Opposites:

▪ <u>**Tigers and lions/Odd or even**</u>:

A very simple game where students pair up and sit in pairs separated by a line. Those on one side of the line will be tigers and those on the other side will be lions. When the teacher names your animal you must go to touch the rival of the other line. If you manage to touch it you will get a point, but if the other opponent is not touched, they get the point.
Variants: can be used using all the opposites that come to mind such as black and white, high and low, large and small, odd or even (You can even introduce mathematical operations to be solved), animals such as mammals or vertebrates and invertebrates, etc.

▪ <u>**Cones game**</u>:

Opposites, printed on paper, are placed under circular cones. Depending on the level of the student, opposites can be easy or difficult. Two teams compete to see who is the one who can find the most "opposites". One runner at a time for each team and, when it´s their turn, they will have to do the circuit to the grid and come back.

Figure 7.

*Example of a printed card arranged under cones for the "opposites" game*

4.19. Colors:

Place colored cones in a certain area. Players must be in the center of the court. When we name a color in English the players must go to that color. The last to reach the color loses and chooses a punishment card with exercises.

Figure 8.

*Example of an exercise printed on a card for "colors" game*
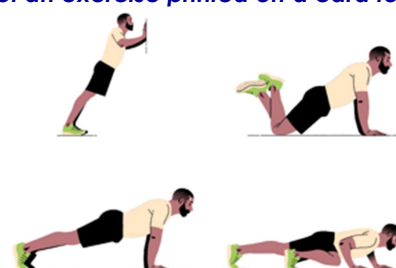
4.20. Bones and muscles game:

This game helps us to review the bones and muscles. Two wooden boards are placed with the human body drawn on them. Previously we have plasticized and put "Velcro" to the cards with the names of the bones and muscles. We divided the class into two teams (red vs. yellow). Once the signal is given, the first runner of each team takes a single card and sticks it on the part of the board that he seems appropriate.

Then he/she will come back and clap the hand of the second teammate who must take another card and stick it on the board. The game ends when all the cards have been placed on the human body. The one with the most correct cards wins the game.

Figure 9.

Double wooden board created to place sticky cards in the "Bones and muscles" game.
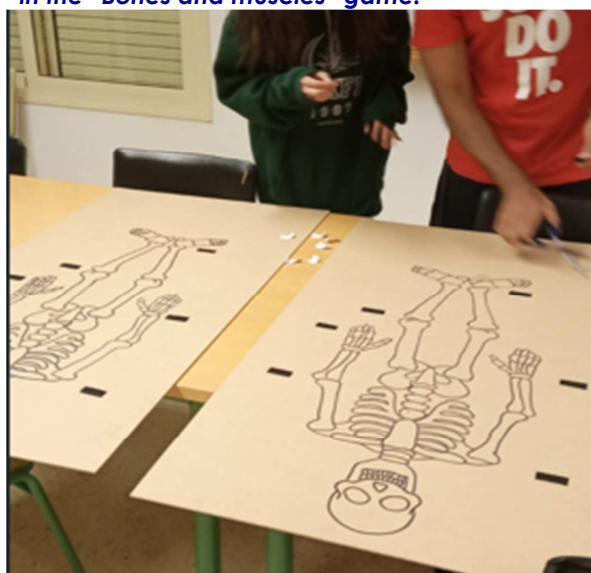
4.21. On-board activities and logic sequences:

In cardboard, we make a logical sequence of any story. We cut out the sequences and photocopy them so that there are two sets of logical sequences of each story. In English, the teacher or a student must explain the history of each logical sequence.
Then (in turns), from a player from each team, after hearing the listening, must go out to look for the logical sequences and place them, in order, on the board.

The team that manages to complete the most logical sequences correctly wins.

Example of logical sequence for the "logic sequences" game.

Look at each picture. Put the events in order
by checking the numbers.

4.22. City places:

First you must make some boards or posters with the sites or characteristic places of a city. Then scatter them around the court. We would place the students in the center of the court and, after hearing the listening, they should match the places to the definitions. For example: cinema, supermarket, bank, book shop, police station.

1. A place for your money_____
2. Police work here_____
3. You can buy books here_____
4. You can see a film here_____

4.23. Continents, Countries and Flags:

First we must place colourful training bibs in lines of same colour. We will separate the class in two teams and will be placed in a row behind the start cones.

When they hear a country, they must go looking for the colored sport bibs that they believe make up that flag and form it in front of a hoop arranged in front of each row. The one who has made the flag first correctly will get a point for the team. The team that manages to complete the most flags correctly will win.

4.24. Multilingual flag game:

Divide your students into 2 or more rows. At about 30 meters place sport bibs of all colors on the ground. With the help of a speaker, we will put a recording of a person speaking in another language.

When listening to the recording, the student must go to take the bibs to form the country that matches the language of the conversation.

4.25. Food game:

Hoop-Nutrients. Let's put hoops on the gym floor. Each ring will be related to a specific nutrient (proteins, carbohydrates, or fats).

We will show a nutrient on a card or cardboard and the students must quickly go to the corresponding hoop. The last player to reach the corresponding hoop or who makes a mistake loses and must make a small and funny punishment.
Necessary material: card, hula hoops.

4.26. Yoga Body Spelling:

We have a large poster with the letters of the alphabet converted into the yoga positions. The students, in pairs, must perform the yoga movements so that the rest of the classmates guess which English word it is.

Figure 11.

*Example of a poster with letters in English for "Yoga Body Spelling"*
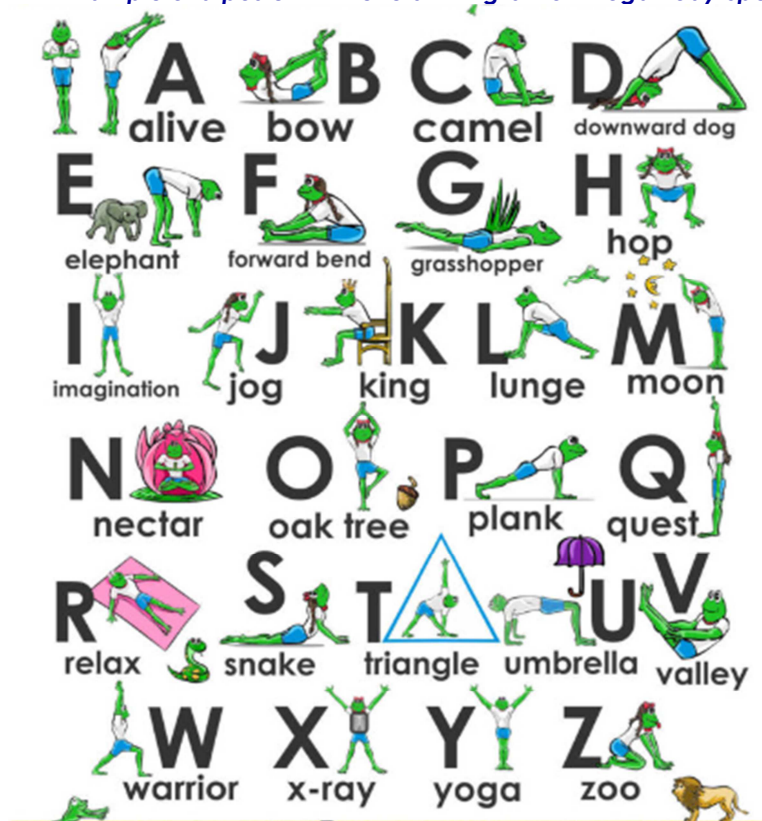
4.27. Vocabulary Worksheets Race:

On two blackboards or giant posters we must write random words (they can be sports or other aspects related to our subject). Letters printed on cards will be scattered throughout the courtyard. The two teams must go find the missing letters. The team that finishes the words on the board first will win.
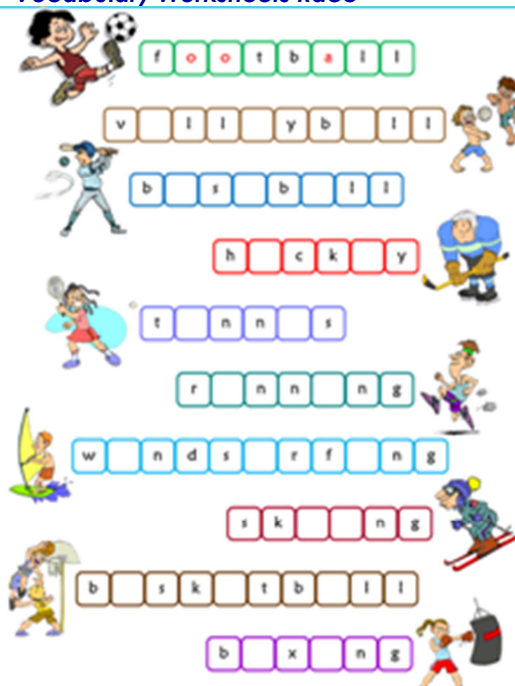
4.28. Others: labelling and matching, gap filling or classifying task.

We can make use of different printed materials where the students, with movement, have to label or match specific vocabulary of the teaching unit, we are working on, at that moment.

Likewise, the exercises of filling in the missing gaps in the words on the board with letters that you have to look for, or ordering and classifying tasks can be quite useful activities in our Physical Education sessions.

5. CONCLUSION

Although the literature that we can find on the teaching and learning of a second language in Physical Education is increasing, the materials and specific examples on the practical application of said literature are still scarce.

In most of the games and activities proposed here, special emphasis is placed on the need for movement so that the main objective of our subject is not affected. We intend for it to be real learning, based on games and motor activities with interaction, giving up the idea of rote learning or learning the specific vocabulary of our subject based on repetition or mere reproduction.

This learning must be capable of mobilizing higher cognitive demands, thus favoring the real acquisition of a second language and, in this specific case, the English language.

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