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## The **A-B-C** of Content Learning in CLIL Settings

# The Teaching and Learning of **Physical Education** in Primary and Secondary Education: Get you fit through a CLIL circuit!



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### 1.1

**What is the **main purpose** of teaching and learning non-CLIL as well as CLIL Physical Education in compulsory and post-compulsory education?**

**C**urrent compulsory Physical Education (PE) context emphasizes personal responsibilities, self-effort and social responsibilities such as contribution to one's well-being. European cooperation in education and training (European Commission, 2020) pursues to promote active citizenship as its main objective. This strategic framework highlights opportunities to build best practices through compulsory education. Fortunately, PE curriculum is prepared to embrace this benchmark approach.

Teaching life skills in a physical education environment allows students to acquire competencies to lead a healthy

active lifestyle and embody this sense of physical literacy. On the subject of lifelong learning, Perrenoud (2001) states that PE contributes to the development of capacities that take care of the human body and the generation of healthy and constant practices of physical activity. Altogether, we can identify and describe the potential contributions of PE to children and teenagers. However, the main piece of this gear is the student who can be guided by a motivated PE teacher.

Since 2015, both primary and secondary teachers in Catalonia have been struggling to get used to plan lessons and syllabi according to new PE dimensions and competences. Recently, and thanks to specific training, PE teachers have become more comfortable to cope with the Catalan curriculum that, far from only focusing on **content** (basics from previous law),

is nowadays based on **competences** (Decree 119/2015: primary education; Decree 187/2015: secondary education). In Catalonia, four dimensions (Health and Fitness, Body Language, Sports and Leisure Time) and eight competences embrace ten years of compulsory physical education (from 6 to 16 years).

## 1.2

### What do **learners expect** from PE?

**I**n the school context, learners expect to feel comfortable, to experience enjoyable situations and reinforce their self-esteem. They are used to talk about subject-specific content to express their preferences, so I guide them to connect this content to skills and learning competences.

Recent research (e.g., Kudlacek, Fromel & Groffik, 2020) has shown that boys ranked fitness physical activity third, after team and individual sports. For girls, the preference for fitness physical activity grew at the expense of dance and outdoor physical activities. Therefore, when promoting extracurricular physical activities for children and adolescents it is essential to identify their preferred types of physical activities and reinforce their motivation through talking about their training or competitive experiences in PE lessons. Thus, compulsory PE can be a bridge to other physical activity programs.

## 1.3

### What does **society expect** from compulsory PE?

**T**he views of society have changed over time, influenced by factors such as research findings, societal expectations and a perceived need to legitimize physical education within school and university context. This, in turn, means that educational authorities should provide teachers with effective knowledge and necessary skills in order to successfully apply PE lessons following a competence-based curriculum. Society expects compulsory PE to promote students' active development as citizens by facilitating their understanding about the bridges between physical activity and personal and social welfare.

## 1.4

### From the teachers' point of view, what are their **main concerns**?

**C**urriculum, pedagogy and assessment are fundamental dimensions of quality in PE and quality always needs to be contextualized in cultural, social and institutional terms. Even though it sounds demanding, PE teachers are trained to cope with the achievement of goals, namely, academic and social goals aimed at promoting a complete physical, mental and social well-being. PE teachers are used to promote healthy habits, but the most important goal is to prepare adults for an active lifestyle and enjoyable leisure time.

## 2

### How do **current approaches** to the teaching and learning of Physical Education differ from traditional encyclopedic approaches?

**C**atalonia has a long history of education innovation airheaded by the *Escola Nova*, a pedagogical movement that began in the late nineteenth century which shares some of the basics of the present competence-based curriculum. At that time, organized games were already present in schools, although the first schools to include regular physical education and sports in their timetable were Catholic schools (González Agapito et al., 2002). Thus, the seeds of institutional PE in Catalonia were planted in that period.

Once democracy was reinstated and Catalan National Institute for Physical Education was created in 1975, new education and sport laws recognized the place of PE in the educational system and in the society in general. Currently, the most recent Catalan physical education law (Decree 119/2015, 23<sup>rd</sup> of June: primary education; Decree 187/2015, 25<sup>th</sup> of August: secondary education) sets the standards about curricular content, competences and assessment criteria, which allows teachers to bring their teaching skills and resources up to date.

Due to the potential contributions of physical education curriculum to young learners' well-being, PE teachers are nowadays challenged to collaborate with public health agents to enhance active lifestyle competences as the ability to apply the knowledge and skills that one already possesses, and continuously acquires, to daily activities. A large percentage of students in PE achieve little success due to the emphasis on performance and the inability of students to transfer over the skills that were learned in isolation to the games themselves. This is why I want to share some comments and reflections from pre-service teachers in their 3<sup>rd</sup> year of Teacher Education Degree at the UAB (Universitat Autònoma de Barcelona) and I am very grateful for their contributions throughout the teaching-learning process. As part of the introduction to their course portfolio in my university course, students have to write a short reflection on the main similarities and differences between their primary school PE experiences and the current approaches to PE they have studied in my subject.

*The assessment was not made with any type of rubrics or formative assessment tools that the aim was self-assess your own work and also co-assess others. It was a simplistic and traditional vision of putting a mark whether you fulfill the practical test or not. (group 9, 2015-16)*

*Our previous experiences in physical education made us like or dislike the subject according to our physical abilities. (group 2, 2016-17)*

*In our physical education lessons as students, PE approach was really different than nowadays...we did not*

*practice our reasoning either trial and error technique among others. Teachers just told us how to improve and the strategies to follow but they did not let us think for ourselves.* (group 7, 2017-18)

*As children we were not aware of the dimensions we were working on and the skills and competences we were acquiring, we simply enjoyed the physical activities” “we have realized all the work behind each activity, however simple it may be.* (group 4, 2018-19)

*During our childhood this subject meant time to relax, have fun and become familiar and comfortably practicing sports and in ESO we saw it more as a fun challenge. Regarding the university, Physical Education has gone much further. In 2nd year more marked approach towards the use of language, evaluation and management of space and time. In 3rd year aspects related to teaching and all the aspects that go with it. It is given a lot of importance to the curriculum (the competences and contents) and other aspects related to health...* (Group 1, 2018-19)

*When we were in Primary School, the subject of Physical Education was only aimed to do physical activity. Certainly, we played activities which promote group cohesion but, nevertheless, there was no metacognition about what we learned and there was not built consciousness towards the importance of being physically active throughout our lives.* (group 12, 2019-20)

*We think physical education should be taught in lifelong learning approach, so that students realize the importance of being active and not only performing a concrete activity to get a good mark in the class.* (group 7, 2018-19)

*We just did the initial part which was the warm up, but in a traditional way of stretching following somebody of the class that the teacher had chosen, a middle part which consisted of practicing basic-common sports as football, basketball, rugby, and then the final part which was the cool-down which was related and very similar to the initial one.* (group 13, 2018-19)

*We all can agree from our previous experiences that the teacher didn't provide much feedback since the result of the activity was a mark and not how to improve our performance.* (group 10, 2019-20)

*Regarding our experiences from PE classes in our childhood, all of us members of the group have attended different kinds of schools and during different periods of time since we are all a different age. Although this fact, we all have had mostly the same experiences in PE during the Primary and Secondary Education: we got to the class, did some running and then we either played leisure games such as “matarconills” i “l'aranya peluda” and so on, or played the typical sports such as football, basketball or volleyball.* (Group 5, 2019-20)

Definitively, students' level of enjoyment greatly increases

when PE teachers focus more on students being physically active and actually playing the games as compared to when students are required to participate in various closed isolation drills or tests.

### 3

#### **What role does language play in the teaching and learning of Physical Education?**

Students appreciate the confidence that a Content and Language Integrated Learning (CLIL) routine instills in the teaching and learning context. According to a secondary school student in the school where I teach, *You learn quotidian words doing PE, you are more relaxed than in an English class and the English goes more fluently* (Raquel Cabanas, 15 years old). Indeed, language is fundamental for socializing with others, enhancing social harmony and resolving disputes peacefully. Furthermore, it enhances communication and helps self-regulate thoughts, emotions and behavior. It can be done in the L1 with fluency and proactivity. CLIL teachers make an effort to achieve language goals through English.

CLIL PE teachers should be a reference not only in healthy habits and critical attitudes to well-being but also in the foreign language. For that reason I have been improving my communication skills in English every year thanks to using it daily in my lessons and being very attentive and receptive to structure corrections, pronunciation improvements and vocabulary enrichment from native speakers, English teachers at my school, experiences abroad and students with a high language proficiency from the English-medium Primary Teacher Education Degree at the UAB.

PE teachers can contribute to lifelong learning through verbal peer-interaction. Definitely, PE strongly contributes to promoting active and communicative citizenship. Teaching PE in English implies accomplishing exactly the same curriculum framework as in schools where PE is taught in the L1. Moreover, this also allows zooming strategies to instill the potential benefits of learning through the Content and Language Integrated Learning (CLIL) approach.

In conclusion, it is essential for teachers to scaffold learning to motivate and engage students in pursuing learning through English. It also implies that students should receive encouragement to participate in their learning and in decision-making to improve their management of physical activities.

### 4

#### **Can the teaching and learning of Physical Education benefit in any way from being taught through English, or through any additional language in general?**

Using a foreign language in PE lessons allows students to step outside their comfort zone. Learners' cognitive gains may depend on their affectivity and

the perception of the usefulness of the methodology for future purposes. Teaching a content subject through a foreign language using CLIL methodological approach is always a challenge since it simultaneously focuses on developing subject-specific competences and communicative skills.

In 2007, when I was in Nottingham University for three months, I attended an in-depth training course by Do Coyle and Philip Hood in CLIL methodology. Soon I was deeply focused on creating materials useful for PE teachers who apply CLIL methodology. One of my first worries was not to lose the basics of PE lessons, the physical activity. So, I struggled with CLIL theory and PE curriculum to fuse the teaching and learning pedagogy of physical education and the benefits of teaching through English. I'm convinced of the relevance and need for CLIL as a radically updated approach to teaching and learning in a globalized, plurilingual and multicultural world.

## 5

**Can the teaching and learning of Physical Education benefit from an *across-the-curriculum* approach? If so, how?**

**A**bsolutely, there are many opportunities to reinforce core content and cross-curricular activities in compulsory education. The key element in the PE subject at school is to find cooperation with other teachers to include language, arts and craft, math, music, science with the aim to develop lifelong movers and enhance cross-curricular competencies. For instance, when we perform a circuit training to develop muscular endurance, we encompass dimensions that include communicative skills with a focus on oral language such as the ability to express oneself fluently in speech, or the focus on rhythm as the basis to synchronize and interact with others through music, or the focus on physiology as an example of science competence to identify functions of joints and muscles during the execution of the circuit training. This convergence also happens with other subjects like arts and crafts when we draw stretching exercises (see [https://drive.google.com/drive/u/1/folders/17NAPuX-LrI\\_auaDLEmLRVuXcTIKGhdzS](https://drive.google.com/drive/u/1/folders/17NAPuX-LrI_auaDLEmLRVuXcTIKGhdzS). Author: Anna Márquez, 4<sup>th</sup> year of secondary education. Secondary school Serra de Noet, Berga). Evenly, I use our department meetings to elaborate materials with the body execution of the PE teacher and the drawings of the Arts and Crafts teacher (see Appendix, **Figure 1**).

After several sketches, students must be able to draw and graph technical and tactics actions (see Appendix, **Figures 2 and 3**).

Human beings and technology are my philosophy. Tech tools and physical education can go hand in hand. I am reluctant to the smartphone-free use at schools: I strongly support the use of mobile phones as a tool that lends itself to student collaboration and allows teachers to interact with small groups as part of a personalized experience. The prevalence of smartphones won't diminish in the future, so it only makes sense to leverage the power of these devices. I use multiple

education apps which are integrated into PE curriculum and which increase student engagement like QR codes for work orienteering or Strava App to promote active lifestyle in their leisure time. I create a Club with the whole group and when they go running, hiking or cycling we can congratulate each other on the activity.

## 6

**Please, describe one instance of exemplary teaching strategies especially useful in a quality PE lesson.**

**P**E teaching units imply a previous effort to plan and a change of teaching-learning environment. It is essential to welcome every lesson to the new facilities and foster the respect for the equipment in students.

Teachers are not only the experts in their core academic area, they also possess a strong foundation and use of differentiated instructional principles. Exemplary teaching strategies are based on differentiation. I am an advocate of this approach as it also helps to achieve excellence by empowering those students whose competences exceed the norm. The culture of effort must be the engine that encourages our young people to want to improve themselves. So, in my lessons students can decide on the rhythm, number of repetitions or the degree of difficulty in their executions to achieve the level they deserve.

At the university, with my 3<sup>rd</sup> year students enrolled in the English-Medium Teacher Education degree, I make recurrent use of cooperative learning as a tool to achieve a common goal. To plan teaching strategies and execute a lesson activity in a cooperative group is challenging. They share responsibilities before the execution and they negotiate solving-problem decisions when they are implementing their teaching training role that implies learning to learn as a core competence. To acquire learning to learn competence, students need to be aware of their own capacities and limitations. Both at the university and in the secondary school, my learners are engaged with their feelings of self-competence. Solving-problem strategies comprise the attitudes, abilities and knowledge required to reflect on one's own personality and they are essential to reach personal aims.

However, I like this methodology as a way to instill a democratic achievement of learning goals in others. PE contributes directly to this process by offering opportunities to cooperate and practice solidarity, inclusion and respect while being engaged in cooperative physical activities. An example would be a situation when students in the 3<sup>rd</sup> year of secondary school prepare their two-day excursion. Before it, they study the physical effects of hiking on our organic system and they buy breakfast in a supermarket according to the results of their research. During hiking, they implement the planned outdoor games and take on responsibilities with the environment and other activities to strengthen ties or lead the night game. After the two-day hiking trip, when we meet in the following PE lesson, we analyze the track and we do the overall reflection.



## 7

**Can you provide one or two examples of **quality learning tasks** for the Physical Education class?**

According to Decree 187/2015, “The healthy physical activity” dimension is part of the prescriptive and competence-based curriculum. To apply a work plan to improve individual physical condition in relation to one’s health and to communicate a technical execution as well as to identify the muscle groups worked are some of the tasks that demonstrate the quality of learning and attitude of leadership.

Raquel Cabanas, a 4<sup>th</sup> year student at Serra de Noet secondary school in Berga does the following reflection about reciprocal teaching and peer assessment after having PE in English classes for four years:

*I have seen an improvement of my English with being a teacher for one class. You have to explain what the class has to do so you must know how to talk clearly. I learned a lot of English expressions because we use it in games or workouts. With the circuit training we learned vocabulary about sport and workout, you remember better the names because it is more practical and not only a long list of things. We learned the muscles of the body when we were doing the stretching so it was easier for us to remember.*

In any case, the ultimate goal of PE in a competence-based curriculum is to contribute to students’ optimal personal development.

## 8

**How can you adapt the activities above to a CLIL classroom, so that activity can be carried out partially or mainly through a **foreign language**?**

After my 13 years of CLIL implementation there is still need for adaptation to work through a foreign language. Serra de Noet is a secondary state school where students practice PE through English from the 1st to 4th year of their secondary education. Scaffolding and a wide variety of resources are the key in all levels.

Listening is a normal input activity in PE lessons which is vital for both preparing for the action and socialization. When the teacher feels comfortable with the challenge and is convinced to teach through a foreign language, she/he instills this motivation in their students. This is crucial, to be sure you want to go on and not to give up.

Students’ speaking activity focuses on short sentences and expressions in an improvised and natural way. When they arrive in the 3<sup>rd</sup> or 4<sup>th</sup> year of secondary school we plan to achieve fluency, and finally some of them can talk accurately thanks to their love for this foreign language.

## 9

**What are the main characteristics of the **Physical Education texts** that students are required to read and write in the non-CLIL as well as Physical Education CLIL class? What genres and task typologies do learners need to become familiar with?**

CLIL teachers are experts in their subject but not experts in the foreign language. The effort to elaborate students’ handouts, flashcards, Moodle and classroom activities and other documents for teacher support entails practicality in the creation of materials. On the one hand, for me it is really helpful to use English PE textbooks from other countries to maintain the quality of core content. My favorite textbooks are those which accompany texts with illustrations and schemes so that learners can visualize what they are reading. When working in a foreign language, my students need structural markers within the texts to help them find their way through the content. On the other hand, instruction in visual literacy as a genre used in PE teaching-learning process is essential. Children and teenagers are dominated by visual communication, yet visual literacy is a learned skill that requires explicit training.

A critical consumption of information has long been taught through text-based sources. However, network sites and other virtual platforms have the capacity to provoke critical inquiry into issues such as gender in sport, toxic habits or misleading advertisements.

To finish with, I always like to bring competency aspects of the curriculum to my students, especially what they are expected to achieve at the end of each educational stage. So, the Catalan decree (as a text) is the basis to organize curricular approaches, develop competences and assess their learning outcomes according to the teaching-learning criteria and students should be familiar with this institutional framework and its vocabulary.

About different genres and tasks in PE classes learners need to become familiar with, I use explanatory texts to move beyond providing straightforward descriptions but to look at aspects like causes and reasons. It is a way to begin each new teaching unit with a general statement that introduces the topic to be explored, for example “Physical activity, sleeping and good nutrition habits can help build a lifetime of better health”. Various steps of the process are then explained in a logical order. Remote learning tasks are another opportunity to instill students’ autonomous workout due to the outbreak of Covid-19.

## 10

**What are the main linguistic characteristics of the **aforementioned genres and text types** that the teacher will need to focus on or provide support for so that learners can successfully read and write these sorts of disciplinary texts?**

Rubrics are a very useful instrument to incorporate self and peer assessment. It is an explicit way to help students become

familiar with the objectives and competences because rubrics make the language transparent and allow a deep engagement with the language. Technology is a tool to share linguistic information and feedback. So, the use of clear language and descriptors with gradation of achievements are the main characteristics of rubrics and this provides support for students to be the protagonists of their own learning process.

First of all, every year I try to create new material to support learning. So nowadays I can manage to provide the vast majority of PE content and cater for the specific curricular competences through visual and reading support. I use the structure that facilitates the creation of activities which focus on core content knowledge. Since learners will need to use simple language, there is no grading of language involved. Learners are expected to be able to reproduce the core of the text because it is specific about rules, muscles, movements, techniques and assessment expressions. Learners may also need the language of location to describe a game or a physical activity and set phrases as well as some subject-specific and academic vocabulary.

Furthermore, there is little difference in task-type between a CLIL lesson and a PE lesson. A variety of tasks should be provided, taking into account the learning purpose and the learner styles and preferences. Receptive skill activities usually involve listening, speaking and doing. Our typical speaking activities include students presenting information from the proposal of a physical activity to the group using a language support handout and drawings/graphics/pictures to support the idea.

From a language point of view the CLIL approach contains new aims for a PE lesson. The difference lies in that the subject teacher is also able to exploit opportunities for developing language skills. This is the essence of the CLIL teacher training issue.

## 11

**Can you provide one or two instances of **exemplary tasks** especially useful in the assessment of science-related key competences which could be adapted to a CLIL environment?**

**A**ssessment is clearly challenging. Nowadays teachers are strongly focused on the development of competences and, in consequence, on their assessment. We make important efforts to seek resources that can help students become aware of the achievement of these skills at the same time as the tools reinforce the assessment reports. Some useful tasks PE teachers can use as part of the assessment process:

- View guiding documents as ‘living documents’.
- Make effective use of the well-documented expectations for achievement at class levels, to collect appropriate and relevant data about individuals and groups of students.
- Use data to provide feedback to students and identify their next learning steps.

For example, I link the way secondary school students explain their tactic understanding (e.g., a basketball plait in threes) through editing a tutorial and posting it in *Youtube* channel of the school (Serra de Noet: [pe@serradenonet.cat](mailto:pe@serradenonet.cat)). Another example would be that university level students have to download the Strava app and join the class PE club (*trasnaturaUAB*) to perform different endurance activities (cycling, running or walking). In the case of primary school students without mobile devices, they practice endurance activities with their family. Secondary school students use the app as evidence of an active and healthy lifestyle, so it is an assessment tool related to key competences. The third example is the use of classroom management tools through co-rubrics to reinforce the learners’ awareness of their achievement of the established assessment criteria. Meanwhile, *Additio app* allows them to assess themselves and each other and receive teachers’ and peers’ feedback. Sometimes we spend some classroom time to fill in the reflection and on other occasions they fill in the grid at home (see Appendix, **Figure 4**).

The development of an integrated approach to the assessment practice depends on the purposeful interaction of assessment with teaching and learning. A shared understanding of the value of assessment tools in moderating teacher judgments is essential. In 2018, I participated in an Erasmus program and I went to Scarborough in England to share and learn new tools, ideas and ways to activate learners to become resources for themselves and peers through technology. From then on, digital tools and teaching apps support formative assessment in my classrooms. I usually use technology to develop assessment and varied tools to date the achievement of the learning goals. The Symbaloo (see Appendix, **Figure 5**) presents plenty of teaching-learning and assessment tools and apps.

Recently I have combined Google Classroom with genial.ly to support the autonomous work of students at home (see Appendix, **Figure 6**; available at <https://view.genial.ly/5c377b940eeafa309dc81d45/interactive-content-physical-education-department-serra-de-noet>). Assessment is based on written feedback.

In the Appendix, there are some examples of assessment rubrics. **Figure 7** is a rubric to develop muscular endurance with a group of students who prepare a lesson and **Figure 8** is a co-rubrics form which contains the results of peer, self and teacher assessment.

## 12

**How can **less scholastic** activities, such as dancing, pottery, drama, singing, etc., be integrated into the teaching and learning of Physical Education?**

**I** really appreciate this question. We can only integrate new activities with prior planning and being open-minded. Body language is definitely far from being less scholastic content, it is a compulsory curricular dimension and thus essential for the development of key PE competences.

When I receive my students in the gym only a small part of what they are saying comes to me through words. Approximately 60% comes from their gestures, physical movements or their face expressions. We use body language every day in PE lessons and it is a natural way of communicating. Children and teenagers' bodies are absolutely ready to "speak" even if they do not realize it. Thus, it is an essential dimension to develop in our subject curriculum. Hip hop, body percussion, acrosport, acrobatic rock'n'roll, vital life support simulations, etc. help them to understand their bodies and feelings better, understand others, develop creative abilities, improve social and communicative skills.

To reinforce my idea, I can talk about my last Erasmus+ exchange program in Israel in May 2019. I applied for a training experience in Wingate University. Surprisingly, they train university students enrolled in Physical Education Minor in activities such as juggling and body language. Their primary curriculum deals with deep sports but also body language as a main scholastic activity.

Travelling is incredibly enriching to find out the huge amount of similarities and other new professional points of view.

## 13

**If you hold on to any particular pedagogical, psychological, philosophical or linguistic view or theoretical framework (i.e. Behaviourism, Cognitivism, Social-interactionism) please, let the reader know the label or labels that designate it.**

First, I want to talk about John Dewey and his vision of education that emphasizes the necessity of learning by doing. In PE lessons, students learn through a hands-on approach and they learn because they experience reality as it is.

Apart from all the specific content that we develop term-by-term about fitness, sports, body language and outdoor activities or leisure time, I recommend a curriculum that focuses on connecting multiple competences, so that students pursue their own methods for acquiring and applying specific knowledge. Furthermore, using technology for teaching and learning includes an understanding of the complexity of relationships between students, teachers, content, practices and technologies.

Technological pedagogical content knowledge refers to the knowledge and understanding of the interplay between Content Knowledge, Pedagogical Knowledge and Technological Knowledge. Computers, digital whiteboards and an extensive number of mobile apps allow us to surf and share knowledge and, above all, spread teaching-learning evidence. Evidence is essential to assess, and assessment is challenging yet.

## 14

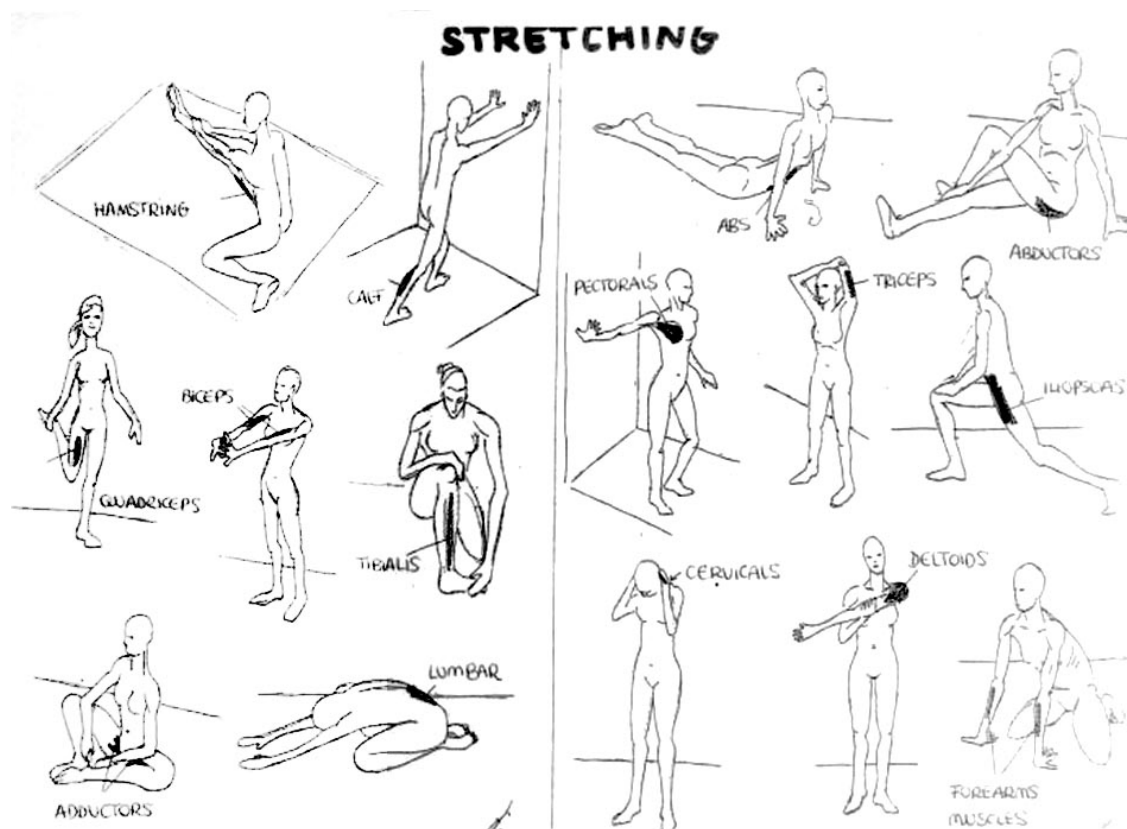
**Can you suggest one or two titles (books, articles, etc.) which may help a practitioner to become a better CLIL (and non-CLIL) Science teacher?**

"Physical Education and English integrated Learning: How school teachers can develop PE-in-CLIL programs" (2013) by Josep Coral i Mateu; a great colleague and a non-stop teaching-learning expert in CLIL framework.

"Learning brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views" (Illeris, 2004:79) and I suggest to get involved in lifelong training activities related with education. For sure, this is the way I connected with a huge variety of interesting readings and qualified people. ■

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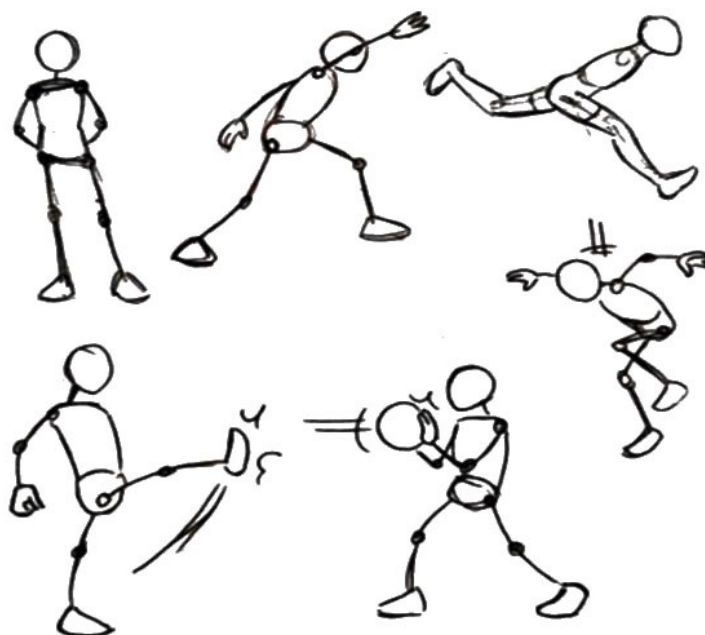


**Figure 1.** Physical Education, Science and Arts and Crafts convergence flashcards (Secondary school Serra de Noet, Berga). Author: Meji



**Figure 2.** Ideas to use visuals and language to connect PE with real life activities (UAB, group 71, 2019-20)





**Figure 3.** Body sportive actions: drawing by UAB students (group 71, 2019-20)

Intensity of work					Accions		Cancel-lar		Guardar			
	AE		9	AN		7	AS		6	NA		4
	<div></div>											
<b>Your effort today</b> Running and games participation	EXEMPLARY I have really work hard			GOOD I have done all the activities with an standard level of effort			NEEDS IMPROVEMENT I have work below the expected level			UNSATISFACTORY I haven't accomplish the goals of the lesson		

**Figure 4.** Example of a self-assessment Additio grid to assess the intensity of work



**Figure 5.** Selection of digital Tools and Teaching Apps for teaching, learning and assessment



Figure 6. Genial.ly page of the PE Department of Serra de Noet secondary school

Criteria	Highly Effective 2.5	Effective 1.75	Improvement Necessary 1	Does Not Meet Standards 0.5
Planning and Preparation for Learning	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
Classroom Management	Skillfully uses coherence, momentum and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Wastes a great deal of instructional time because of confusion, interruptions, and unsmooth transitions.
Delivery of Instruction	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
Monitoring, Assessment and Follow-Up	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused	Uses mediocre methods to check for understanding during instruction.	Uses ineffective methods to check for understanding.
Professional Responsibilities	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.

Figure 7. Example of assessment rubric

4A circuit training peer assessment														
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Anar Capdella														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Num	Student/Group	Number of ratings	Active warming up	Delivery of instruction	Classroom management	Equipment	Music edition 45" + 15"	Quantitative score (counting only the lowest item)	Quantitative score (using the weighted average of the items)	Overall Grade	Teacher comments		
2				20%	20%	20%	20%	20%	Max grade 10	100%	Coer Self Teach	Students comments (coevaluation)		
3				Coer Self Teach	Coer Self Teach	Coer Self Teach	Coer Self Teach	Coer Self Teach	Coer Self Teach	Coer Self Teach	40% 10% 50%	Comments from students themselves (autoevaluation)		

Figure 8. Example of a co-rubrics form with the results of self, peer and teacher assessment