



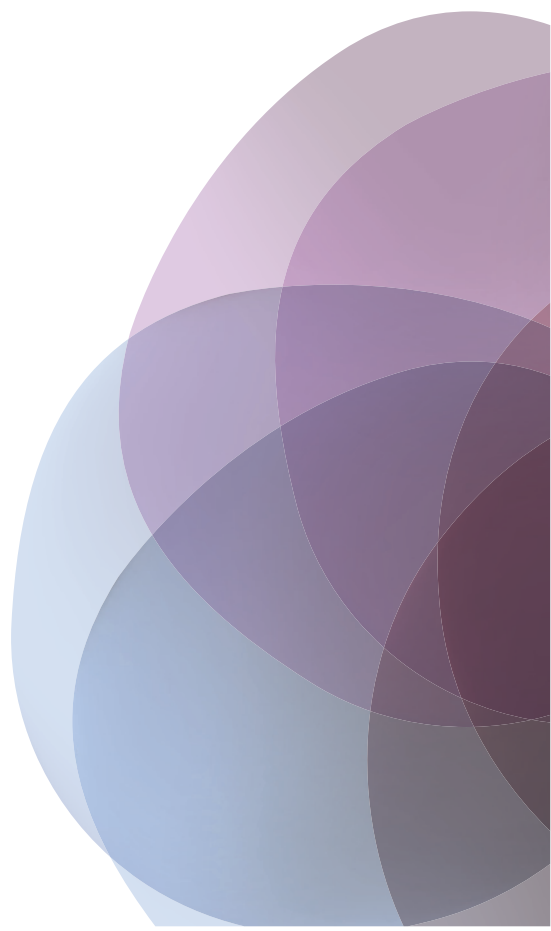
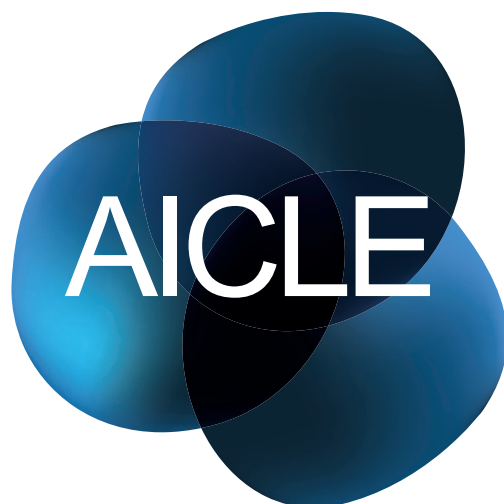
Educación física

Primaria



JUNTA DE ANDALUCÍA

Inglés




Identificación del material AICLE

TÍTULO	Andalusian Games
NIVEL LINGÜÍSTICO SEGÚN MCER	A1.2 - A1.3
IDIOMA	Inglés
ÁREA / MATERIA	Educación Física
NÚCLEO TEMÁTICO	Juegos populares y tradicionales
GUIÓN TEMÁTICO	Las actividades de juegos populares contribuyen tanto al desarrollo físico como al conocimiento del entorno próximo. Se desarrolla en lengua inglesa (L2). Este tipo de tareas contribuye a que el alumnado conozca su cultura y costumbres de una manera lúdica, completando así el mapa de la identidad propia. Las actividades propuestas implican una mayor construcción del propio aprendizaje y una mejor comprensión del entorno. La puesta en común, la escucha y la participación en las actividades, incidirán en la función comunicativa.
FORMATO	Además del propio del área de Educación Física, y el conocimiento de la estructura y reglas de los juegos, utilizaremos fichas teóricas en formato PDF, material manipulable asociados a la resolución de las tareas, ficha del alumnado para crear un diccionario de acciones, ejemplos de una película para la explicación de un juego, y flashcards para explicar verbos de acción o movimiento.
CORRESPONDENCIA CURRICULAR	3º, 4º, 5º y 6º de Educación Primaria.
AUTORÍA	Lidia Prieto Rodríguez. Pablo Peralta Guerrero.
TEMPORALIZACIÓN APROXIMADA	4 semanas
COMPETENCIAS BÁSICAS	Competencia en el conocimiento y la interacción con el mundo físico y natural. Competencia en comunicación lingüística. Competencia para la autonomía e iniciativa personal. Competencia para aprender de manera autónoma.
OBSERVACIONES	Referencias http://www.doslourdes.net/JUEpopularytradicional.htm - Atención a la diversidad: Las actividades tendrán diferentes grados de ejecución adaptándose a las necesidades individuales del alumnado. Para ello se utilizarán ayudas visuales, grupos de nivel y grupos heterogéneos con diferentes niveles de competencia - Se incluye material de ampliación para profundizar en los temas, con posibilidad de incluir programas autónomos avanzados







Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none"> - Apreciar la actividad física para el bienestar, manifestando una actitud responsable hacia uno mismo y las demás personas y reconociendo los efectos del ejercicio físico, de la higiene, de la alimentación y de los hábitos posturales sobre la salud - Desarrollar la confianza en sí mismo, el sentido crítico, la iniciativa personal, el espíritu emprendedor y la capacidad para aprender, planificar, evaluar riesgos, tomar decisiones y asumir responsabilidades - Identificar los principales elementos del entorno social, natural y cultural, analizando su organización, sus características e interacciones y progresando en el dominio de ámbitos espaciales cada vez más amplios - Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - El juego como elementos de la realidad social - Participación en juegos e iniciación a la práctica de actividades deportivas - Descubrimiento de las estrategias básicas de juego relacionadas con la cooperación, la oposición y la cooperación/oposición - Respeto hacia las personas que participan en el juego y rechazo hacia los comportamientos antisociales - Comprensión, aceptación y cumplimiento de las normas de juego y actitud responsable con relación a las estrategias establecidas - Valoración del juego como medio de disfrute, de relación y de empleo del tiempo de ocio y del esfuerzo en los juegos - Selección del movimiento preciso en las que la precisión, la anticipación, etc., estén presentes
TEMA	<ul style="list-style-type: none"> - Juegos populares de la Comunidad Autónoma Andaluza - Representaciones culturales así como su práctica - Aceptación y cumplimiento de las normas del juego - Recopilación de información sobre los juegos populares, tradicionales y autóctonos y práctica de los mismos - Comprensión de la relación de la cultura andaluza y la de otros lugares del mundo - Aplicación de las habilidades básicas en la resolución de problemas motores originados en la práctica de juegos - Empleo del juego como medio de trabajo, de disfrute y de ocupación racional del tiempo libre
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Analizar diferentes problemáticas planteadas, participar de forma activa y crítica en el análisis de las actividades propuestas - Observar, analizar, discutir y resolver los problemas motrices planteados - Expresar mediante movimiento la respuesta requerida - Proponer dentro del grupo soluciones a las tareas propuestas - Debatir de manera ordenada sobre el papel a desempeñar dentro del grupo
TAREAS	<ul style="list-style-type: none"> - Realización y resolución de fichas teóricas sobre los juegos populares - Investigación sobre los juegos populares del entorno, elaboración de una base de juegos, explicación-exposición de estos y puesta en práctica de alguno de ellos - Elaboración de un diccionario de acciones propias de la clase - Gymkana, en la que se debe encontrar, verbalizar y escribir las respuestas correctas, a las preguntas propuestas - Discusión sobre la problemática y puesta en común de las soluciones.
CONTENIDOS LINGÜÍSTICOS	<p>FUNCIONES: Atender a direcciones en el espacio. Dar instrucciones sobre el uso de instrumentos deportivos. Contar números.</p> <p>LÉXICO: Catch, hankie, team, spread, remember, rules, games, help, choose, run, jump, lay down...</p> <p>ESTRUCTURAS: Put your hands and feet on the floor. Walk like a crab. Run around the circle. Make a circle with the chairs. Dance around the circle. Take away one chair. Chase the other players. Stand on this side of the line. Don't look. Guess who it is. Don't look, Stop, Don't move. Go back to the line. Spread out. Throw the ball in the air. Catch the ball. Take three steps. Don't move. Make two teams. Remember your number...</p>
CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none"> - Participa del juego con conocimiento de las normas y mostrando una actitud de aceptación hacia las demás personas - Mantiene conductas activas acordes con el valor del ejercicio físico para la salud, mostrando interés en el cuidado del cuerpo - Aprovecha su condición física para implicarse plenamente en el juego - Respeta las normas del juego y comprende la necesidad de estas para el normal desarrollo del juego - Realiza las actividades con el ajuste postural requerido - Colabora con los compañeros y compañeras y trabaja en equipo - Se esfuerza por lograr un fin común

 The teacher explains to the students that, during the next month, PE lessons will be focused on the knowledge of different groups of games. The groups are the following:

- ❖ Traditional games, which have been passed from one generation to another.
- ❖ Popular games, games that people in a specific town played.
- ❖ New games, games that people in a specific town invented and then played.

Activities:

1.  Individually, students are going to look for information about the games that their families used to play. They will need to research eight games:
 - a) Two should come from a grandfather, two from a grandmother, two from their mother and two from their father. If the students cannot ask one of these family members then he/she should find someone else of a similar age to talk to.
2.  Students should use the sheet found in Appendix 1 to record their findings.
3.  After the teacher corrects the students' work, they will have to work in groups of six.
4.  Each group will prepare a presentation about three of the games that group members learned about. Don't forget to think about the materials that you will need.
5.  Two groups will give their presentations each day. The presentations should last for two lessons. The teacher should help the students to do their presentations in English.
6.  Finally, each student will fill out the self-evaluation sheet (Appendix 2).

Make a circle.
Sit down on the ground.
Look at the cards.
Don't talk.
Be silent.
Now it's circle time.
Who wants to explain the game to the others?
First, read about the game.
Do you understand how to play the game?
Can you repeat that one more time?

Are you ready to play?
Go to a hoop.
Go to the center.
Ready, set, go.
Leave the hoop.
Find a hoop.
Are you ready to play again?

Materials: hoops, chairs, music,

The teacher explains the rules using the flash cards that go with this unit. The teacher also explains that the students should communicate in English. For each game in the session, one student is chosen to read the description of the game and help the teacher explain the activity to the class.

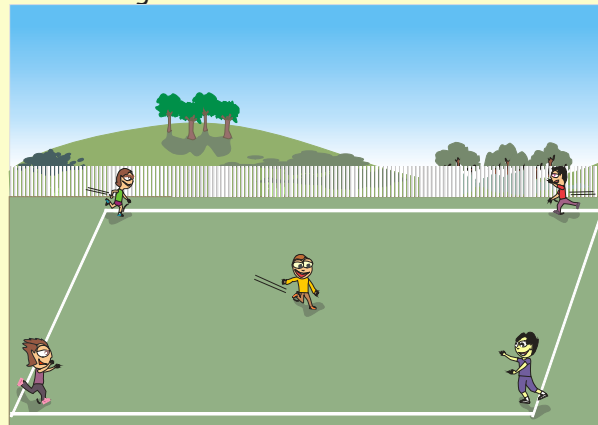
5'



1. - Four Corners

The teacher puts hoops on the ground (5 less than the number of students in the class). Each student goes to a hoop. The five students without a hoop go to the center. The five students in the center say, "READY, SET, GO!" All of the students leave their hoops and go to a new hoop. The five students in the center also go to a hoop. The five students without hoops start the game again. If a student does not leave his or her hoop at the signal, he or she must go to the center.

10'





2. - Musical Chairs

10'

Are you ready to play?

Make a circle with the chairs. Dance around the circle.

Sit down. Take away one chair. You're out.

Make a circle with chairs. The number of chairs should be one less than the number of players. When the music starts the children dance around the circle of chairs. When the music stops the children sit in a chair. The player that does not have a chair is "out". The teacher takes away one chair and the game begins again. The student who sits in the last chair is the winner.



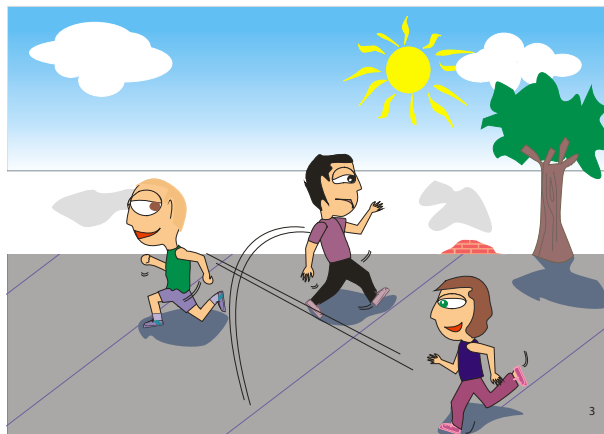
Spread out. You're out. I cut the string. I'm chasing Carmen, now.



3. - Cut the String

10'

□ The players spread out on the playground. One student is "it". He/She chases a player. If another player passes between them and "cuts the string", the student who is "it" chases that player and he/she has to say the name of the new player who she/he is now chasing. When a player is caught he/she is "it".

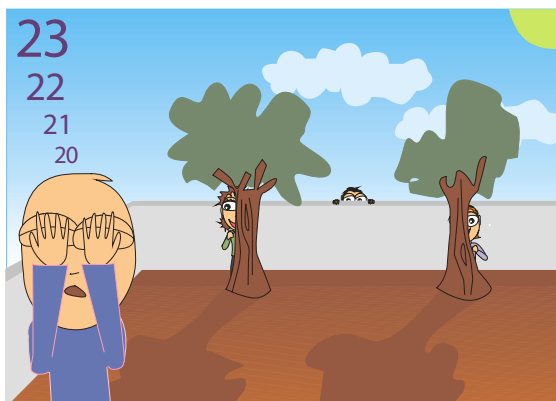


Go to the wall. Close your eyes. Count to 40. Run to the wall. Touch the wall For Pablo, María... For me. For me and my classmates. Do you want to play again?



4.- Hide and Seek

One student is "it". The student closes his/her eyes and counts to 40. The other players hide. When the student who is "it" finishes counting, he/she looks for the other players. If the student who is "it" sees a player, he/she can bring the player back to the wall. The student who is "it" touches the wall and says the name of the player. If a player returns to the wall before the student sees him/her, the player hits the wall with his/her hand and says, "For me!" The last player to be found tries to touch the wall and say, "For me and my classmates!" If the last player returns to the wall before he or she is seen, the same student is "it" again. If not, then this player is "it".



10'

RELAXATION

Make a circle. Listen to the song Hold hands. Sit down. Run around the circle. Catch the mouse.



5.- Cat and Mouse

The students make a circle. The students hold hands and sit down. The teacher uses the following rhyme to decide who will be the cat.

**Eeny, meeny, miny, mo
Catch a tiger by the toe.
If he hollers let him go,
Eeny, meeny, miny, mo.**

The cat chases a mouse around the circle. The mouse tries to return to its place in the circle. If the cat catches the mouse, the mouse becomes the cat.



10'



5. - Sing a song.

Wash your face,
wash your hands,
comb your hair and count to 10: 1,2,3,....
Dry your face,
dry your hands,
close your bag
and go to the classroom.

4'

Make a circle.
Sit down on the ground.
Look at the cards.
Don't talk.
Be silent.
Now it's circle time.
Who wants to explain the game to the others?
First, read the game.
Do you understand the game?
Can you repeat that one more time?

Are you ready to play?

Make a line. Say a color. Touch something that is...
Chase the class.

Materials: a rope, colored vests, cones.

The teacher explains the rules using the flash cards that go with this unit. The teacher also explains that the students should communicate in English. For each game in the session, one student is chosen to read the description of the game and help the teacher explain the activity to the class.

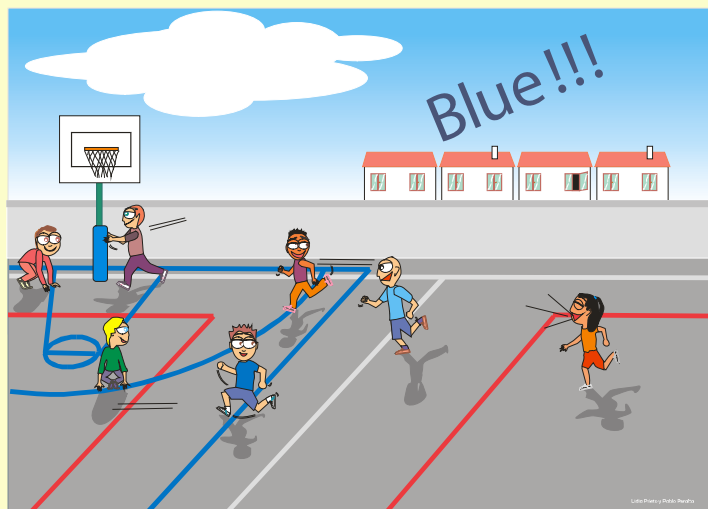
5'

10'



1. - The Colors

One student is "it". This student stands in front of the class, two meters away. One player from the class asks the student, "What color?" The student says a color. The class must look for an object of that color and touch it. The student who is "it" chases the class. If he/she catches a player before they touch an object, that player is "it".



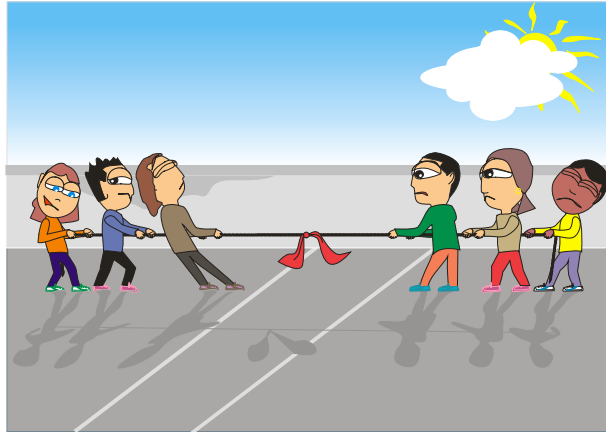
Are you ready to play?

Make two teams. Stand on this side of the line. Hold the rope. Pull the rope.



2.- Tug of War

The class is divided into two teams. Each team stands on one side of a line. Each team holds on to their side of a rope. Each team pulls the rope, trying to pull the other team across the line.



10'

10'



3.- Crab Walk

Go to the line. Sit down. Put your hands and feet on the floor. Walk like a crab.

The children go to the starting line and get in crab position (sitting, with their hands and feet on the floor). At the teacher's signal the children walk like crabs to the finish line. The first student to cross the line becomes the teacher.



You're "it". Chase the other players. Hold hands. Don't separate. Don't break the chain. We have to start again. Be carefull!



4.- The Chain

One player is "it". When he/she catches another player they hold hands and chase the other students. When they catch another player this player hold hands with the others. They continue catching players until all of the students make one long chain.

Only the players on the ends of the chain can catch other players. If the chain breaks, the players cannot chase any students until the chain is back together again. The last player to join the chain is "it".



10'

Turn around. Don't look. One, two, three, English chicken! Stop. Don't move. Go back to the line. You're the winner!



5.- English Chicken

One student is "it"; he/she stands facing a wall and covers his/her eyes. The other students begin at the starting line. The students walk towards the student who is "it". The person who is "it" says, "One, two, three, English chicken!" The other players must stop. The student who is "it" turns around to see if any of the players are moving. If a student moves he/she must return to the starting line. The first player to reach the finish line is "it".



10'

4'



5.- Sing a song.

Wash your face,
wash your hands,
comb your hair and count to 10: 1,2,3,....
Dry your face,
dry your hands,
close your bag
and go to the classroom.

W
A
R
M
U
P

Make a circle.
Sit down on the ground.
Look at the cards.
Don't talk.
Be silent.
Now it's circle time.
Who wants to explain the game to the others?
First, read the game.
Do you understand the game?
Can you repeat that one more time?

Are you ready to play?
Stand on the line.
Ready, set, go!
Run to the other side.
Hold hands.
Catch the other players.
Spread out.
Hurry up!
Fantastic!

Materials: hoops, chairs, music, .

The teacher explains the rules using the flash cards that go with this unit. The teacher also explains that the students should communicate in English. For each game in the session, one student is chosen to read the description of the game and help the teacher explain the activity to the class.

5'

1. - The Wall

One student is "it". She/he stands in the center of the playing area on a line. At the signal, the other students run from one side of the playground to the other. The student who is "it" tries to catch them, but he cannot leave the line. If he/she touches another player, this player must stay on the line. They hold hands and try to catch the other players. When there are a lot of players making up the "wall" they can divide into two walls. The game ends when all of the players are a part of the wall.

10'



Are you ready to play?
You're "it"!
Take a ball.
Spread out.
Throw the ball in the air.
Don't move!
Catch the ball. Take three steps.
Don't move.



2.- Don't move your feet.

One student is "it" and has a ball. The other players run around the playground. The student with the ball throws the ball into the air. When the student catches the ball he/she says, "Don't move!" The other players stop running. The student with the ball takes three steps towards the other players and tries to hit them with the ball. If the student hits another player with the ball, the other player is "it".



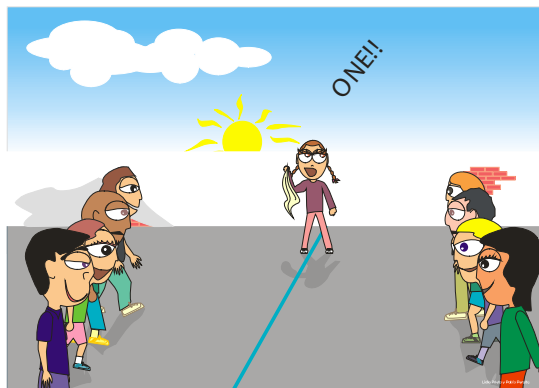
10'

Make two teams.
Remember your number. Stand on the line.
Say a number.
Take the hankie. Don't pass the middle line. Catch him/her.



3.- The Hankie

One student goes to a line in the center of the playground and holds a handkerchief ("hankie"). The rest of the class is divided into two teams. Each player on the team has a number. Each team stands on a line 15 meters away from the center line. The student with the handkerchief says a number. The player from each team with this number runs to the line. The players try to take the handkerchief and run back to their team without the other student catching him/her. If the player is caught, he/she is eliminated. The players cannot cross the line before the other player takes the handkerchief. The team with the most players at the end of the game wins.



10'

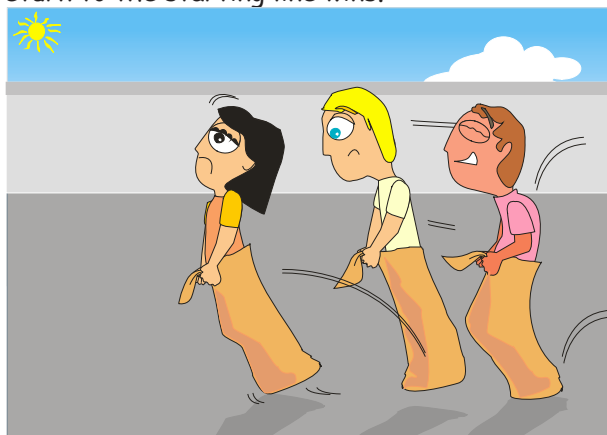
PRINCIPAL PART

Take a sack.
Put your feet in the sack. Stand on the line.
Go!
Be carefull!. Go back.



4.- Sack Race

Each student has a sack (bag). The students stand on the starting line with their feet in the sack. At the signal, the students go from the starting line to the finish line and back to the starting line. The first player to return to the starting line wins.



10'

RELAXATION

Make a line.
You're "it".
Turn around.
Throw the ball. Put the ball behind your back.
Guess who has the ball.



5.- Who has the Ball?

One student is "it". This student turns around and throws a ball over his/her head. The player that catches the ball puts the ball behind his/her back. The other players stand next to this player making a wall. When the ball is hidden the students say, "Who has the ball?" The student who threw the ball turns around. He/She guesses who has the ball. If he/she guesses correctly, that student is "it".



10'



6.- Sing a song.

Wash your face,
wash your hands,
comb your hair and count to 10: 1,2,3,....
Dry your face,
dry your hands,
close your bag
and go to the classroom.

4'

SESSION 4	COMMANDS	DESCRIPTION OF THE GAMES
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W
A
R
M

U
P

Make a circle.
Sit down on the ground.
Look at the cards.
Don't talk.
Be silent.
Now it's circle time.
Who wants to explain the game to the others?
First, read the game.
Do you understand the game?
Can you repeat that one more time?

Are you ready to play?
You're "it"!
Everyone spread out.
Ready, set, go!
Run around the court.
Hurry up!
Get on the bench, chair...
Fantastic!

Materials: vests, a ball, boules.

The teacher explains the rules using the flash cards that go with this unit. The teacher also explains that the students should communicate in English. For each game in the session, one student is chosen to read the description of the game and help the teacher explain the activity to the class.

5'



1. - High Bull

One student is "it". He chases the other students. To be safe from being caught, the students must climb up onto an object (ex: chair, bench, wall bars). If a student is caught while on the ground, he/she is "it".

5'

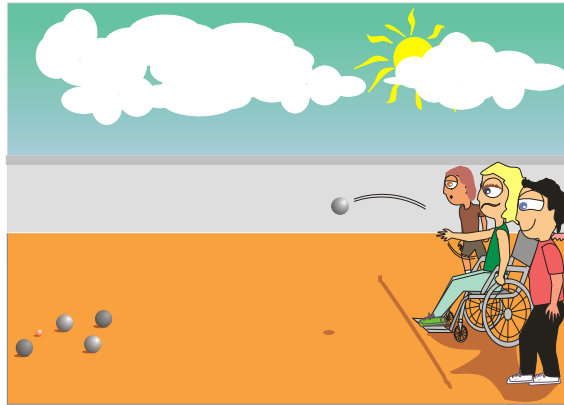


Make groups of six.
Everyone take a ball.
Stand behind the line.
Make a line.
Throw the ball. Throw the ball at the small ball.
It's your turn. How many points do you have?
Good job.
You're the winner.



2.- Playing boules

All of the players make a line and stand behind the starting line. The last player throws a small ball. Each of the players try to throw a ball as close to the small ball as possible. The player who throws the ball closest to the small ball gets a point. Each player throws the ball three times, one at a time. When this round is finished, the players go to the other end of the court and play again. The student who had the most points in the first round throws the small ball.



20'



3.- Prison Ball

Make two teams.
Stand at one side of the court.
Spread out.
Throw the ball. Try to catch the ball.
You're out.
You're safe.
Pick up the ball.

The game is played on a rectangular playing field with a line in the center. The class is divided into two teams. Each team has one side of the playing field. Each team has one player in the other team's prison at that team's end of the field.

The players try to hit players from the other team with a ball. If a player is hit before the ball touches the ground, he/she goes to the other team's prison. When a player goes to prison he/she takes the ball and tries to hit a player from the other team. If he/she hits a player from the other team he/she is safe and returns to his/her playing field.

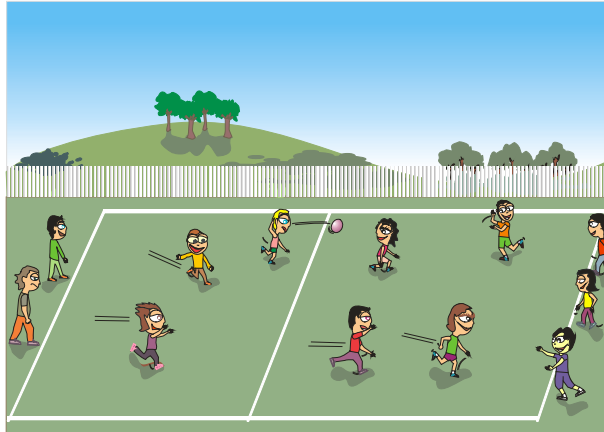
The players who start the game in prison return to the playing field as soon as a player from his/her team is eliminated.

The players in prison try to eliminate the players from the other team. However, they can only leave the prison if there is another player in prison.

A player can throw the ball at the other team or throw the ball to members of his/her team that are in prison.

20'

When the ball goes out of the playing field, the student who picks up the ball throws it back in.
If a player catches the ball he/she is not eliminated.

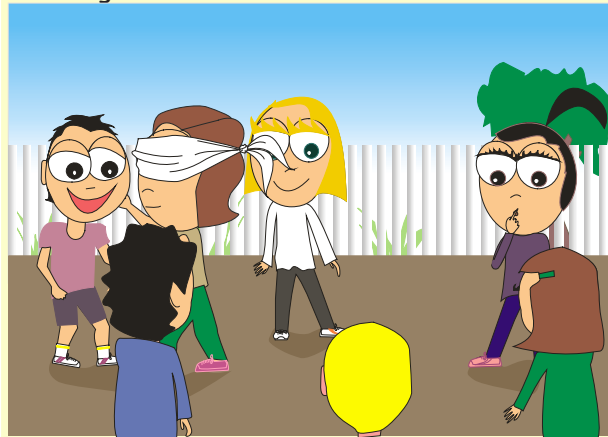


Make a circle.
Don't look.
Catch
the other
students.
Guess who
it is.



4. - Blind Man's Bluff

The class makes a circle. One student covers his/her eyes and goes to the center of the circle. The student in the center tries to catch the other students. Then he/she tries to guess who the player is by touching him/her.



5. - Sing a song.

Wash your face,
wash your hands,
comb your hair and count to 10: 1,2,3,....
Dry your face,
dry your hands,
close your bag
and go to the classroom.

10'

4'

RESEARCH sheet

appendix 1

<p>Name</p>	<p>Father <input type="checkbox"/></p> <p>Mother <input type="checkbox"/></p> <p>Grandfather <input type="checkbox"/></p> <p>Grandmother <input type="checkbox"/></p>
<p>Which were your favourite games?</p> <p>Can you explain two of them (field, time, materials and rules)? Make a drawing of each one.</p>	<p>Field: <input type="text"/></p> <p>Time: <input type="text"/></p> <p>Materials: <input type="text"/></p> <p>Rules: <input type="text"/></p>
<p>In what decade did you play these games?</p>	<p><input type="text"/></p>
<p>In what town did you play these games?</p>	<p><input type="text"/></p>

Self-evaluation sheet

appendix 2

If you did it well write: Yes
 If you did it ok write: Sometimes
 If you didn't do it write: No

	Name.....
What did I learn?	
Which game was the most interesting?	
Which game was the least interesting?	
Did I participate in the games?	
Did I play with my group?	
Did I have fun?	