**“Together We Conquer the Air”**

**ACROSPORT**

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| **GENERAL INFORMATION AND PROFILE** |
| **Content/Language** | Physical Education | English |
| **Age** | 11-12  |  | *(to be completed by teachers)* |
| **Language level** | A2-B1 | 60’ |
| **Rationale***(links to previous content and language* | *(to be completed by teachers)* |
| **Materials needed** | **Resources in folder*** Computer, projector/interactive whiteboard, internet connection, mobile devices
* worksheets, flash cards, card game, and paper chatterbox
* gym (wall bars, benches, mats)
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| **OUTCOMES**4 Cs integrated focus (Coyle, 2006; Coyle, Hood & Marsh, 2010) |
| **Main teaching aims** |
| **Content** | Learners can:* Improve basic physical qualities, coordination and motor control.
* Learn how to use their bodies to communicate and convey their creativity.
* Do basic positions.
* Use safety and injury prevention.
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| **Cognition** | Learners can:* Describe different roles in acrosport.
* Apply safety and injury prevention measures.
* Evaluate their peers‘ performance.
* Create their own choreography.
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| **C****o****m****m****u****n****i****c****a****t****i****o****n** | Language **of** learning | *Lifter, agile, stand up, on all fours, sit down, lie down, investment, support, bend, lift, split, forward roll, on all fours, cartwheel, base, safety rules, dismount, transition, sit down, lie on back, prone position, crouch, on tiptoe* |
| Language **for** learning | Asking questions, classifying, comparing and grading.*face to face, back to back*, *in pairs* |
| Language **through** learning | Language used by teachers and classmates; retain, foresee and learn new words which pertain to the activities. |
| **Culture** | Learners can:* describe *Castellers*
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| **PROCEDURE: Stage, teacher and student activity** |
| **Lead-in** | The teacher plays a video where they see acrosport at a professional level (Cirque du Soleil) to serve as inspiration and motivation:<https://www.youtube.com/watch?v=157y8TLOXG>As part of their class routine, students start with articular animation and a short breathing exercise in groups. |
| **Core activity** | The teacher presents safety measures (grips, balance) and roles (agile and lifter) by means of a game. The class is divided in four “jails” (round areas with cards showing different grips). Students play tag and if they get “sent to jail” they can be released by performing a grip.Next, the teacher gives them images showing several postures. Students get into pairs to work on their balance and grips. Now that they are familiar with the safety measures and roles, pairs take turns and tell the rest of the class to perform the different postures.In addition, the teacher could provide the learners with cards showing paired figures in acrosport which the learners have to imitate.To finish off this stage, learners cool off with yoga postures. |
| **Follow-up** | Using flash cards, the teacher presents the alphabet game, i.e. postures of three or more people. In groups of four or five, students play the game using the postures to create words. Another group will both try to guess the word and use a mobile device to take a photo for assessment purposes . |
| **EVIDENCE AND ASSESSMENT** |
| **Success criteria** | **Language** | **Content** |
| Learners can:* give and understand instructions in English using the specific vocabulary.
* negotiate meaning and reach agreements.
 | Learners can:* perform basic acrosport positions.
* identify and indicate possible risks.
* create a timeline of figures linking acrobatic constructions and background music.
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| **Assessment** | **Formative**ObservationFitness log | **Summative**Fitness logRubric for the final performance |
| **NEXT STEPS** |
| **Content** | In the music class (**see Music planner on acrosport**), students will choose a song to create a choreography based on features such as rhythm, genre and emotional impact. |
| **Language** | Basic vocabulary connected to dance movements, e.g. *sequence, footwork, step, dance, choreography, ...* |