

CROSS CURRICULAR ACTIVITY ON SPORTS

NAME OF THE ACTIVITY
SPORTS WITH NO BORDERS
STUDENTS AGE
13,14
NUMBER OF PARTICIPANTS
20 TO 40
SUBJECTS INVOLVED
GEOGRAPHY, MATHS, PE, ENGLISH OR ANY OTHER FOREIGN LANGUAGE
DESCRIPTION
<p>During 1 to 2 weeks, the students will work on four of these five sports: Orienteering, paddle tennis, korfbal, ultimate frisbee and cricket. Orienteering will be compulsory. Students will work during the lessons on the theoretical part of the sports (interpreting maps, learning about scales and the rules of the different sports) and will practise them for two days with the original rules of each sport and then with the rules that were modified by our Ambassadors to make them more inclusive. Then, they will create a presentation on the application they decide on the activity in a foreign language, to present the activity carried out and to discuss on their opinion about inclusiveness.</p>
OBJECTIVES
<ul style="list-style-type: none">-To promote social inclusión-To Improve their IT and foreign language skills-To develop critical thinking-To learn how to work in groups and in cross curricular activities-To improve their knowledge on sports-To stimulate the practise of sports in our students
RESOURCES
<ul style="list-style-type: none">-Spaces necessary for the practice of sports (school or local and clubs)-IT resources for presentation-Sport materials necessary for the practice of the different sports
CALENDAR
1 to 2 weeks during the school year

METHODOLOGY

The activity will have three parts: Before, during and after the practice of sports

BEFORE

Students are split into groups to work together in the theoretical part of the Project. They then work in their group to prepare themselves to play the sport. This will require research online and may involve support from PE teachers for more in depth knowledge or analysis of particular aspects of the sport. They will have to learn how to read the orienteering maps as well. They will use the materials created for research on the sports with no borders projects that can be found on www.sportswithnoborders.com created for this purpose

Particular areas of focus :

Background – historical, main countries where played, popularity today

Rules: understanding of key rules, some understanding of how these rules may impact how tactics are employed by professional sportsmen and women in that sport.

They will compare the rules with the modified rules created by the Ambassadors during the project

Major tournaments/matches: Olympics, national & international championships

Local involvement: local school and club involvement

DURING

Students then carry out the sports under PE staff supervision, as normally played and with the modified rules

AFTER

3-Students feedback via presentation to their peers with particular focus on cross-curricular aspects: language, PE, geography, maths.

EVALUATION

Teaching staff will evaluate student progress in all 3 of the steps highlighted above. They will ensure that research is thorough by checking students notes in the key areas identified.

The presentation at the end will be evaluated by staff using a checklist; a student version of the checklist will also be used by the other students watching the presentation. This will enable feedback to be given in

student language to those students presenting.

The nature of the Project lends itself to prizes being awarded and staff may evaluate student presentations using the criteria on the checklist (with particular focus on cross-curricular aspects). This would mean that prizes could be awarded to the best performing groups.

The checklist will include information related to:-

Language: key spellings, use of grammar and syntax, idiomatic use.

Geography: key geography terminology used

Maths: appropriate calculations & methodologies employed where required

PE: clear understanding of rules & tactics of sport being demonstrated; correct techniques used to play the sport

OBSERVATIONS

The variety of sports involved means that not all schools will be able to play them (eg. Padel tennis needs a specialised court). Individual schools will need to make appropriate decisions about which sports to include depending on the resources available.

The Project requires significant school time and so will need coordination between the Project organisers and the school leadership team in order to allow sufficient time within the curriculum timetable.

It would be helpful to receive feedback from specialist teachers in key crosscurricular areas (geography, languages, maths) as to how impactful they feel the Project has been on student performance and engagement.