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CARE

CLIL LESSON PLAN

Balls and throws

📋 LESSON OVERVIEW

Subject(s)	PE, movement
Age Group	7–10 years
Duration	60 minutes (or as two or three separate lessons to introduce more sets of balls)
CEFR Level	A2

🎯 LEARNING OBJECTIVES

Content Objectives

- Students will recognise a variety of balls used in different sports.
- Students will identify and practise basic types of throws used in sports.
- Students will demonstrate different throwing techniques.
- Students will become familiar with basic rules of selected ball sports and games.
- Students will cooperate in pairs and small groups.

Language Objectives

Vocabulary:

- Types of balls
- Ball sports
- Rules of various ball sports and games

Skills:

Physical skills:

- Catching
- Throwing

Personal and social skills:

- Fair play
- Teamwork

- Perseverance and Determination

💬 COMMUNICATION SKILLS

- Reading – N/A (unless game rules are provided in written form).
- Listening – following game instructions; listening to and discussing rules; communicating with a partner or group; receiving feedback on performance.
- Writing – N/A.
- Speaking – sharing ideas with peers; discussing rules of each game; giving constructive feedback.

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

N/A

Language for Learning (BICS)

- Classroom language for working in pairs and small groups.
- Useful phrases related to game rules.
- Language for giving instructions.
- Describing balls and explaining basic game rules.

Language Through Learning (not planned)

Not planned.

🧠 COGNITION

LOTS
(Remembering, Understanding, Applying)

- Can students identify the balls needed for a particular sport?

HOTS
(Analysing, Evaluating, Creating)

- Do students identify areas for improvement in their throwing/catching/passing techniques?

- Can students remember the main rules for throwing, catching, and passing the ball in each game?
- Can they throw, catch, and pass the ball using the correct technique?
- Do students apply the rules of the game while playing?

- Can students create simple exercises or drills to develop a specific skill using a particular ball?

🔍 GUIDING QUESTIONS FOR TEACHERS

- Are my students throwing, catching, and passing using the correct technique?
- Do students understand the rules related to throwing, catching, and passing in a particular game?
- Which drills can support the development of these skills?

🌍 CULTURE

How does this topic relate to everyday life or current events?

With widespread access to sports facilities and broadcasting of sporting events, understanding game rules helps students appreciate and actively participate in games.

Are there intercultural, citizenship, or global perspectives included?

This lesson may include games and balls from different countries and cultures, helping students recognise multiple perspectives and develop cultural awareness.

Are life skills (e.g. collaboration, decision-making) addressed?

As with any team sport, this lesson develops teamwork, perseverance, and a sense of fairness.

⭐ 21ST-CENTURY SKILLS

BICS-Related Skills

- Communication
- Collaboration
- Flexibility and Adaptability
- Social and Cross-Cultural Skills
- Time Management
- Initiative

CALP-Related Skills

- Critical Thinking
- Problem-Solving
- Academic Creativity
- Information Literacy
- Media and ICT Literacy
- Productivity and Accountability
- Leadership and Responsibility
- Entrepreneurship

METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
5–10'	**Warm-up Activities**	**Ball Sorting Warm-up** Various balls are scattered on the floor. Students move around using different movements as instructed by the teacher or volunteer students who shouts the instruction (jogging, skipping, on one leg, or on tiptoes). When the teacher blows the whistle, students collect a ball of a certain type according to instructions (e.g. a ball with stripes, black and white, smaller than a volleyball). Instructions can be simplified or made more complex depending on students' language abilities. They then leave the ball on the floor and move again according to the instruction given i.e. by the student who first picked up the ball. **Paired Warm-up** Students work in pairs. Each pair chooses one ball and passes it back and forth. The teacher may set the pace using clapping. This is an opportunity to assess initial throwing and catching skills. Confident pairs may try passing two different balls simultaneously. **Pre-teach Key Vocabulary** Direct students who have not yet seen the posters to see the vocabulary needed later in the lesson (throw, catch, pass, bounce, hit).	Several types of balls: • General (bouncy, harder, small, medium, big); • Sport-specific (football, handball, volleyball, basketball, tennis ball). Some posters showing main vocabulary of the lesson: • types of movement (jogging, skipping, on one leg, or on tiptoes); • ball related vocabulary (throw, catch, pass, bounce, hit).	AI used to generate the posters with movement vocabulary. Examples in English are attached.
30'	**Main Activities**	**Round-Robin Ball Skills Activities** Set up 5–6 stations around the available space (field or gym), with each station focusing on a different drill. Students, divided	• Balls required for the chosen drills. • Cones, targets, and nets as needed to mark stations or	Use ChatGPT to generate or adapt drills and activities for each type of ball.

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		into small groups, rotate through the stations, spending approximately 5 minutes at each one. Instructions for each station can be: • Displayed on paper (as text with visuals) at each station, allowing the instructions to be reused in future lessons; • Explained verbally at the start. The number of stations can be adjusted depending on class size and available time. Examples of drills to practice (with a few balls that this may be applied to). **Example Drill 1: Throw in the Air and Catch** **Equipment:** Any ball **Basic activity:** Throw the ball above your head and catch it. **Variations:** • Spin around or clap once or twice while the ball is in the air; • For small balls: throw with one hand and catch with either the same hand or the other hand. **Example Drill 2: Pass to a Partner** **Equipment:** Any ball **Basic activity:** Pass the ball back and forth to your partner. **Variations:** • Adjust the distance between partners; • Pass using one hand; • Throw in a specific style (e.g., overhead as in baseball); • Pass over a net.	for specific activities. • Templates or written instructions for each station, allowing reuse for different balls and skills. (see example – use it as template for AI to generate different ones).	Upload to AI the drill card prepared here as an example, and as for a “similar” one for other skill (or language). Depending on your students’ needs, plan simpler or more challenging activities, focusing on particular skills you want to develop.

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		Example Drill 3: Bounce the Ball **Equipment:** Any ball that can bounce (e.g., basketball, bouncy ball). **Basic activity:** Bounce the ball and catch it. **Variations:** • Bounce with one hand or two hands; • Bounce while walking; • Bounce and pass to a partner. **Example Drill 4: Move Zigzagging Between Obstacles While Managing the Ball** **Equipment:** Any ball or hockey stick and ball. **Basic activity:** Move in a zigzag pattern between cones or markers while controlling the ball. **Variations:** • Bounce a basketball while zigzagging; • Kick a football while zigzagging; • Throw the ball overhead and catch while moving; • Use a hockey stick to manage the ball through the obstacles. **Example Drill 5: Balance a Ball on a Racket or Bat** **Equipment:** Tennis racket or table tennis bat; tennis or table tennis ball. **Basic activity:** Balance the ball on the racket or bat. **Variations:** • Balance while walking; • Bounce the ball on the racket or bat; • Bounce while walking. **Example Drill 6: Aim at a Target** **Equipment:** Any ball or sport-specific ball (e.g. football,		

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		handball, mini golf, hockey, basketball). **Basic activity:** Aim the ball at a target. **Variations:** • Change the distance to the target; • Change the size or height of the target; • Add a defender. **Comment:** A similar lesson can be repeated using a different set of balls or drills focusing on other skills.		
5–10'	**Wrap-Up Reflection and Sharing**	Have students quickly gather all equipment and clear the area. **Trial game** Introduce a small game using one type of ball from the lesson to practice skills in action. Play a chosen game or two between small teams. Game examples: • Short football, hockey match; • Simplified volleyball with catching and throwing; • Handball with bouncing. **Comment:** Play other games in future lessons to introduce students to new activities and allow them to practice a variety of skills on a game field.	Equipment for a chosen game.	Use ChatGPT to generate / adapt rules for a short game. Setting conditions in the prompt (amount of students, area available, skill to practise).
5–10'	**Evaluation and Feedback**	**Reflection** Allow students to share the challenges and successes of the session, either with the whole class or in smaller groups. Ask them about their favourite and least liked drill, and why. **Moving self-evaluation:**	—	—

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		Set up three areas for students to stand in: • I need more practise in passing/catching/throwing; • I can do it; • I nailed it, so I can teach others. Ask students to evaluate particular skills or game rules by moving to the area that reflects their confidence. Use this information to evaluate which skills need more practice in future lessons.		

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