



TeachingEnglish webinars for teachers

Teaching sports through English

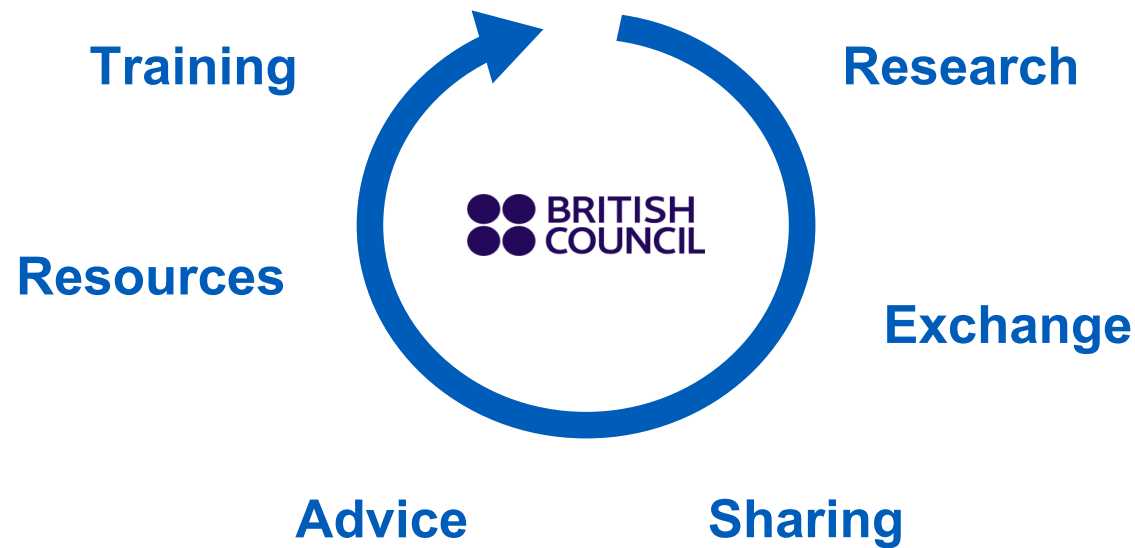
Aurélie Detry and Sarah Hillyard

27 January 2026

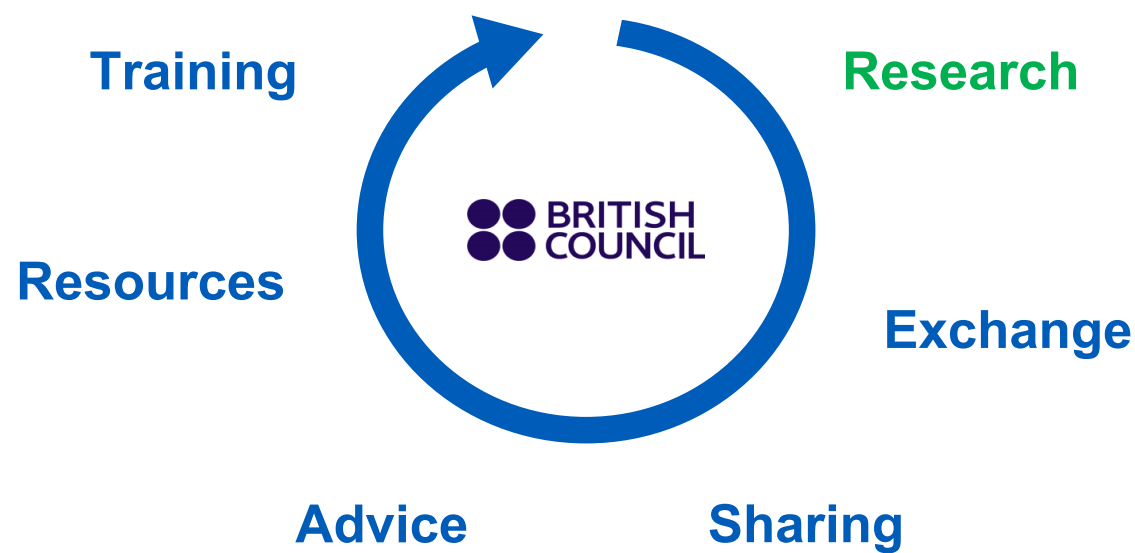
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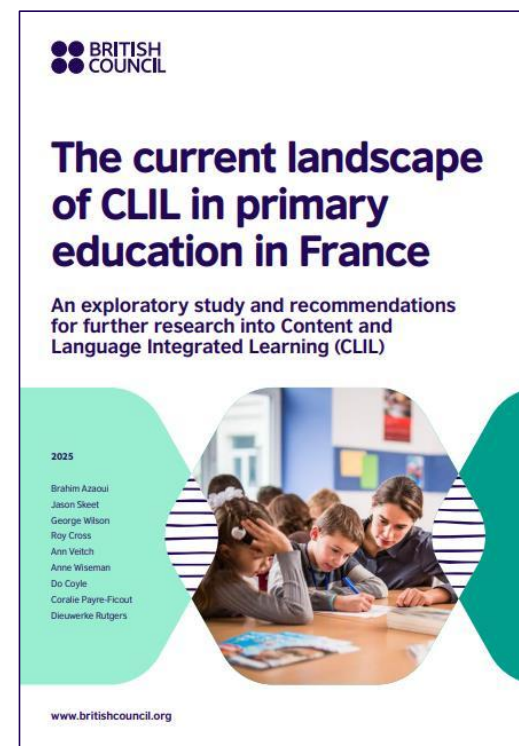
Supporting English teaching, learning and assessment



Supporting English teaching, learning and assessment

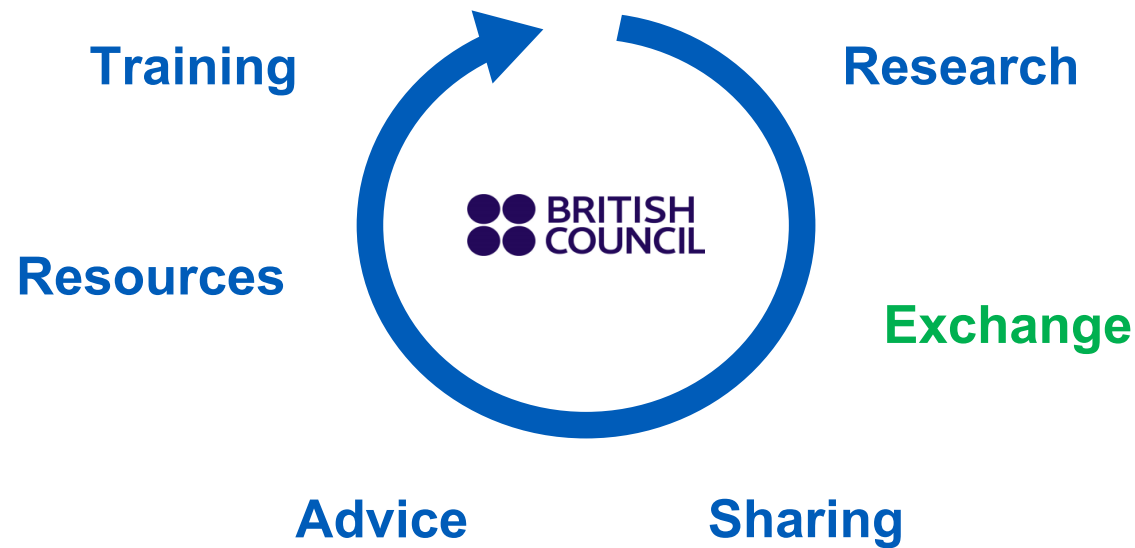


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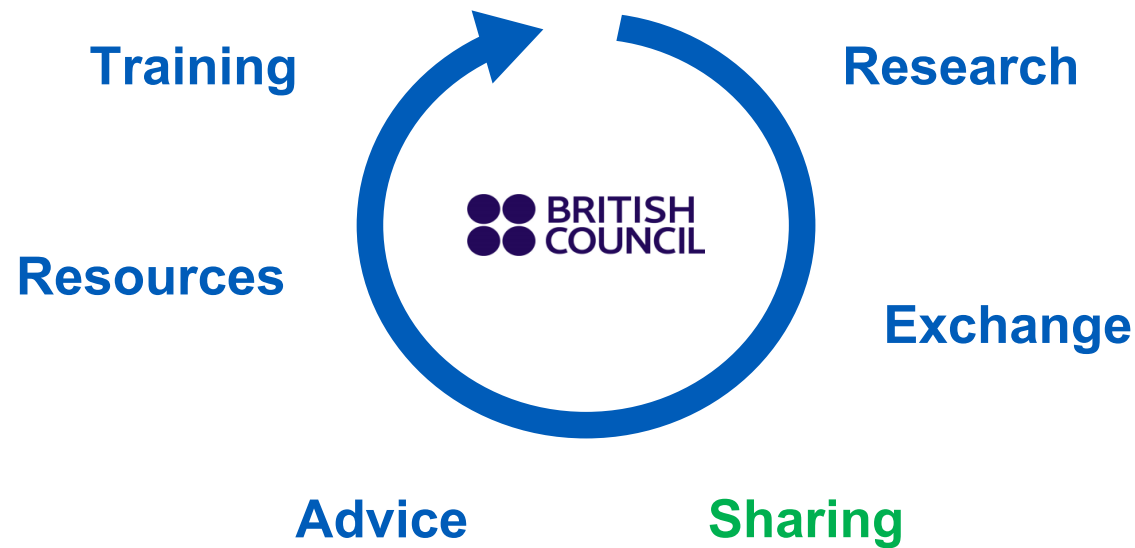
<https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/current-landscape-clil-primary-education-france>

Supporting English teaching, learning and assessment



<https://www.britishcouncil.fr/en/education/schools>

Supporting English teaching, learning and assessment



Our workshop on CLIL in primary and secondary education



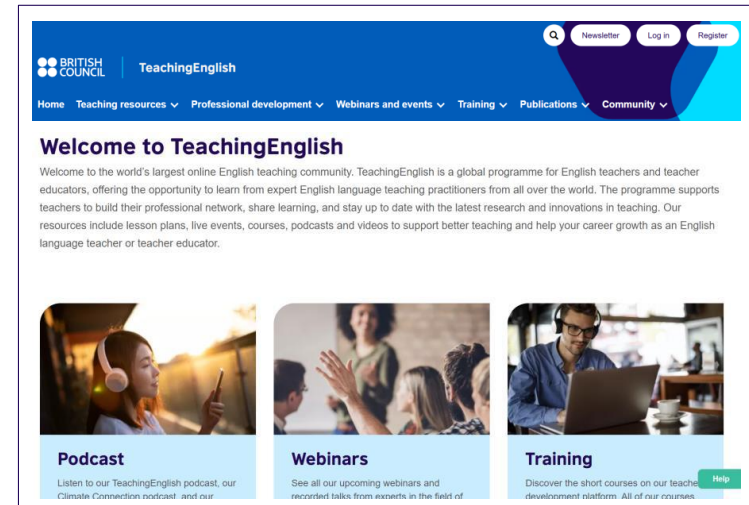
<https://www.britishcouncil.fr/en/programmes/english-programmes/education/projects/clil>

Supporting English teaching, learning and assessment



Workshop on the creation of a language centre within a new Cité scolaire in Sartrouville

Supporting English teaching, learning and assessment



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Supporting English teaching, learning and assessment



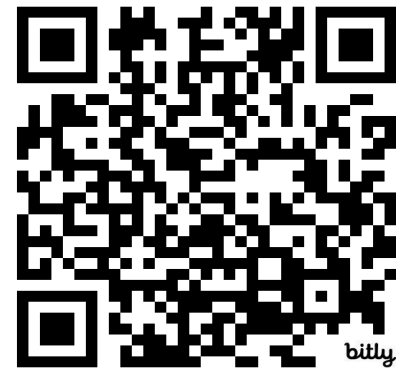
<https://www.britishcouncil.fr/en/programmes/english-programmes/education/teacher-development/clil/webinars>

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TeachingEnglish webinars for teachers

Teaching sports through English

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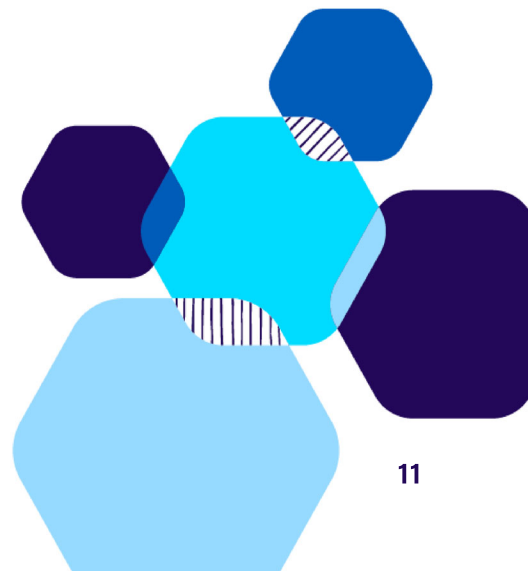
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Session objectives

1. Warm-up
2. Review key CLIL concepts
3. Look at examples of the four Cs in a Physical Education (P.E.) class
4. Consider techniques for providing support with planning CLIL lessons
5. Summary



What sports do you play or teach?

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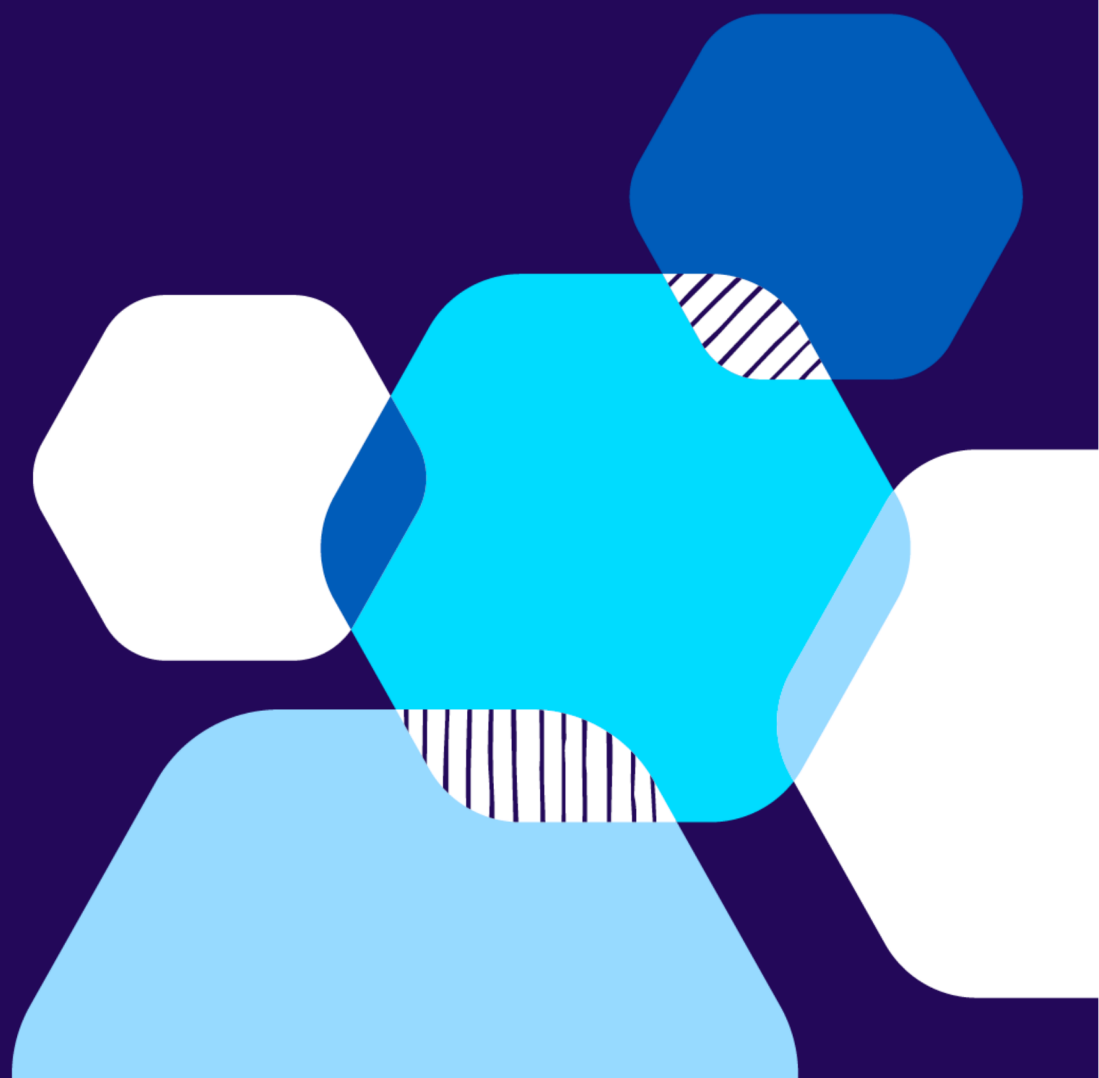


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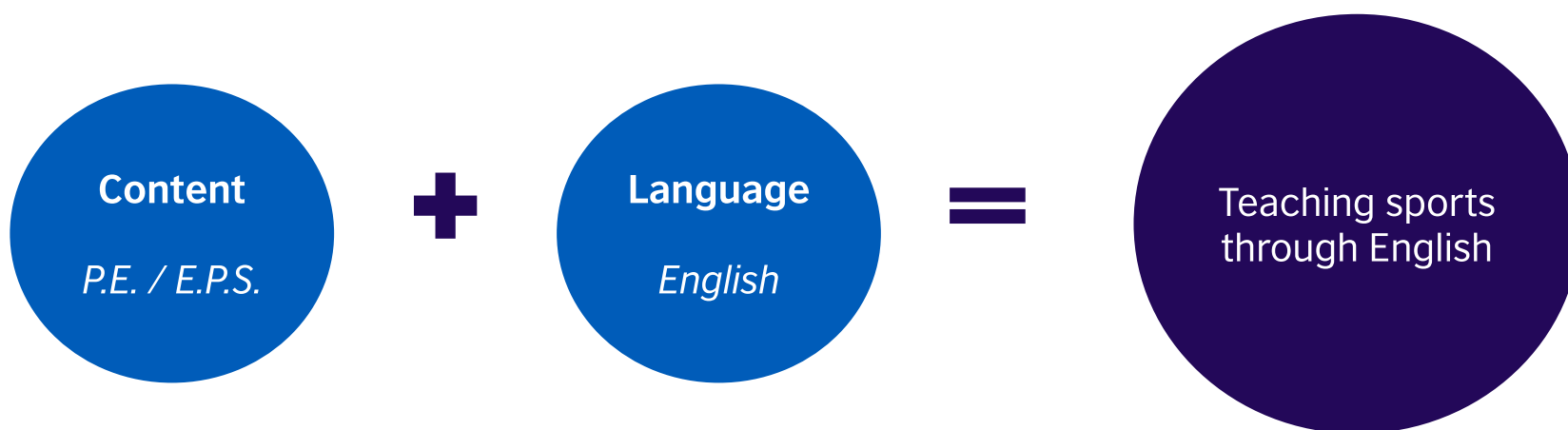


Key CLIL concepts

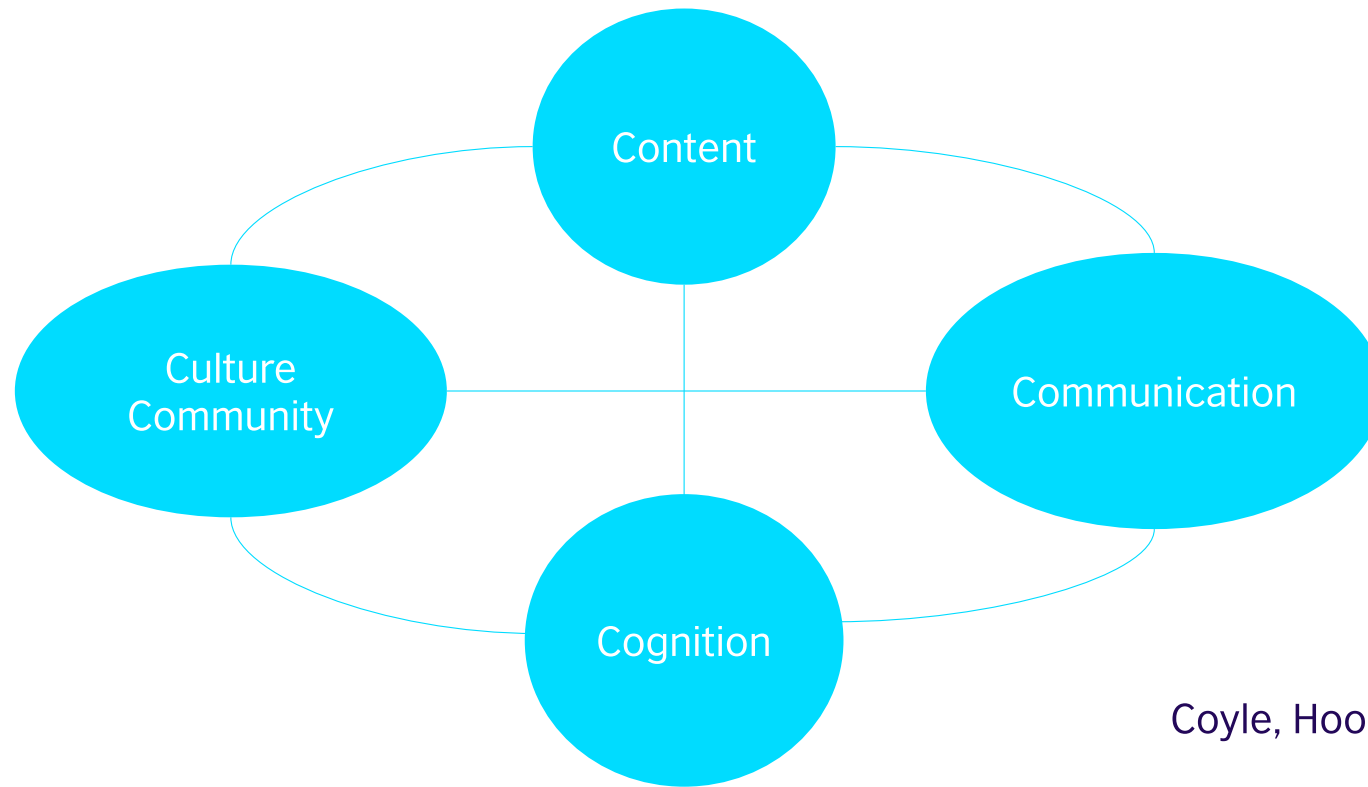
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Content and Language Integrated Learning (CLIL)



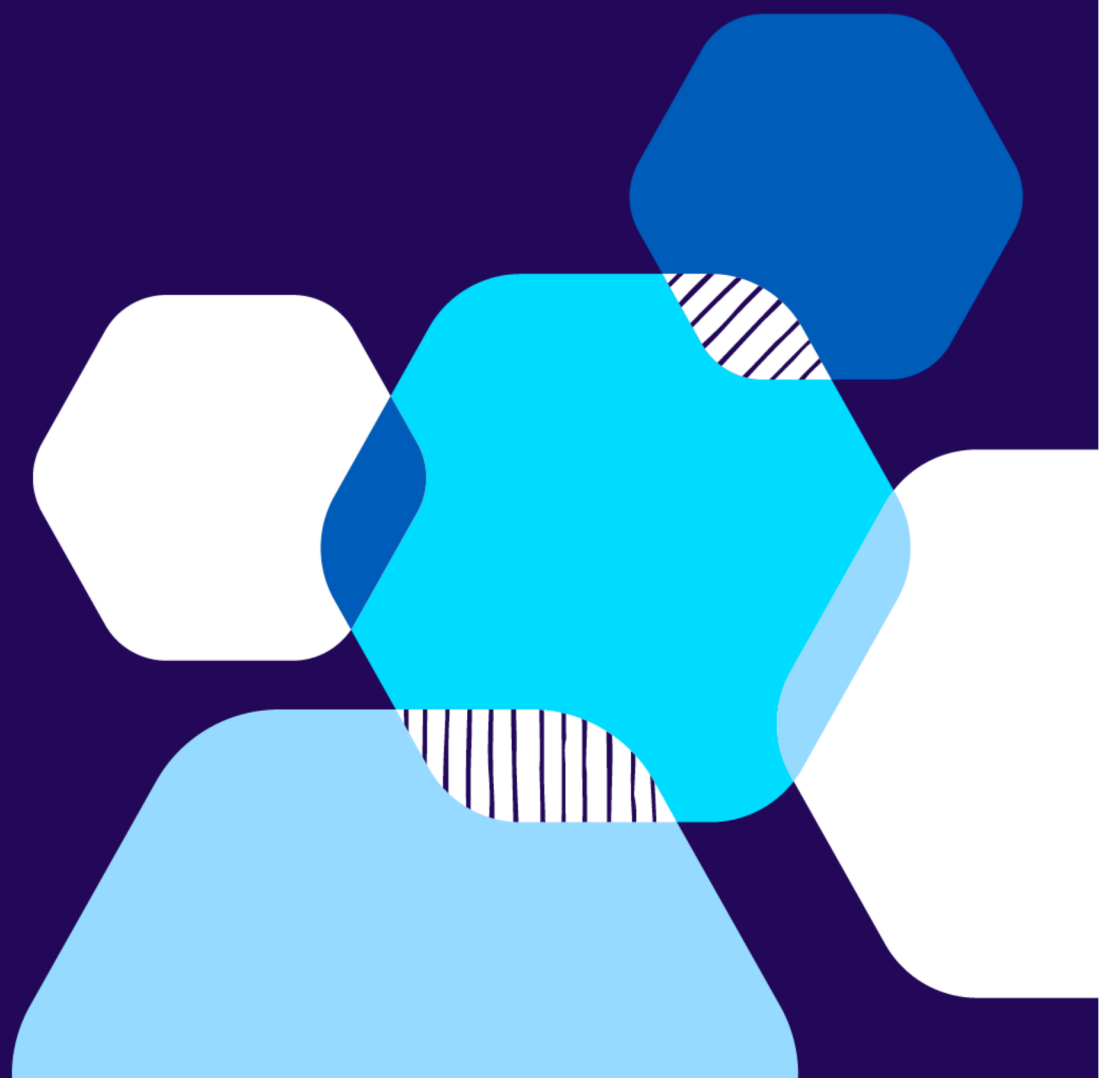
The 4 Cs framework



Coyle, Hood, Marsh (2010)

The four Cs in a sports class

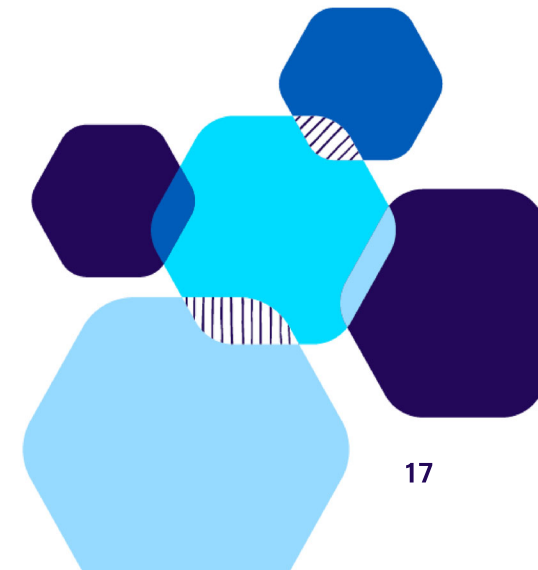
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1. Content

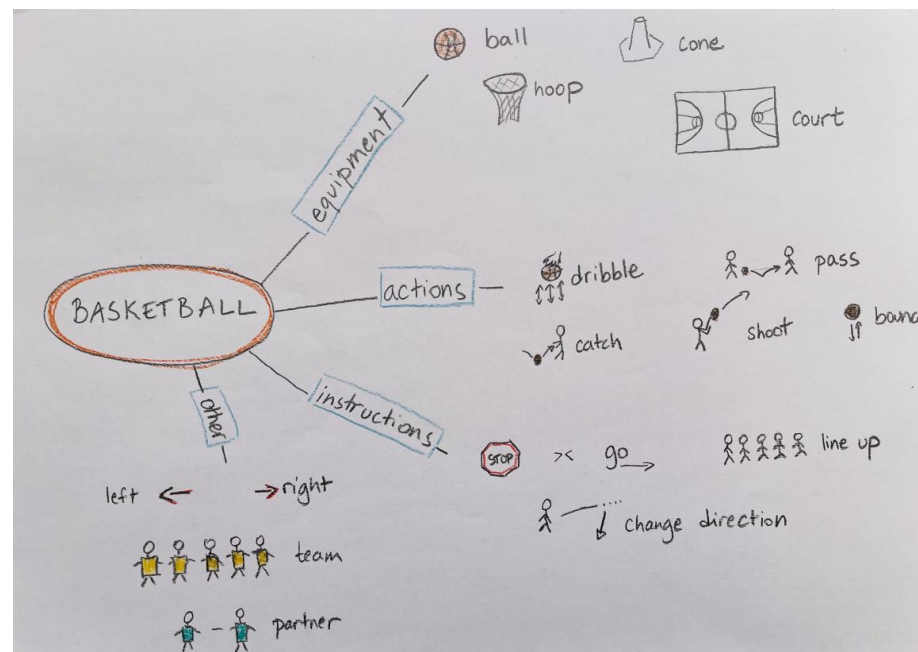
Experts = you

- Specific sports and games
 - swimming
 - basketball
 - dancing
- Warming up and cooling down
- Transversal subjects
 - *Compétences psycho-sociales*
 - *Éducation à la vie affective et relationnelle*
 - Sciences (anatomy, physics, etc)



2. Communication: language *of* learning

Anchor charts are a useful tool



2. Communication: language *for* learning

Teaching word → sentence → dialogue

Asking for clarification

- Can you show that again?
- How do I (do this)?
- So, we need to (do this), not (that)?
- How do you say _____ in English?

Instructions

- Run to the cone.
- Jump over the line.
- Stop.

2. Communication: language *for* learning

Asking for something

- Pass the ball!
- Can you give me the rope, please?
- Here you are.
- Thank you.
- You're welcome.

Turn-taking

- It's my/your/our turn.
- Go ahead, you start.
- Shall I start? / I'll start, OK?
- Let's try again.
- Let's switch roles.

2. Communication: language *for* learning

Encouraging

- Good try!
- Don't worry, it's OK.
- Let's try again.
- High five!
- I like how you're trying!
- Great effort!

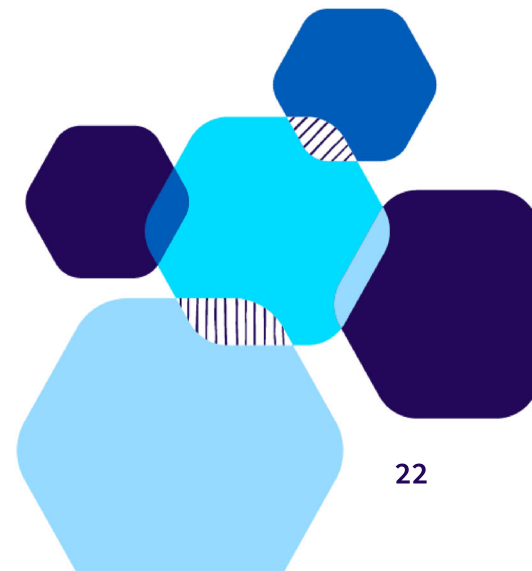
Cheering

- Well done!
- Amazing!
- Keep it up!

2. Communication: language *for* learning

Scores

- The winning team is (name of the team)
- 3-0 (football) 'three-nil to (winning team)'
- 15-0 (tennis) 'fifteen-love'
- 116-94 (basketball)



Routines and transitions

Greetings

- Hello! / How are you? / I'm fine thanks, and you?
- Do you want a high five / a handshake / a wave?

Seating / assigning spaces

- Please go to the red circle / tiger picture / jumping area.

Guessing what's hidden

- What's in the bag?

Revising what we've done

- What did we do today? / Today, we _____.
- Saying goodbye
- A goodbye song

2. Communication: language *through* learning

Emergent language

A content task creates a language need. These can be classified as:

planned language needs

unplanned language needs

2. Communication: language *through* learning

When responding to unplanned language needs, we can:

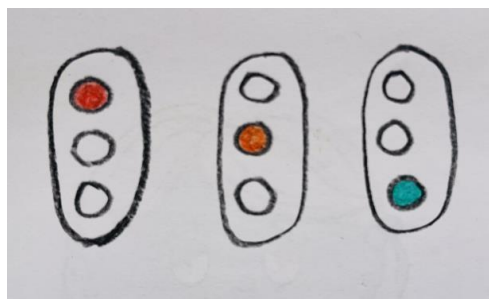
- respond immediately by:
 - reformulating: ‘walk crab’ – ‘Yes, walk like a crab.’
 - expanding: ‘catch ball’ – ‘Yes, if you catch the ball, no points are scored.’
 - prompting with a choice: ‘Is it your arm or your leg?’
- respond later
 - notice (+ take notes)
 - come back to it after the activity / at the end of the class
 - next class(es): e.g. a poster with the language, a song, a chant, a vocabulary bag, a ‘language from yesterday’ routine

3. Cognition – thinking skills

Assessment

Reflection tools

- Exit tickets
- Checklists
- Traffic lights



Swimming: checklist

I can...	☹️	😊	😄
...blow bubbles.			
...get into the water.			
...get out of the water.			
...float on my back.			
...float on my front.			
...jump in.			
...roll over.			
...swim.			

Exit tickets






Five words related to football I learnt today:	Draw your favourite moment of the class:	How do I feel at the end of the class today? happy sad excited sick tired energised
What did I find challenging today?	What muscles did I use today?	Something I didn't know when the class started and I know now:
Something I can improve next time we do karate:	A question for my teacher:	Something I'd like to do in our next class:

3. Cognition

Embedding emotions (*compétences psycho-sociales*)

Example: managing emotions

Emotion thermometer

	I want to hit someone or break something.
	I want to scream.
	I don't feel so good.
	I feel good.
	I feel great.

When I'm angry, I can

Go for a walk	Drink water	Do breathing exercises
Draw	Speak to a friend	Speak to a teacher
Count
...

4. Culture

Place and people

- Where is this sport played (countries)?
- Any differences? Age? Genre? Rules? Famous players / teams?

Time

- Where does this sport come from? How has it evolved?

Other sports

- American football, cricket, netball, baseball
- kabaddi (India), kho-kho (India), ten-ten (Nigeria), Caribbean dances
- any sport that your students bring from their culture.

4. Culture

Classics

- hopscotch
- conkers
- marbles

Circle and group

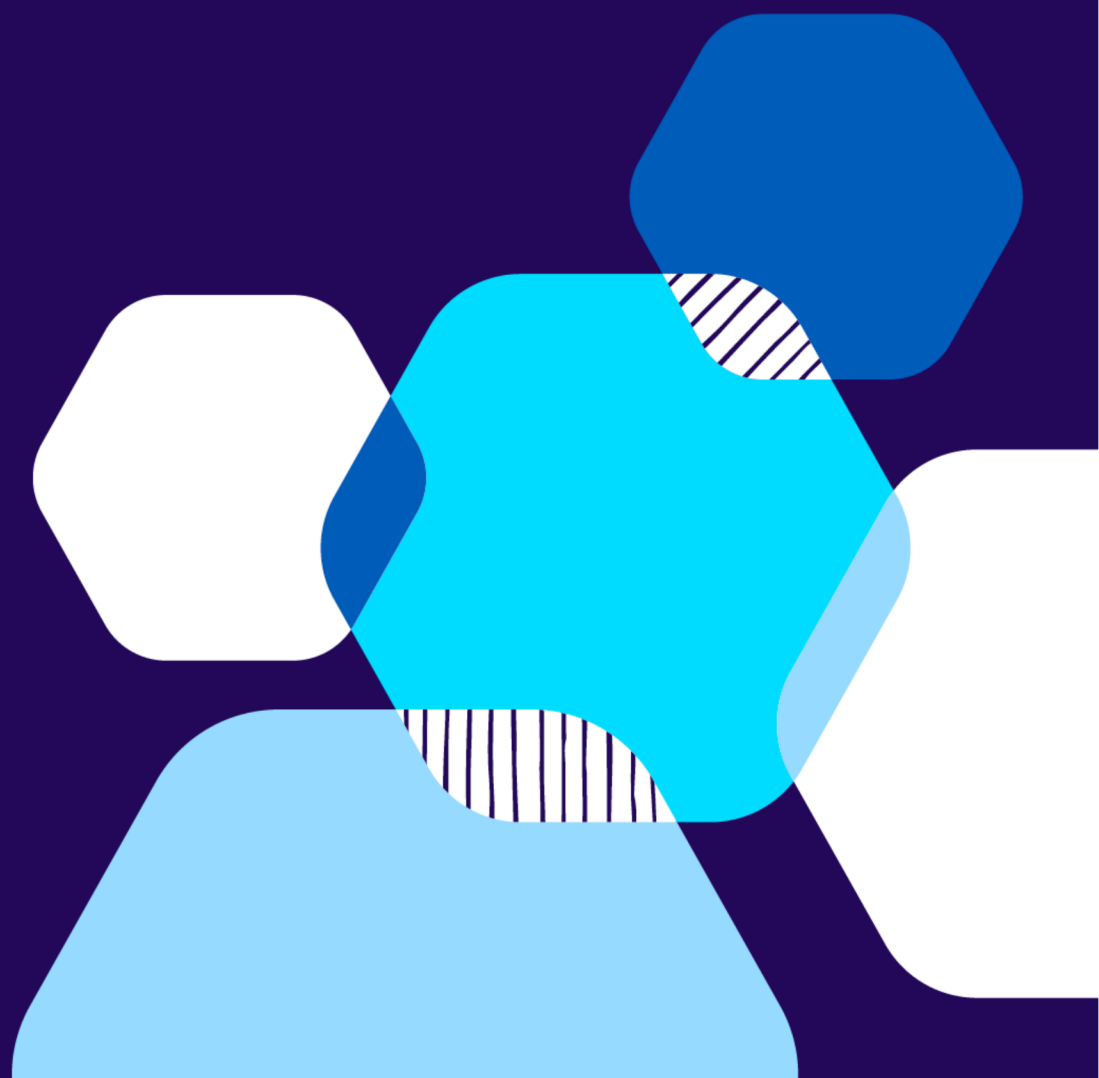
- duck, duck, goose
- What's the time, Mr Wolf?
- red light, green light

Imaginative and social

- building a den
- role-play games: family, shops, school etc.

Support with planning CLIL lessons

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Online content

Ideas

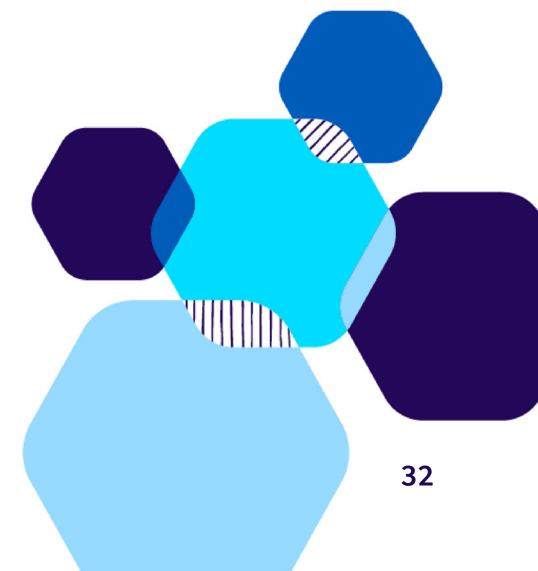
- Type “famous cartoons + sports” or “songs for children + sports” into an internet search engine
- Some examples you’ll find will include:
 - *Planet Pop ELT, Joe Wicks ‘five minute workouts for kids,’ Cosmic Kids Yoga,*
 - *Jack Hartmann Kids Music Channel, Super Simple Songs, Fun Kids English, Coco Melon*

Pronunciation

- Use online dictionaries and AI tools to help you

Story books

- Look for books about movement, sports, consent, etc.
- Some examples include:
 - *Shake a Leg (Sesame Street)*. Constance Allen, Maggie Swanson
 - *The Busy Body Book*. Lizzy Rockwell
 - *Get up and Go*. Nancy Carlson
 - *ABC Yoga*. Christians Engel
 - *Giraffes can't Dance*. Giles Andrae, Guy Parker-Rees
 - *Ned and the Great Garden Hamster Race*. Kim Hillyard
 - *The Grand Hotel of Feelings*. Lidia Brankovic
- *Tell it again. Storytelling handbook* – British Council website:
 - <https://www.teachingenglish.org.uk/publications/resource-books/tell-it-again-storytelling-handbook-primary-english-language-teachers>



Useful AI prompts

Key vocabulary

- *Please make a list of key vocabulary for a sports CLIL lesson for French-speaking students? It's an initial basketball lesson for 8-year-olds.*

Useful items

- *Please make a set of flashcards with images / an anchor chart / a mindmap / etc. for (this sport) for (this age)?*

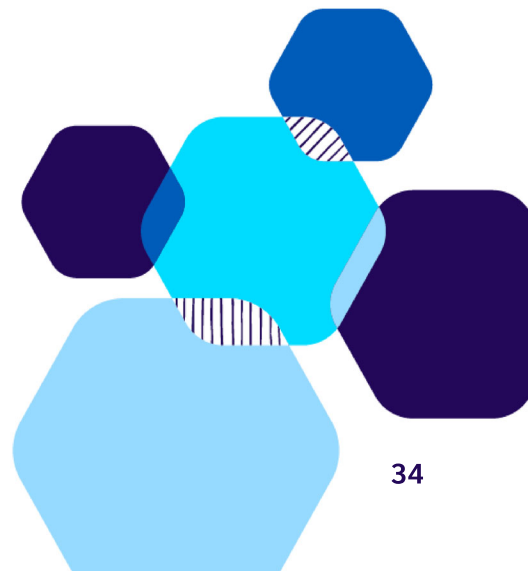
Lesson planning

- *Please make me a lesson plan for a sports CLIL lesson for French students who are (age)? It's a (name of sport) introductory lesson.*

+ ask further questions to clarify, assess and tweak

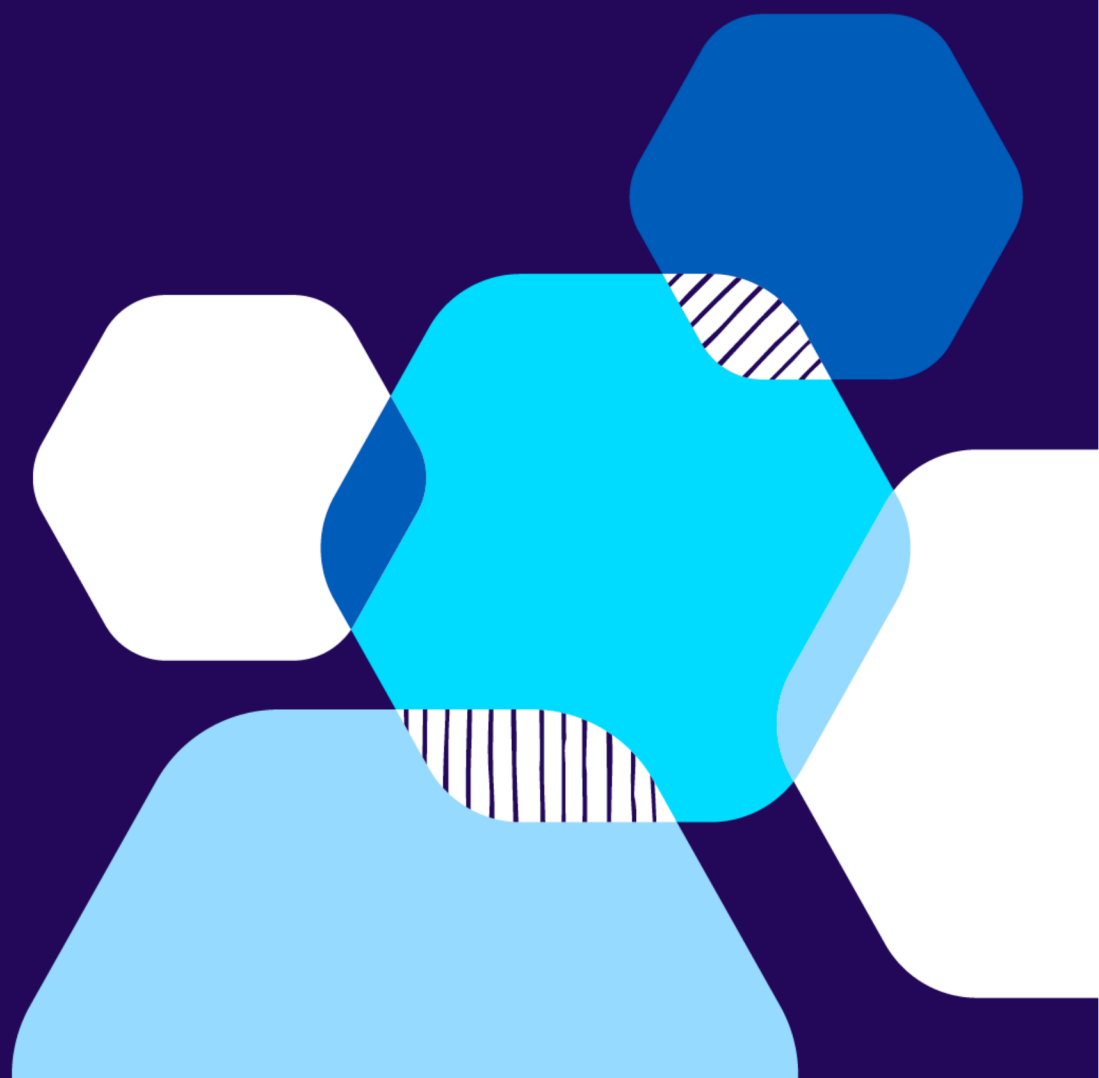
Inclusive strategies

- Stating aims at the beginning of the lesson (visually)
- Checking aims as you go along
- Demonstrating the task
- Adding visual support whenever possible (e.g. display bilingual word banks)
- ICQs (instruction-checking questions)
- Consistent routines (e.g. predictable warm-up and cool-down)
- Offer choice



Summary

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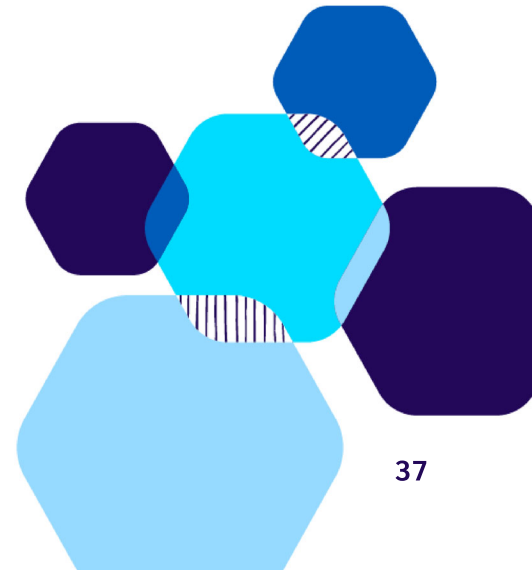
What have we done today?

1. Review key CLIL concepts
2. Look at examples of the four Cs in a Physical Education (P.E.) class
3. Consider techniques for providing support with planning CLIL lessons

 **What are you going to try in your lessons?**

“The spirit of sports gives each of us who participate an opportunity to be creative. Sports knows no sex, age, race or religion. Sports gives us all the ability to test ourselves mentally, physically and emotionally in a way no other aspect of life can. For many of us who struggle with ‘fitting in’ or our identity – sports gives us our first face of confidence. That first bit of confidence can be a gateway to many other great things!”

- Dan O’Brien, American Olympic athlete



To receive your certificate

Please complete this feedback form: <https://bit.ly/CLILsports>



When you submit the form, you will see a link to **download a certificate of attendance**.

For any questions, please contact: english.programmes@britishcouncil.fr

Thank you!