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**Erasmus+ project
2025-1-RS01-KA121-SCH-000307583**

**Report on the Training Course:
CLIL for Physical Education Teachers**

Location: **Split**

Dates: **16–21 March 2026**

Trainer (Course Leader): **Ivana Kvasina**

Participants from Primary school 'Treći kragujevački bataljon': **Saša Čomić, Miloš Simić, Slobodan Drobnjak.**

DAY 1

MONDAY, 16 MARCH 2026

The training programme commenced with an introductory session aimed at fostering a collaborative and inclusive learning environment. Participants introduced themselves by sharing their professional backgrounds, teaching experience, and institutional contexts. This initial exchange created a strong foundation for professional dialogue and mutual understanding.

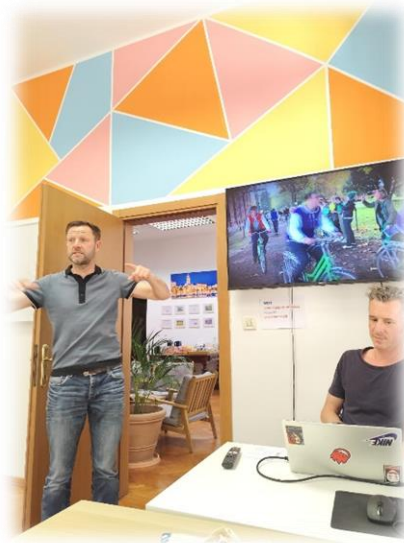
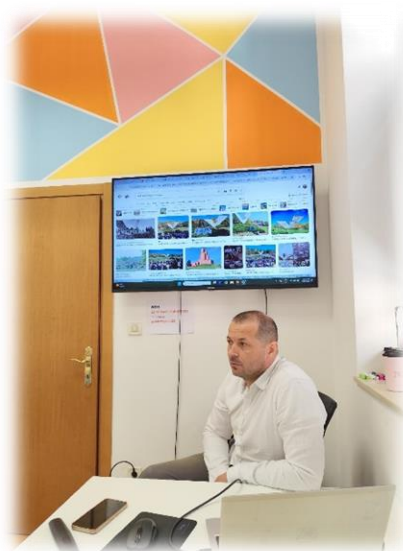
The course leader delivered an engaging presentation on the city of Split, covering its history, cultural heritage, and lifestyle. This contextualization of the host environment contributed to intercultural awareness and provided an informal entry point into communication in English.

Participants presented their schools and countries through pre-prepared video materials, followed by a structured discussion on shared educational challenges, such as student motivation and the use of mobile phones in the classroom. These exchanges encouraged reflection on diverse teaching practices and strengthened professional communication among educators from different systems.

The session concluded with a comparative overview of national education systems, beginning with Croatia and expanding to other participating countries. This comparative perspective enabled participants to critically reflect on their own practices and identify opportunities for pedagogical innovation through cross-cultural collaboration.



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DAY 2

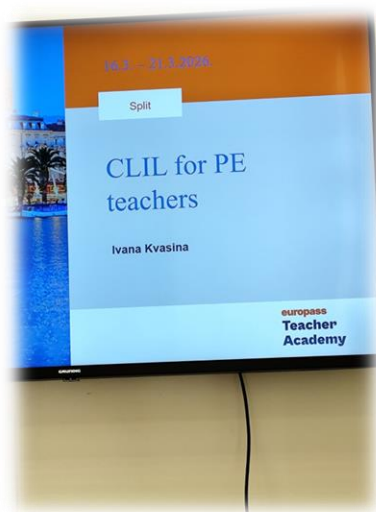
TUESDAY, 17 MARCH 2026

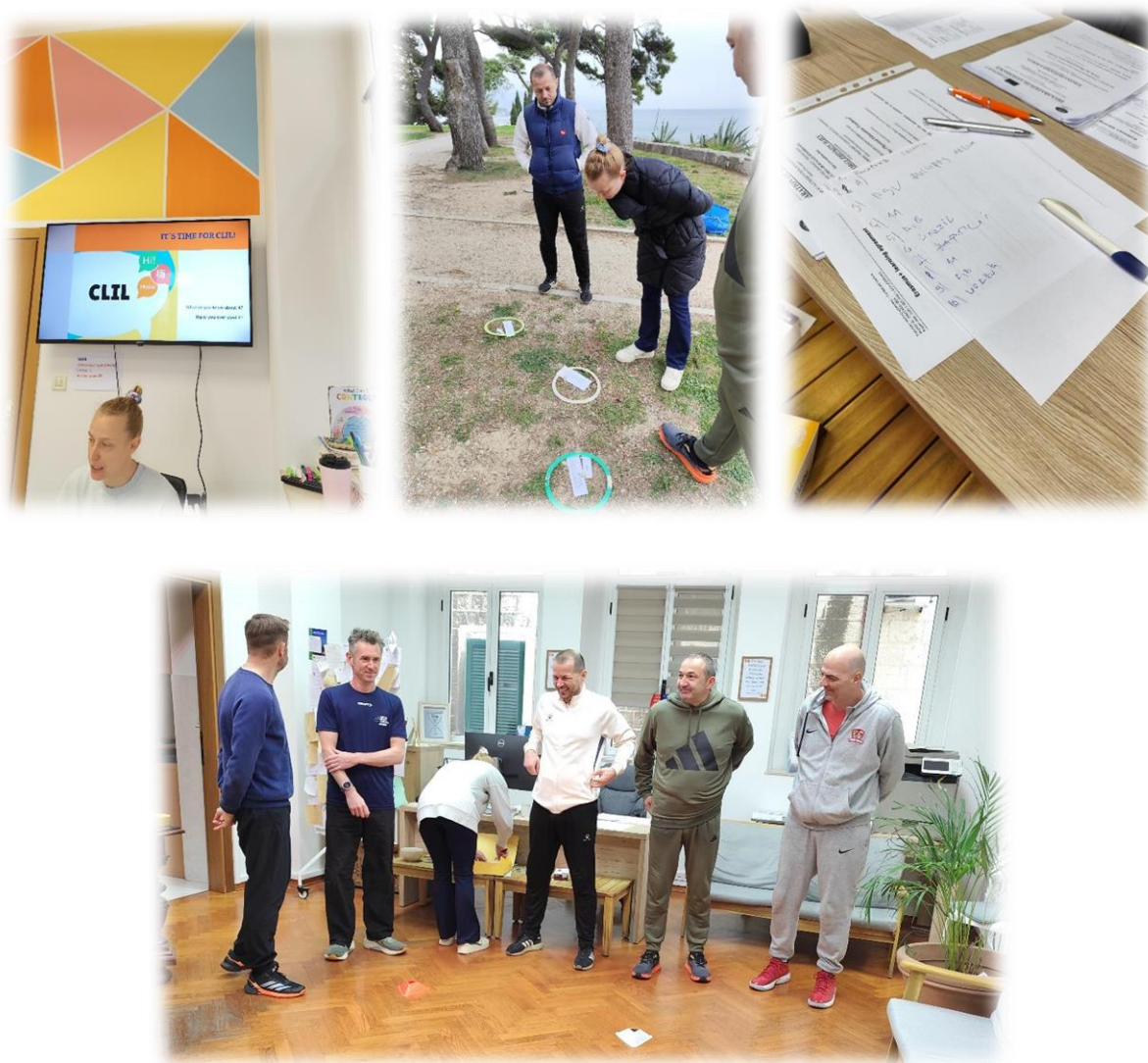
The focus of the second day was on the integration of Content and Language Integrated Learning (CLIL) into Physical Education. Discussions began with an exploration of current practices regarding the use of English in PE classes across different countries, revealing varying degrees of implementation and highlighting the need for more systematic integration.

Practical examples demonstrated how language can be gradually introduced into physical activities. For instance, simple instructions were enriched with English vocabulary (e.g., adding colours or directional terms), while movement-based demonstrations reinforced comprehension. These strategies illustrated how language acquisition can occur naturally through physical engagement.

Participants engaged in interactive games such as directional movement activities ("left" and "right"), relay races incorporating question-and-answer tasks, and student-led exercise presentations in English. These activities emphasized active participation, peer learning, and the development of both linguistic and physical competencies.

Such approaches illustrate how integrating language into physical activities can enhance engagement, encourage collaboration, and support the development of communication skills in authentic contexts.





DAY 3

WEDNESDAY, 18 MARCH 2026

The third day explored the relationship between physical activity and cognitive development. Activities were designed to require both physical movement and mental processing, thereby strengthening attention, memory, and problem-solving skills.

Participants engaged in competitive and cooperative games, such as movement-based progression tasks combined with decision-making (e.g., rock-paper-scissors), and activities requiring opposite responses to commands. These tasks encouraged participants to think



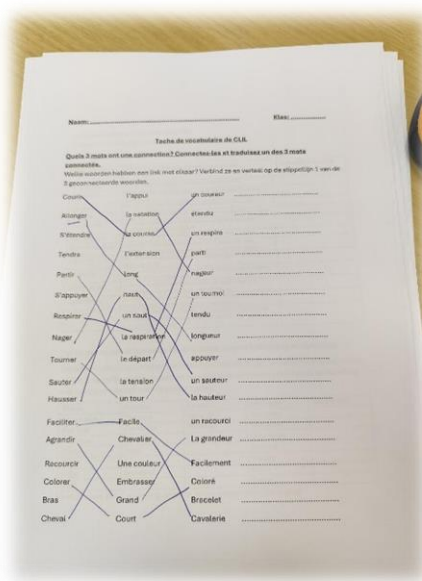
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critically and react quickly, demonstrating how physical education can support higher-order thinking skills.

A notable contribution was made by a participant from Belgium, who introduced a linguistic activity involving word recognition across multiple languages. This task highlighted the interconnectedness of languages and encouraged analytical thinking, even when participants were unfamiliar with specific vocabulary.

Additional activities included guided movement exercises, blindfolded navigation using English instructions, and collaborative problem-solving tasks involving object identification and description. These exercises fostered trust, communication, and teamwork while reinforcing language use in meaningful contexts.





DAY 4

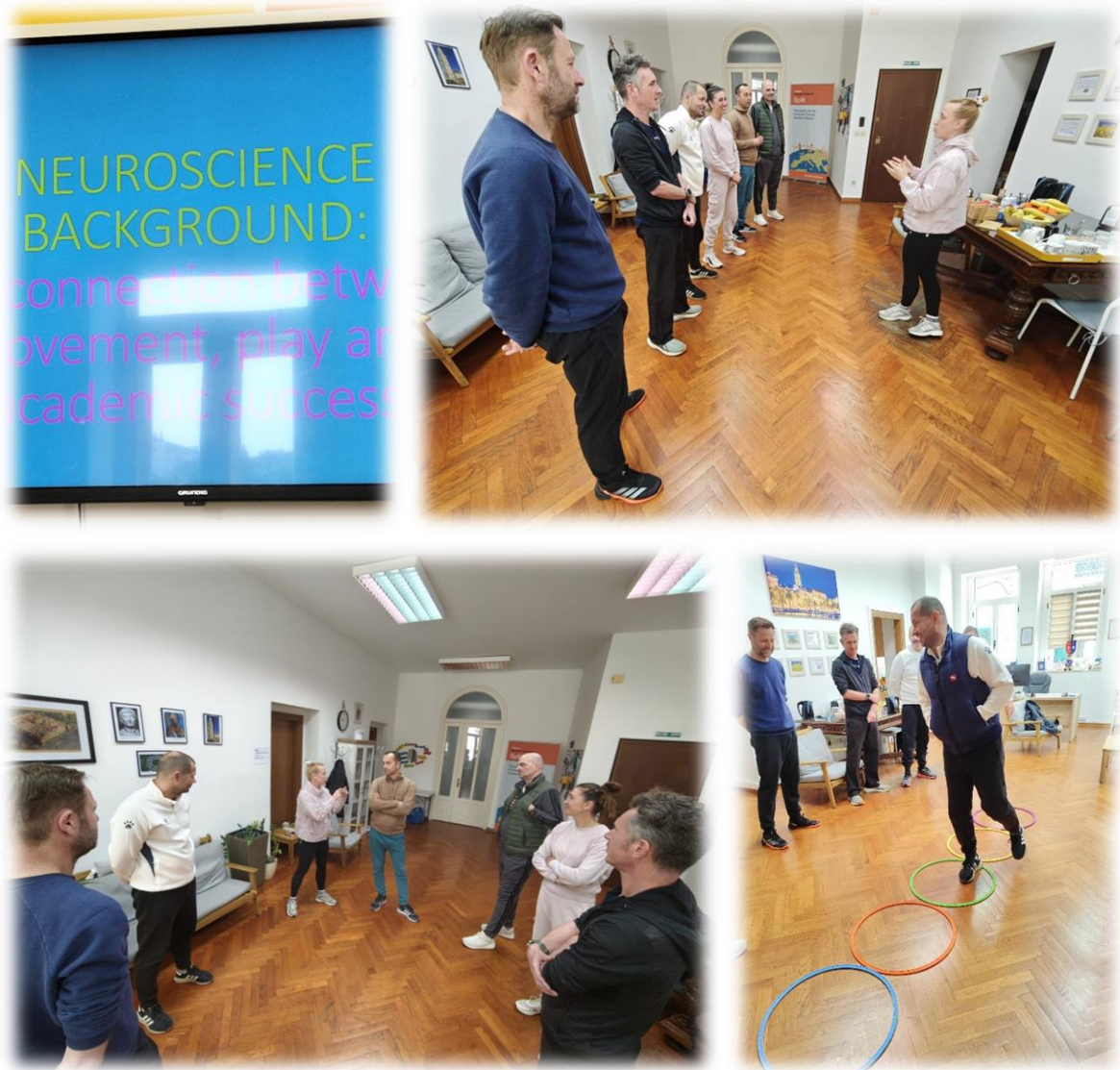
THURSDAY, 19 MARCH 2026

The fourth day emphasized the integration of physical and cognitive processes through outdoor and movement-based learning. Activities focused on coordination, memory, and bilateral brain development through exercises involving symmetrical and asymmetrical movements.

Participants engaged in memory challenges, social interaction games, and command-based activities conducted in English. For example, the “back-to-back” communication exercise required participants to exchange personal information and later recall details about others, thereby strengthening listening and retention skills.

Creative thinking was encouraged through problem-solving tasks, such as identifying connections between seemingly unrelated concepts. Additionally, categorization games (e.g., naming items within specific groups) and movement-based vocabulary tasks promoted both linguistic fluency and cognitive flexibility.

These activities demonstrated how interdisciplinary approaches can enrich the learning process, combining elements of physical education, language learning, and cognitive development in a holistic manner.



DAY 5

FRIDAY, 20 MARCH 2026

The final working day was dedicated to the practical application and reflection on acquired knowledge. Participants conducted outdoor sessions in which they demonstrated selected activities learned during the course, as well as adaptations based on their own teaching experience.

This hands-on approach reinforced the practical relevance of the training and encouraged participants to take ownership of the methodologies presented. Collaborative reflection allowed for the exchange of ideas on how to adapt and improve activities for different educational contexts.



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The programme concluded with a closing ceremony, during which certificates were awarded. The event also included a cultural component, with participants experiencing traditional Croatian cuisine, further strengthening intercultural connections established during the training.





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DAY 6

SATURDAY, 21 MARCH 2026

The final day included a cultural and educational visit to Šibenik. This excursion provided an opportunity for informal learning, intercultural exchange, and the consolidation of professional relationships developed during the week.





CONCLUSION

The training programme demonstrated how the integration of language and physical education can create dynamic, engaging, and inclusive learning environments. Through collaborative activities, participants enhanced their communication skills, shared diverse pedagogical practices, and explored innovative teaching approaches.

The emphasis on teamwork, interactive learning, and practical application contributed to the development of a professional community characterized by mutual support and shared expertise. Furthermore, the use of movement-based and problem-solving activities illustrated effective ways to foster critical thinking, creativity, and student engagement.

By combining interdisciplinary methods, experiential learning, and international collaboration, the training provided valuable insights into modern educational practices that support both teacher development and student success in a rapidly evolving educational landscape.

