

INTRODUCTION

**TEAM SPORTS: play, cooperate and
compete in English**

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1. INTRODUCTION.

The general aim of this project is to stimulate across the Physical Education the use and knowledge of the English. The content that we have chosen to work is team sports in general and inside team sports we would use basketball, volleyball, football, hockey, rugby and handball as concrete contents.

These are contents, inside the area of the Physical Education that, according to my educational experience, turn out to be attractive for the students, which compensates the difficulty of being tough in English.

In addition, one of the main difficulties in our society is the oral English use. With this project we try to promote this part. Although theoretical contents will be worked, the classes are mainly practical, and the communication in the team sports is a very important aspect.

With this work, we will try to consolidate the knowledge of certain sport practices and, at the same time, to identify our cultural characteristics and cultural characteristics of other countries, in particular and in this case, of the United Kingdom.

2. BASIC COMPETENCES (143/2007 decree).

Competence is the capacity to use a combination of knowledge, skills and attitudes appropriate to the context. We are going to explain the skills we want to develop:

A. Transferable skills. Transferable skills are the basis for personal development and knowledge building.

1. Communicative. Learning is a social activity, and communication is a key competence for learning. Communication is the ability to express and interpret thoughts, feelings and facts in both oral and written form, and to interact in an appropriate way in the full range of societal and cultural contexts.

1.1. Linguistic and audio-visual. Students can:

- Interact with other people and approach other cultures in an adequate way.
- Relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop arguments.

1.2. Artistic and cultural. Pupils can:

- Understand, perceive and value, critically, different cultural forms of expression.

2. Methodological. Competences that refer to the capacity to develop efficient and adequate methods of work to solve a range of problems in everyday situations and contexts.

2.1. Information handling and digital competence.

- Students can transform information into knowledge activating thinking skills in order to organize, relate, analyse, synthesize, make inferences and deduct at different levels of complexity.

2.2. Learning to learn.

- Pupils can gain, process and assimilate new knowledge and skills (intellectual, emotional and physical) as well as seek and make use of guidance.

3. **Personal.** Emotional competence refers to the capacity to deal with one's own and others' feelings constructively.

3.1. Autonomy, initiative and decision taking.

- Students can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

B. Personal, social and civic skills. Personal, social and civic competence cover all forms of behaviour that equip individuals to participate in, and interpret, in an effective and constructive way, the world we live in and to resolve conflict where necessary.

1. **Knowledge of and interaction with the natural world:**

- Pupils can argue and draw conclusions on the consequences of different lifestyles and adopt a predisposition to lead a physical and mental healthy lifestyle.

2. **Social and civic:**

- Students can understand the social context where (s)he lives, cooperates, exercises and shares democratic values in a plural society and engage effectively with others in its improvement.

3. MIND MAP.

