

TEACHER'S GUIDE

TEAM SPORTS: play, cooperate and compete in English

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1. BASKETBALL.**1.1. Schedule.**Activity: BASKETBALLTerm: FIRSTOrder: 1Number of sessions: 18

SESSION NUMBER	CONTENTS
1	Subject presentation
	Technique and skill: ball control
	Tactic: 4v4
2	Technique and skill: dribble, shot
	Tactic: 2v2 (man to man defence)
3	Rules (theory)
4	Technique and skill: lay-ups, pass
	Tactic: 3v3 (pass and go; man to man defence)
5	Technique and skill: lay-ups, dribble
	Tactic: 1v1 (man to man defence), 2v2 (pass and go)
6	Basketball history (theory)
7	Technique and skill: ball control, shot
	Tactic: 5v5 (create and take up space in the basketball court)
8	Technique and skill: lay-ups, pass
	Tactic: 3v3 (applying all the tactic concepts)
9	Preparing expositions (give material to pupils)
	Tactic: 5v5 (applying all the tactic concepts)
10	Exposition 1 : pass exercise
	Technique and skill: shot, rebound

	Tactic: 2v2 (applying all the tactic concepts)
11	Exposition 2: dribble exercise
	Technique and skill: pass
	Tactic: 3v3 (applying all the tactic concepts)
12	Exposition 3: shot exercise
	Technique and skill: dribble
	Tactic: 4v4 (applying all the tactic concepts)
13	Exposition 4: pass exercise
	Technique and skill: lay-ups
	Tactic: 5v5 (applying all the tactic concepts)
14	Explanation and training about technique and skill practical exam
15	Technique and skill exam
16	Technique and skill exam
17	Tactic exam
18	Tactic exam

1.2. Lesson Plans.**A. BASKETBALL TECHNIQUES, SKILLS AND TACTICS**

Topic: - Techniques - Skills - Tactics	KEY SKILLS: Pupils will be able... <ul style="list-style-type: none"> • to develop basketball techniques, skills and tactics. • to apply basketball techniques, skills and tactics when playing the game. 		
Subject: PE	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able... <ul style="list-style-type: none"> • to understand the teacher's explanations. • to use verbal and non verbal language to communicate. • to play the games using basic basketball techniques, skills and tactics. • to play the games with sportsmanship. Methodological skills: Pupils will be able... <ul style="list-style-type: none"> • to apply the rules in the games. • to apply basketball techniques, skills and tactics. • to interpret different situations in the game. Personal skills: Pupils will be able... <ul style="list-style-type: none"> • to apply previous knowledge and skills. 		
Level: 2n ESO			
Timing: 15 lessons			
Aims: To develop basketball techniques and skills and basketball tactics.			
CONTENT	COGNITION	COMUNICATION	CULTURE/CITIZENSHIP
- Basketball techniques - Basketball skills - Basketball tactics - Basketball rules	- Apply basketball techniques and skills - Apply basketball tactic principles - Experiment with different game situations - Solve game situations	■ Language of learning - According to the lesson - Present simple/continuous - Can / can't - Have to / don't have to - Must / mustn't - Should / shouldn't - Past simple/continuous - Present/past perfect - Conditional ■ Language for learning Understanding messages Creating messages Asking doubts Expressing actions Understanding game situations ■ Language through learning - According to the class development	- Create a fair play atmosphere - Appreciate English as a tool to learn about games and sports - Encourage students to satisfy their curiosity for knowledge - Facilitate students participation on equal terms regardless of sex and individual level
ASSESSMENT CRITERIA: Pupils should be able to practise and demonstrate basketball techniques and skills and basketball tactics.			

B. BASKETBALL RULES

Topic: Basketball rules	KEY SKILLS: Pupils will be able... <ul style="list-style-type: none"> • to know the basketball court. • to know the main rules in basketball. 		
Subject: PE	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able... <ul style="list-style-type: none"> • to understand the rules to apply them when they play. Methodological skills: Pupils will be able... <ul style="list-style-type: none"> • to look up new vocabulary. • to look for information on the internet. • to develop strategies to understand the contents, taking into account it's the first time they learn a subject using English as a learning language. 		
Level: 2n ESO			
Timing: 1 lesson (lesson number 3)	Personal skills: Pupils will be able... <ul style="list-style-type: none"> • to apply previous knowledge and skills. 		
Aims: To know the main basketball rules.			
CONTENT	COGNITION	COMUNICATION	CULTURE/CITIZENSHIP
Basketball rules	Increasing the knowledge about the basketball rules	<ul style="list-style-type: none"> ■ Language of learning <ul style="list-style-type: none"> - Key vocabulary: backboard, free throw, travelling, dribble, bound, bounce, shoot, goal - Present simple - Can / can't ■ Language for learning <ul style="list-style-type: none"> - Understanding basketball rules - Identifying the basketball court ■ Language through learning <ul style="list-style-type: none"> - According to the class development 	<ul style="list-style-type: none"> - Appreciate the necessity of the rules in the games - Appreciate the importance of the fair play - Appreciate English as a tool to learn about games and sports
ASSESSMENT CRITERIA: Pupils should be able to know how the basketball court is and which ones the main rules in basketball are.			

C. BASKETBALL HISTORY






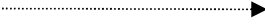
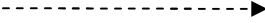


Topic: Basketball history	KEY SKILLS: Pupils will be able... <ul style="list-style-type: none"> • to know when basketball was born, who invented it and where it was invented. • to know some aspects about basketball evolution. 		
Subject: PE	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able... <ul style="list-style-type: none"> • to answer questions about "who, when, where and how" using the past simple. 		
Level: 2n ESO	Methodological skills: Pupils will be able... <ul style="list-style-type: none"> • to look for information on the internet. • to develop strategies to understand the contents, taking into account it's the first time they learn a subject using English as a learning language. 		
Timing: 1 lesson (lesson number 6)	Personal skills: Pupils will be able... <ul style="list-style-type: none"> • to apply previous knowledge and skills. 		
Aims: To know who, when and where basketball was born and its development in the time.			
CONTENT	COGNITION	COMUNICATION	CULTURE/CITIZENSHIP
Basketball history	Increase the knowledge about the basketball origin	<ul style="list-style-type: none"> ■ Language of learning <ul style="list-style-type: none"> - Key vocabulary: ball, play, team, winner, goal, opponent, rules, game, knock, basket - Past simple - Can / can't - To be from - To be born ■ Language for learning <ul style="list-style-type: none"> - Completing phrases - Answering questions - Comparing basketball rules along the time ■ Language through learning <ul style="list-style-type: none"> - According to the class development 	<ul style="list-style-type: none"> - Appreciate how something can start according to a necessity in an specific moment of the history - Appreciate how something can change along the time - Appreciate English as a tool to learn about games and sports
ASSESSMENT CRITERIA: Pupils should be able to say who, when, where and how basketball was born.			

D. BASKETBALL GAMES

Topic: Games	KEY SKILLS: Pupils will be able... <ul style="list-style-type: none"> • to understand simple rules. • to speak in front of their classmates in English. 		
Subject: PE	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able... <ul style="list-style-type: none"> • to understand the rules of the games. • to use English to communicate. • to play the games with sportsmanship. 		
Level: 2n ESO	Methodological skills: Pupils will be able... <ul style="list-style-type: none"> • to read and understand the rules of the games. • to look up new vocabulary. • to explain game rules. • to interpret different situations in the game. 		
Timing: 10-20 minutes in 5 lessons (from lesson number 9 to 13)	Personal skills: Pupils will be able... <ul style="list-style-type: none"> • to apply previous knowledge and skills. 		
Aims: To develop speaking skills and basketball skills.			
CONTENT	COGNITION	COMUNICATION	CULTURE/CITIZENSHIP
- Basketball rules - Basketball games	- Apply basketball rules - Solve game situations	<ul style="list-style-type: none"> ■ Language of learning - Key vocabulary: shoot, score, dribble, defence, attack, pass, catch - Present simple - Can / can't - Have to ■ Language for learning Expressing rules Understanding rules Developing cooperative actions ■ Language through learning - According to the class development 	- Create a fair-play atmosphere - Appreciate English as a tool to learn about games and sports
ASSESSMENT CRITERIA: Pupils should be able to explain rules to their classmates and to practise basketball skills.			

1.3. Activities.

DIAGRAM LEGEND

	Attacking player with the ball
	Attacking player without the ball
	Cones
	Ball
	Movement without the ball
	Dribbling or bouncing
	Pass
	Shot
	Lay-up

LESSON NUM. 1	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To know how the lessons are going to run. - To improve the control of the basketball with both hands. - To check the strong and weak points of the students in the game. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Subject information - Ball control - 4v4 		<ul style="list-style-type: none"> - To bounce - To spread out - In front/behind - Basketball - Right/left hand/knee/ear - To sit down/to stand-up
		<ul style="list-style-type: none"> - To dribble - Eye contact - Foul - Court

SUBJECT INFORMATION. The teacher explains what students are going to work on, how they are going to work, the assessment criteria and the rules pupils have to follow in the lessons ([See "Presentation" power point](#)).

OPTIONAL SUBJECT: TEAM SPORTS

2009-2010

AIMS

- To learn more about some team sports (history, rules...).
- To improve the English language, mainly, understanding and speaking skills.
- To perform correctly the techniques and skills related to the sport we are working on.
- To use properly the sport techniques and skills in the game.
- To apply tactic elements in the game: timing, space and communication.
- To attend the PE lessons and to follow the rules in the class.

CONTENTS

First term	Second term	Third term
Basketball	Football	Rugby
Volleyball	Hockey	Handball

ASSESSMENT CRITERIA

- Theory: 20%
- Practice: 40%
- Attitude: 40%

If you want to pass the subject, you have to pass the three parts

The mark in the **theory** is going to be about:

- Sport history reading.
- Sport rules.

The mark in the **practice** is going to be about:

- Daily work at class.
- Practical exams.
- Use of English in class.

Students who fail the theory or the practice will have **extra exams** at the end of the course.

The mark in the **attitude** is going to be about (**it's not possible to pass a resit in that part**):

- Attendance, punctuality and equipment: 1 point.
- Respect for other students, teacher, material and facilities: 1 point.
- Interest and motivation in the lessons: 1 point.
- To take a shower/wash: 1 point.

CLASS RULES ([See "Rules-Poster"](#))

- Bring the correct equipment to the class.
- There are always working to do.
- Do your trainers up and tie your hair up, for safety.
- Go to the toilet before the class starts, when you are in the changing room.
- Help with the material, you'll be able to play more time.
- Be punctual.
- Keep your personal belongings in the changing room.
- Take your shower in 15 minutes or have a wash in 5.

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 1 power point](#)).

WARM-UP:

- Each student has a basketball. Pupils have to dribble the ball two laps in each direction. Pupils have to use the right/left hand according to the direction.

MAIN THEME:

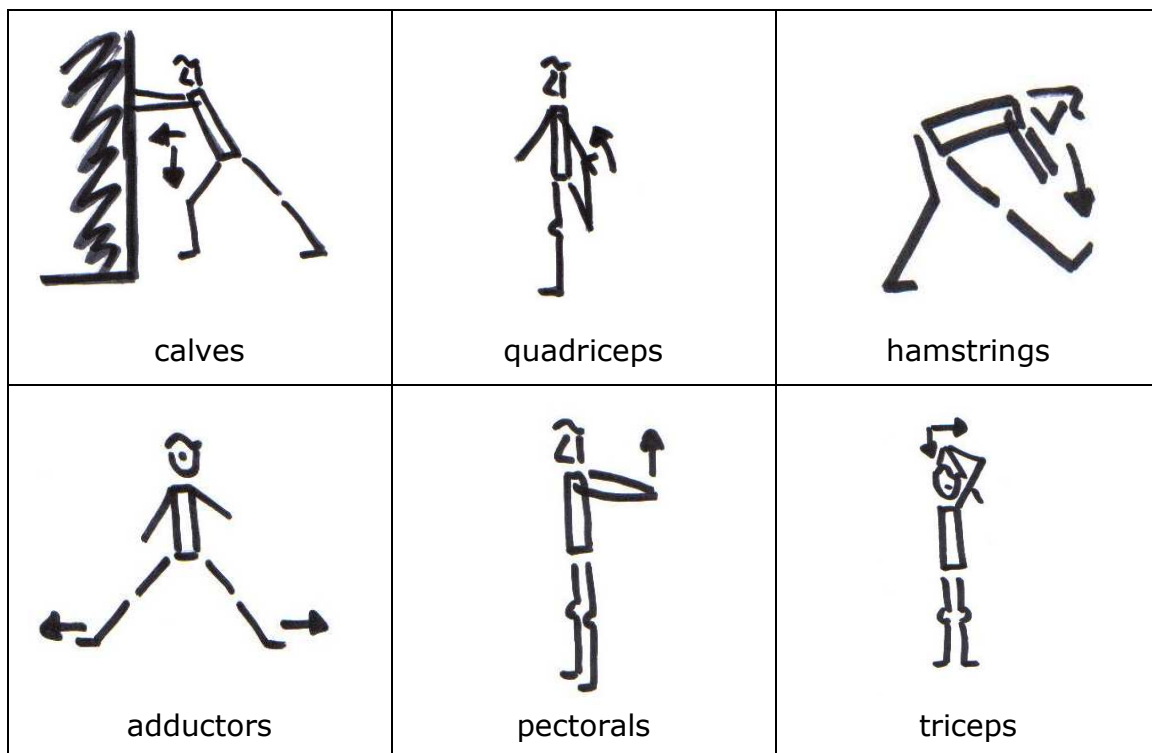
- Pupils opposite to teacher. Every pupil has a basketball. Pupils have to imitate the different movements the teacher makes:
 - o Low bounce standing in your position (right hand / left hand / cross over the ball in front / cross over the ball behind / different movements between the legs...).
 - o Teacher marks a direction with the hand. Students have to follow the directions dribbling the basketball and without losing eye contact with the teacher.
 - o Make different movements bouncing the ball: sit-down, stand-up, touch the floor with right/left knee/elbow/ear...
- In half court. One-third of the pupils have a basketball, and the others spread out. The players without a basketball are defenders and are limited as to how far they can move by having a pivot foot that cannot be changed. On the teacher's signal, the pupils with the basketball

dribble and attempt to control their dribble, using their opposite arm and body to protect the ball from the "defenders".

If the dribbler loses the ball control and one of the defenders gets it, those players switch positions. Defenders are not allowed to commit foul. Players will have to keep their heads and eyes up to avoid collisions. They must dribble with both hands and change directions.

- 4v4. Teacher observes the difficulties and the well-done things that pupils make during the game.

COOL DOWN: stretching different muscles.



NOTES:

LESSON NUM. 2	DATE:	BASKETBALL
OBJECTIVES: - To improve the control of the ball with both hands with eyes up. - To work the shot in a stressful situation. - To introduce the man to man defence in a game.		
CONTENTS: - Dribble - Shot - Man to man defence	KEY VOCABULARY: - To jog - To tag - To collide - To shoot - To score - Rebound - Floor - Sit-ups - To blow the whistle	

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 2 power point](#)).

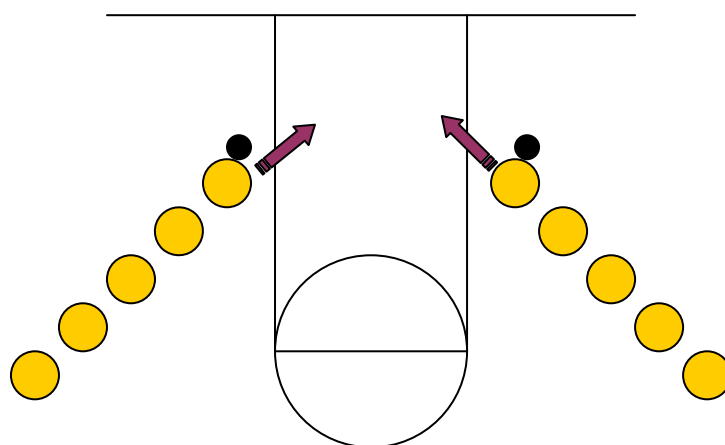
WARM-UP:

- Each student has a basketball. Pupils have to dribble the basketball wherever in the court. When the teacher blows the whistle, the student has to leave the ball on the floor and take another one.
- Each student except two has a basketball. Pupils with the basketball have to dribble the ball wherever in the court, pupils without basketball have to jog wherever in the court. When the teacher blows the whistle, the student has to leave the basketball on the floor and take another one. The two students that don't get a basketball have to do 10 sit-ups.

MAIN THEME:

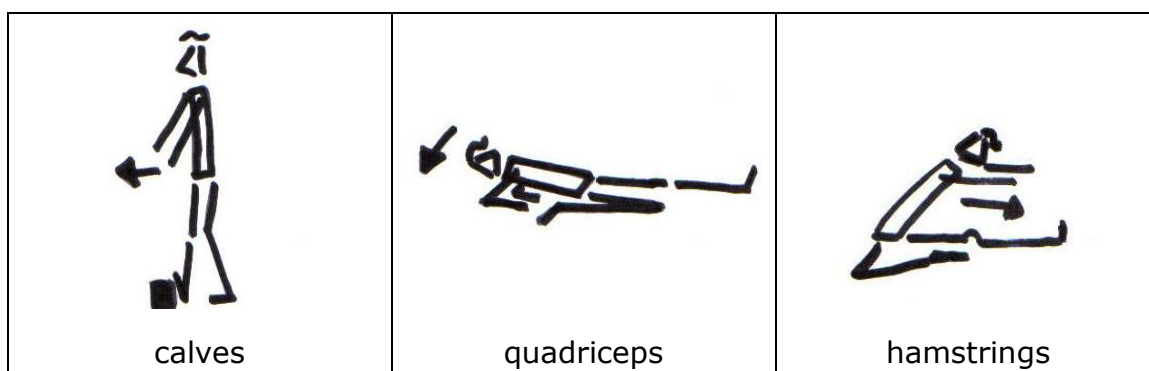
- Dribble tag. Every pupil has a basketball. The teacher names one of the players "it". That player attempts to tag any of the other players while (s)he has control of his/her dribble. The players who are not "it" must dribble their basketballs too. When "it" tags someone, that player becomes "it", and attempts to tag another one. Players must keep their heads up to know who is "it" and to not collide with other moving players.

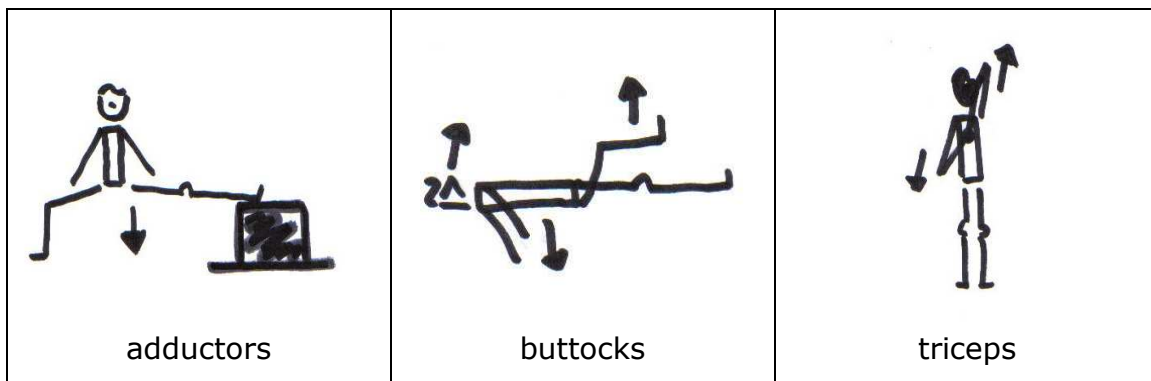
- The player who is "it" can dribble with either hand, the other players have to use their weak hand.
- Two players are "it" at the same time.
- Two groups, one basketball for each group. Teacher chooses a shooting spot for each team approximately the same distance from the basket. The winner is the group that gets 20 points in the first place. The group gets two points each time that someone of the group scores. The group loses one point each time that the ball touches the floor in the rebound.



- 2v2. Man to man defence. Each player has the responsibility of defending one player of the opposite team. If the opponent has the basketball, the defender has to be close to him/her and between the ball and the basket. If the opponent doesn't have the basketball the defender has to separate a little bit from him/her and maintain eye contact with the opponent and with the ball.

COOL DOWN: stretching different muscles.





NOTES:

LESSON NUM. 3	DATE:	BASKETBALL
OBJECTIVES: - To learn the basketball rules.		
CONTENTS: - Basketball rules		

Students have to complete the following activities. If it's possible, students will work in the computer classroom, so they have to be able to look for information on internet.

A. Match the names of the rules with the corresponding explanation.

- a) Travelling.
 - b) Double dribbling.
 - c) Personal foul or illegal contact.
 - d) Basket.
 - e) Back court violation.
 - f) Five-seconds rule.
 - g) Three-seconds rule.
 - h) Eight-seconds rule.
 - i) Twenty-four-seconds rule.
 - j) Out-of-bounds.
1. When the team in possession passes the ball back into their own half of the court.
 2. A successful basket means one, two or three points for the score of the team.
 3. A player in possession of the ball has five seconds to pass, shoot or dribble the ball.
 4. A player or the ball is out-of-bounds if (s)he/it touches the floor outside the boundary lines. Also if the player or the ball touches the line or some object situated out of the bounds.

5. Blocking, holding, pushing, charging and tripping constitute a foul against the opponent.
6. A team has eight seconds for advancing the ball over the centre line.
7. No player can stand inside the key more than three seconds.
8. Walking or running without dribbling.
9. Bounce – stop – bounce again.
10. When a team has the ball, it has twenty-four seconds for trying a shoot at goal.

Solution:

a) 8	e) 1	h) 6
b) 9	f) 3	i) 10
c) 5	g) 7	j) 4
d) 2		

B. Answer the following questions.

1. How long is a basketball match? How many parts does it have?

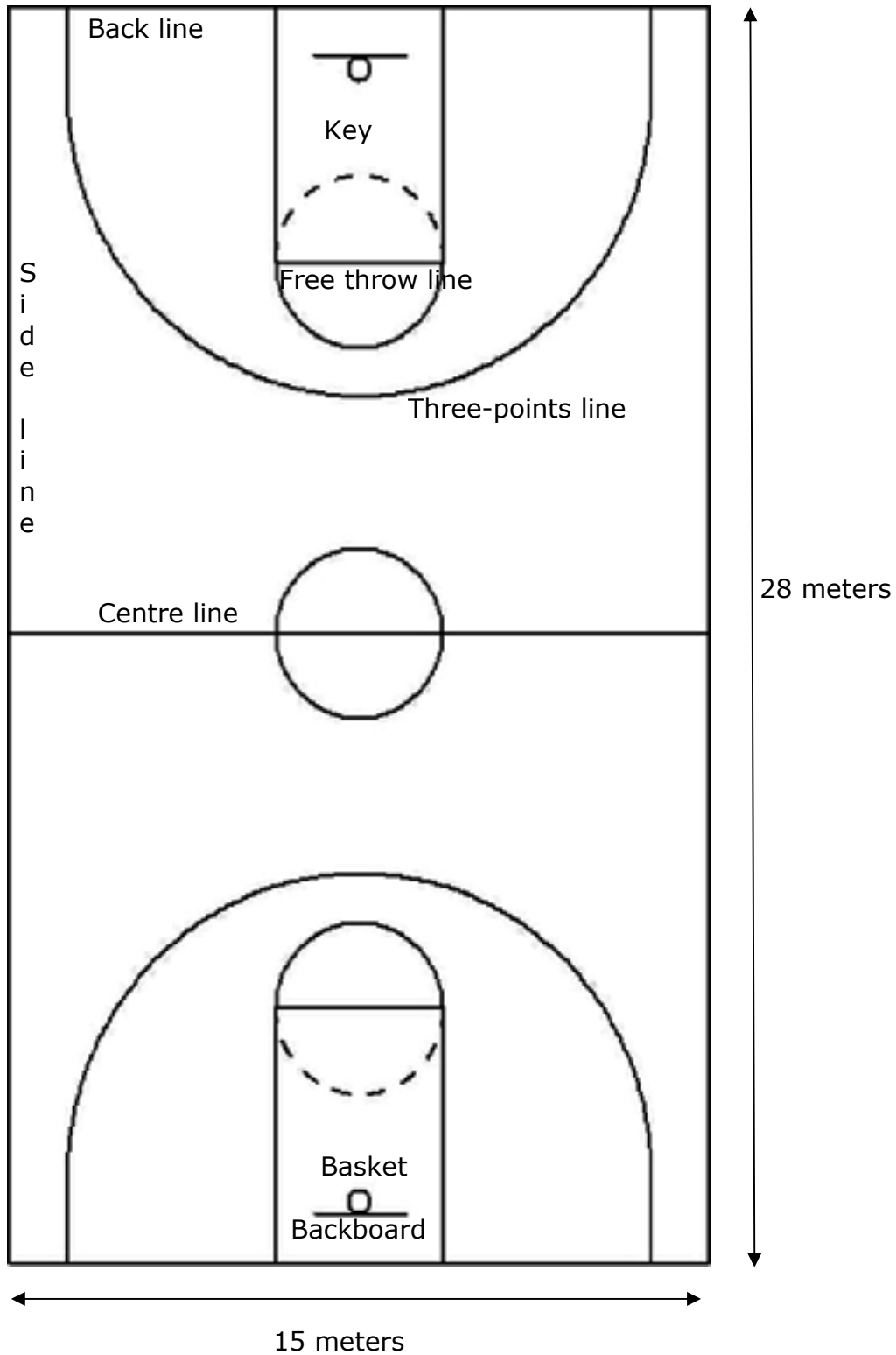
Solution: Forty minutes. Four parts of ten minutes.

2. How many players have a basketball team in the court?

Solution: Five

C. Complete the picture with the words or phrases in the box below:

backboard – back line – basket – centre line – free throw line – key –
side line – three-points line – 28 meters – 15 meters



D. Vocabulary box. Write in the box the vocabulary you have had to look up.

Each student completes the box with his/her vocabulary.

LESSON NUM. 4	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To control the lay-up skill. - To train different sorts of passes with and without an opponent. - To work the man to man defence in a game. - To favour the movement of the players without the basketball in attack. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Lay-ups - Pass - Man to man defence - Pass and go 		<ul style="list-style-type: none"> - To catch - Forwards - Lay-up - Chest pass - Overhead pass - To touch - Backwards - Step - Bounce pass

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 4 power point](#)).

WARM-UP:

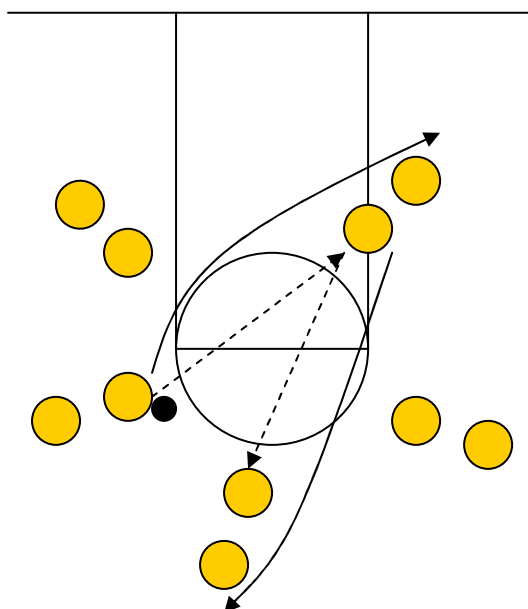
- Teacher marks each side of the playground with a number, one, two, three and four. Each student with a basketball dribbling it in the middle of the playground. Teacher says a number between 1 and 4 and students have to go as quick as possible to the side with the number.
 - o Right hand.
 - o Left hand.
 - o Dribbling the ball backwards.
 - o Pupils have to go first to the number side and after to the opposite side.

MAIN THEME:

- Lay-ups step by step. Every pupil has a basketball. The students have to practise the lay-ups step by step. Right side:
 - o Left step + shot.
 - o Right step + left step + shot.
 - o One bounce (right hand) at the same time as left step + right step + left step + shot.






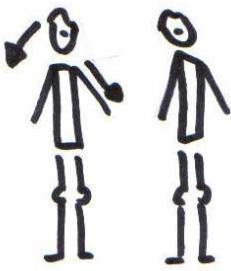
Left side:

- Right step + shot.
 - Left step + right step + shot.
 - One bounce (left hand) at the same time as right step + left step + right step + shot.
- Pupils are divided into five lines around a circle. One ball is used. It can be in the front of any of the five lines. The student with the ball passes to the first pupil who is two lines on his left, and then goes to the end of that line. The receivers continue passing two lines on their left, moving quickly to that line.
- Chest pass.
 - Bounce pass.
 - Overhead pass.



- All the students in a circle, one in the middle. The players of the circle can't move and have to pass the basketball between them. They can do chest, bounce or overhead passes. If the player in the middle catches the ball, the student who has made the wrong pass goes to the middle.
- We can't pass to our right/left partner.
 - We can't pass back to the player who has passed us the ball.
 - The player in the middle goes to the circle if he just touches the ball.
- 3v3. Man to man defence. In attack, it's compulsory to go to another place in the court when you pass the ball (pass and go).

COOL DOWN: stretching different muscles.

 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>adductors</p>	 <p>external oblique</p>	 <p>trapezium</p>

NOTES:

LESSON NUM. 5	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve the lay-up skill. - To train the speed dribbling. - To work the man to man defence. - To favour the movement of the players without the ball in attack. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Lay-ups - Dribble - Man to man defence - Pass and go 		<ul style="list-style-type: none"> - To score - Right/left - Lay-up - Attack / defence - Free throw line / foul line - To pick up - To dribble - Back line

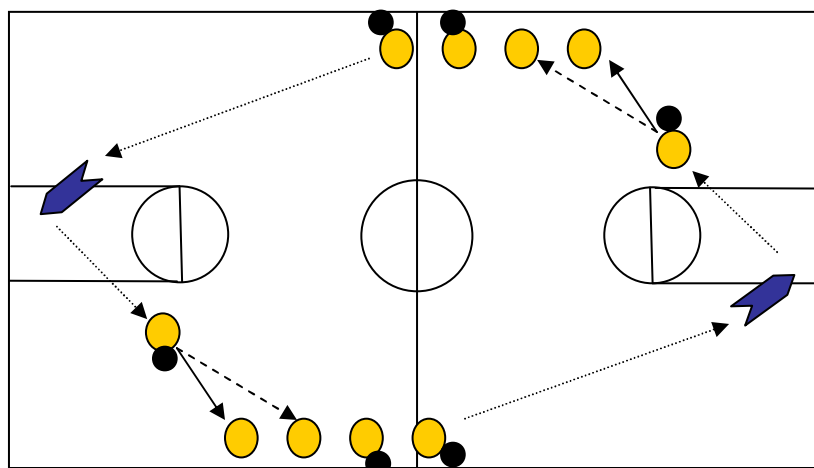
KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 5 power point](#)).

WARM-UP:

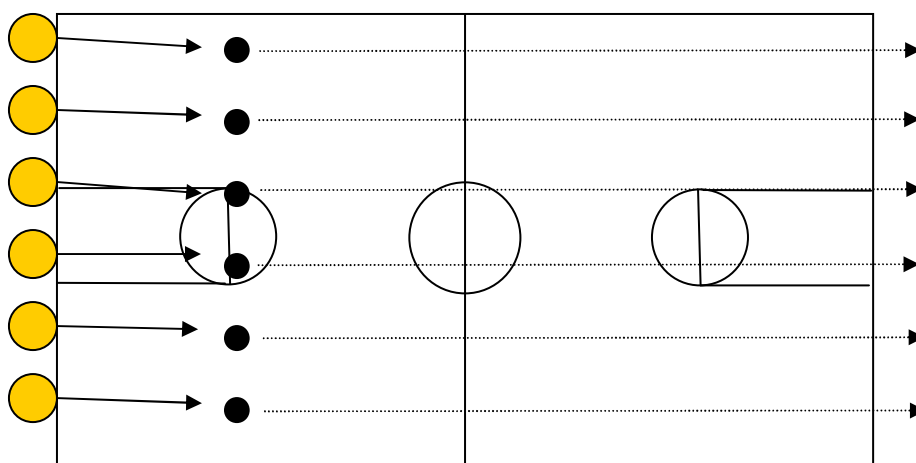
- Each student with a basketball. They must score two no consecutive times in each basket.

MAIN THEME:

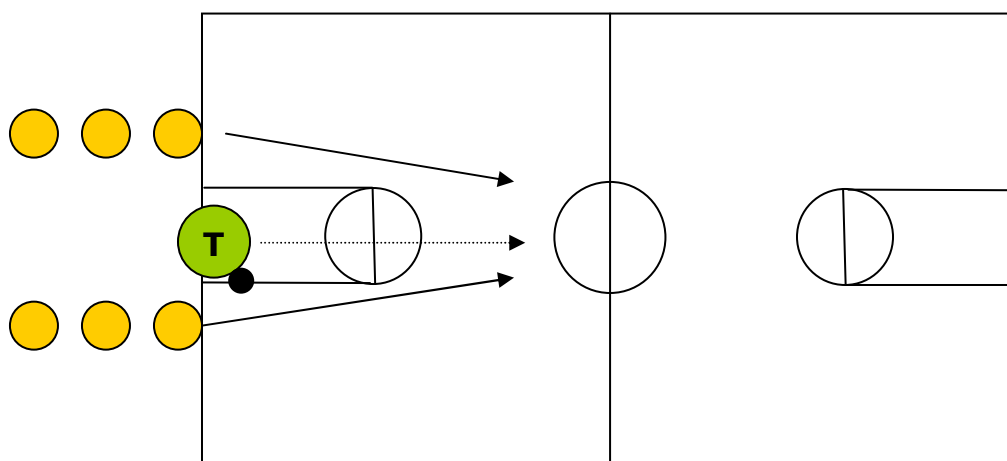
- Two lines in the centre line of the court, pupils have to do a lay-up and go to the end of the other line.
 - o Right side.
 - o Left side.



- Pupils are lined in the back line of the court. Basketballs (the same number of balls as pupils) in the free throw line. When the teacher blows the whistle, the students run toward the basketballs, pick them up and dribble up to the opposite back line of the court. The last one that arrives to the back line, has to do ten sit-ups.
 - o Right/left hand.
 - o Crossing over the ball.
 - o There is one basketball less than the number of pupils. The student who does not pick up a basketball, has to try to get one before the others arrive to the back line (committing no fouls). At the end, the player without a basketball is out.

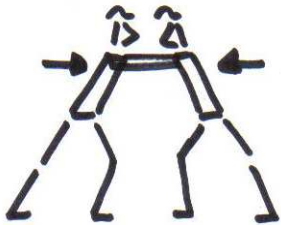







- Two lines in the back line of the court. Teacher in the middle with a basketball. Teacher throws the basketball forward, the student who picks the ball up is the attacker and the pupil who doesn't, is the defender. They play in the opposite basket.



- 2v2. Man to man defence. In attack, it's compulsory to go to another place in the court when you pass the basketball (pass and go).

COOL DOWN: stretching different muscles.

 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>deltoids</p>	 <p>pectorals</p>	 <p>triceps</p>

NOTES:

LESSON NUM. 6	DATE:	BASKETBALL
OBJECTIVES: - To learn the origin of basketball		
CONTENTS: - Basketball history		

Students have to complete the following activities. If it's possible, students will work in the computer class, so they have to be able to look for information on internet.

A. Complete the gaps with one word from the box.



James Naismith

ball – body – born – fist – from
 – goal – hands – inventor –
 opponent – peach – played –
 practise – rock – school – team
 – thirteen – time – winner-
 winter – world

Dr. James Naismith is known in the world as the inventor of basketball.

He played a simple game known as duck-on-a-rock outside his school. The game involved knocking a “duck” with a rock.

James Naismith was from Canada, but in 1891, he moved to the YMCA school, in USA. The same year, basketball was born. Naismith wanted to practise a sport for playing inside during the cold winter in a small space.

The first time, they played with a football ball and two peach baskets as goals.

At the beginning, basketball had thirteen rules. Some of them are:

1. You can throw the ball in any direction with one or two hands.
2. You can bat the ball with one or two hands, but never with the fist.
3. You can hold the ball in the hands, but you can't hold the ball with other part of your body.
4. You can't shoulder, hold, push, strike or trip an opponent.
5. If one team makes three consecutive fouls, the other team counts a goal.
6. Goal is when the ball goes into the basket and stays there.
7. The time is two 15-minute halves with five minutes' rest between.
8. The winner is the side making the most goals at the end.

B. Answer the follow questions with a full sentence.

Example:

1. *Who did invent basketball? James Naismith invented basketball.*
2. *Where was James Naismith from? Jame Naismith was from Canada.*
3. *When was basketball born? Basketball was born in 1891.*
4. *What did they use the first time they play basketball? They used a football ball and two peach baskets as goals.*
5. *How many rules did basketball have at the beginning? At the beginning, basketball had thirteen rules.*

C. Compare the first basketball rules with the present rules. Which ones are similar and which ones are different? Rule number 1 is done for you.

Similar rules	1, 3, 4, 6, 8
Different rules	2, 5, 7

D. Vocabulary box. Write in the box the vocabulary you have had to look up.

Each student completes the box with his/her vocabulary.

LESSON NUM. 7	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve the ball control. - To train the shot. - To favour the movement of the attack players in the court. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Ball control - Shot - Create space and replace 		<ul style="list-style-type: none"> - To score - Create space - To bounce between the legs - To lose the ball control - Free throw shot / foul shot - Man to man defence

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 7 power point](#)).

WARM-UP:

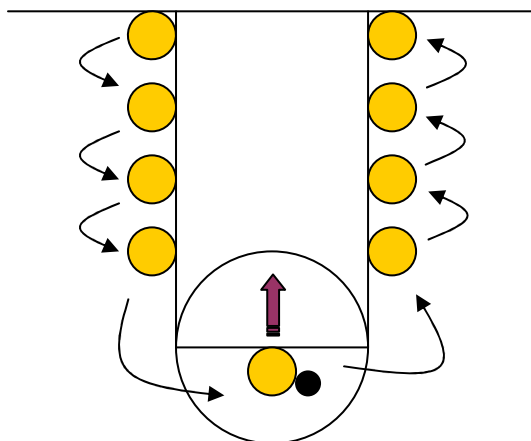
- Each student with a basketball. They must score one right side lay-up and one left side lay-up in each basket.

MAIN THEME:

- One basketball each two students. One pupil is working, the other is waiting his/her turn. The player has to bounce the basketball between his/her legs.
 - o Static (standing up in one place).
 - o Dynamic (walking, jogging or running).
- In pairs with two balls. One pupil is working, the other is waiting his/her turn. Pupils have to go to the other side of the court dribbling two basketballs, one with each hand.
 - o Alternative bounce.
 - o Simultaneous bounce.
- Players line up around the key and rotate through the line shooting one free throw. The goal is to eliminate players until there is one person left.

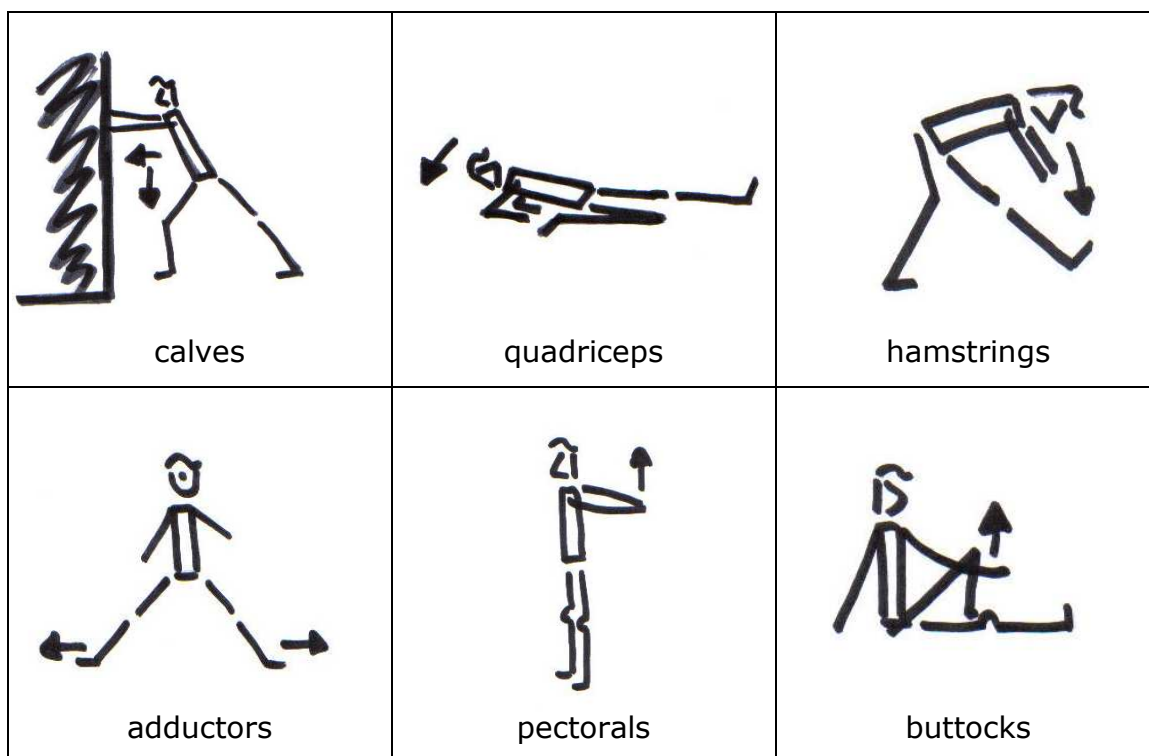
A pupil is eliminated when (s)he misses his/her free throw, and the player behind him/her, scores his/hers.

- Only one student can be eliminated at the same time.
- All the previous students who have missed their throws are eliminated for the scorer.



- 5v5. Man to man defence. In attack, the players have to move to create free spaces than must be taken for the team mates.

COOL DOWN: stretching different muscles.



NOTES:

LESSON NUM. 8	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To practise lay-ups. - To train the pass. - To apply tactics concepts we have worked on the lessons. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Lay-up - Pass - Tactics 		<ul style="list-style-type: none"> - Chest pass - Bounce pass - Overhead pass - Elbow (in the court) - Shadow - Row/line - Lay-up

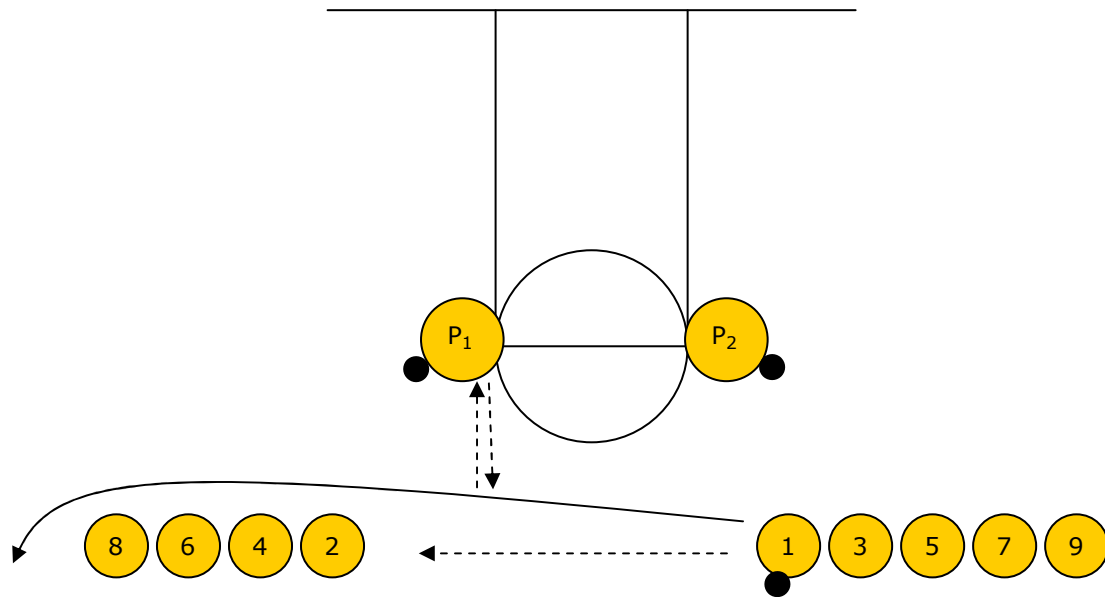
KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 8 power point](#)).

WARM-UP:

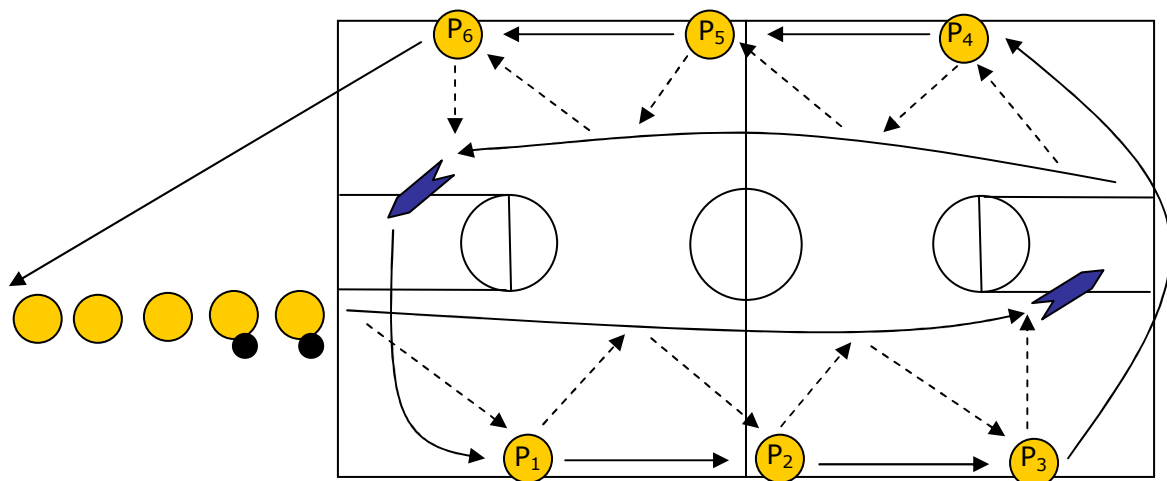
- "The shadow". In pairs, one ball for each twos. One of the pair has the ball and dribbles it around the court. His/her partner has to follow him/her imitating all his/her movements, as a shadow. When teacher says, students change the role.

MAIN THEME:

- Two post are positioned at the elbows (P_1 and P_2), each with a basketball. Two lines of pupils, one opposite the other about 5-6 metres, with one ball that will be passed back and forth between the two lines. O1 starts with a ball and passes O2. O1 follows his/her pass and goes to the end of the opposite line. In his/her way, (s)he is going to receive and give back an extra pass from P_1 . Students repeat the action in the opposite direction.




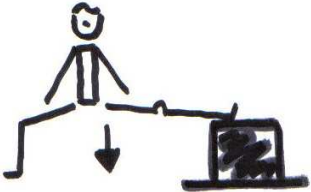

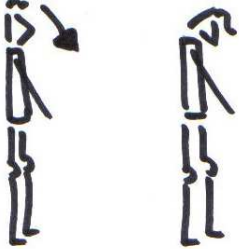


- One line on the right side baseline of the court with two balls in the front. Six students are posts (P₁ to P₆). The first in the line passes and receives back the ball to P₁, P₂ and P₃, and makes a lay-up in the opposite basket. (S)He repeats the action in the other side of the court, with P₄, P₅ and P₆. After that, students change positions. P₁ goes to P₂, P₂ to P₃, P₃ to P₄, P₄ to P₅, P₅ to P₆, P₆ goes to the end of the line and the player who has made the exercise goes to P₁. When pupils have practised on the right side, we'll change to the left side.



- 3v3. Apply tactic concepts.

COOL DOWN: stretching different muscles.

 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>adductors</p>	 <p>buttocks</p>	 <p>trapezium</p>

NOTES:

LESSON NUM. 9	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To prepare an activity to develop students oral skills. - To apply tactics concepts we have worked on the lessons. 		
CONTENTS:		
<ul style="list-style-type: none"> - Games material - Tactics 		

Students are going to make 4 groups. Each group deals with a game. The students have to work the vocabulary of the game. At the corresponding class, each group has to explain their game to the rest of the classmates and after that, they have to play.

Lesson number 9	Games distribution
Lesson number 10	Group 1 exposition: pass
Lesson number 11	Group 2 exposition: dribble
Lesson number 12	Group 3 exposition: shot
Lesson number 13	Group 4 exposition: pass

A. Read the exercise the teacher has given to your group and look up the vocabulary you don't understand. The lesson day teacher tells you, you have to explain and organize your game to your classmates.

GROUP 1: pass game. "10 PASSES"

Names:

Aim: To get 10 passes without losing the ball control.

Rules:

- We need two teams and one ball.
- The winner is the team that gets more points.
- One team wins one point when they get 10 passes.
- If the team loses the ball control, the count starts again.
- You can make bounce passes.
- You can't dribble.

- You can't run if you have the ball.
- You can't commit personal fouls to get de ball.

GROUP 2: dribble game. "THE KING OF THE RING"

Names:

Aim: To hold your ball and beat the others.

Rules:

- Everybody has a ball.
- We play in a delimited space.
- Everybody has to dribble the ball all the time.
- You have to make the opponents lose the ball while you are bouncing yours.
- If you lose the ball, you are out.
- The winner is the student who is not eliminated.

GROUP 3: shot game. "21"

Names:

Aim: To get twenty-one points.

Rules:

- A row in the free-throw line with one ball.
- The first one in the row shoots. If s/he scores, gets 2 points.
- If the shooter catches the rebound before the ball touches the floor, s/he can shoot again. If s/he scores, s/he gets 1 more point.
- If you don't catch the rebound before the ball touches the floor, you can't shoot again.
- After the rebound you have to give the ball to the first one in the row.
- You can get zero, one, two or three points whenever it is your turn:
 - o You don't score any shot: 0 points.
 - o You only score the rebound: 1 point.
 - o You only score the free-throw shot: 2 points.
 - o You score the free-throw shot and the rebound: 3 points.

GROUP 4: pass game. "ELIMINATE STOPWATCH"**Names:**

Aim: To beat the opposite team as quick as you can.

Rules:

- Two teams.
- One team has the ball until they beat the opposite team.
- You eliminate a member of the opposite team if you touch him/her with the ball while you hold the ball with two hands.
- You can't dribble.
- You can't run if you have the ball.
- The teacher checks the time one team needs to beat all the members of the other team.
- The winner is the team that takes less time to beat the opposite team.

B. Vocabulary box. Write in the box the vocabulary you have had to look up.

Each student completes the box with his/her vocabulary.






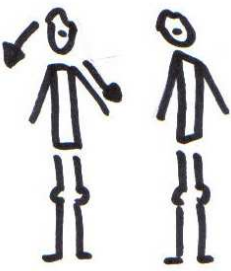
WARM-UP:

- Every student has a basketball and dribbles the ball all around the court. When the teacher blows the whistle, students have to dribble to the nearest basket, make a lay-up and dribble back to the middle of the court.

MAIN THEME:

- 5v5. Apply tactic concepts.

COOL DOWN: stretching different muscles.

 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>deltoids</p>	 <p>external oblique</p>	 <p>trapezium</p>

NOTES:

LESSON NUM. 10	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To train the pass, the shot and the rebound. - To apply tactic concepts we have worked on the lessons. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Exposition - Pass - Shot - Rebound - Tactics 		<ul style="list-style-type: none"> - Shot - Score - Spot - Rebound - Team - To lose ball control - Foul - To pick up

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 10 power point](#)).

WARM-UP:

- Every student has a basketball and dribbles the ball all around the court. When the teacher blows the whistle, students have to dribble to the furthest away basket, make a lay-up and dribble back to the middle of the court.

MAIN THEME:

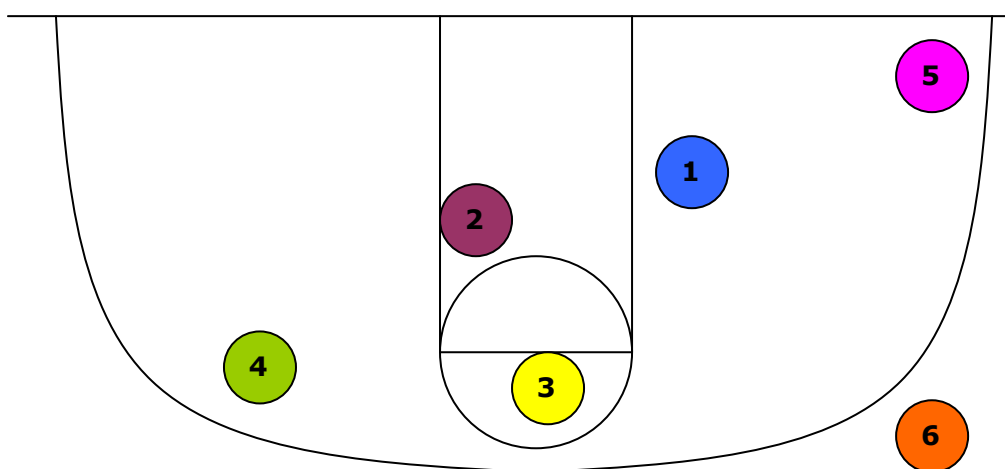
- Exposition 1: pass game: **"10 PASSES"**

Aim: To get 10 passes without losing the ball control.

Rules:

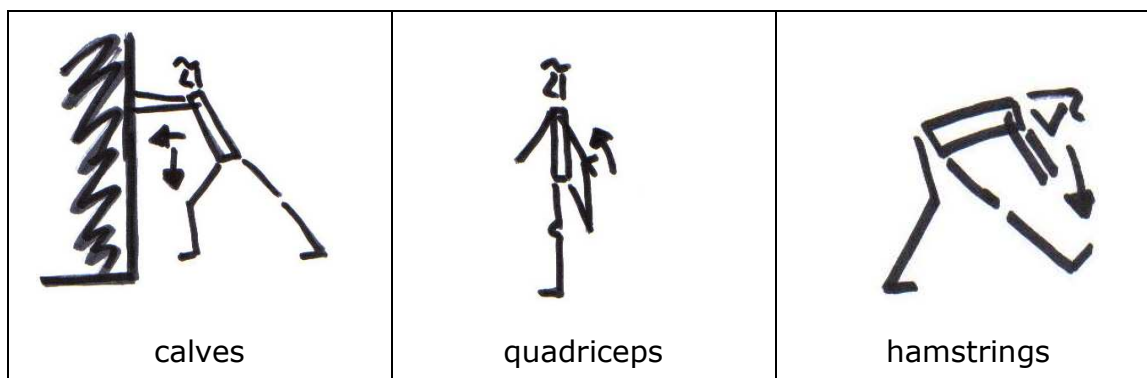
- o We need two teams and one ball.
- o The winner is the team that gets more points.
- o One team wins one point when they get 10 passes.
- o If the team loses the ball control, the count starts again.
- o You can make bounce passes.
- o You can't dribble.
- o You can't run if you have the ball.
- o You can't commit personal fouls to get de ball.

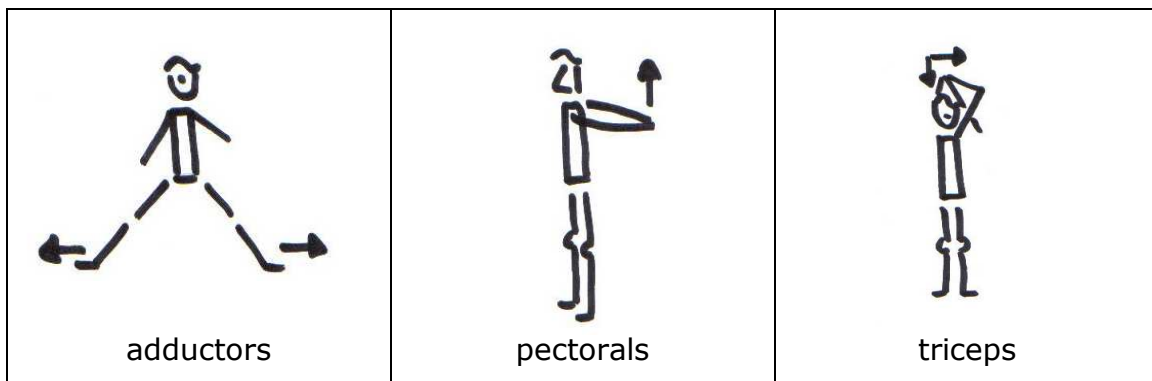
- "NBA 2 ball". One player in each basket at the same time with a ball each. Every player has one minute to score as many baskets as possible from any of the designated shooting spots. Each shooting spot is worth a different point value, based on the difficulty of the basket (the point value is indicated inside the spots). The player has to pick up his/her ball after every shot (rebound). The players can't shoot two consecutive times from the same spot. At the end, the players must have shot at least once from each spot. The winner is the player with the higher score.



- 2v2. Apply tactic concepts.

COOL DOWN: stretching different muscles.





NOTES:

LESSON NUM. 11	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To train the dribble and the pass. - To apply tactic concepts we have worked in the lessons. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Exposition - Dribble - Pass - Tactics 		<ul style="list-style-type: none"> - To dribble - To bounce - To cross over - Baseball pass - Direction change

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 11 power point](#)).

WARM-UP:

- Every student has a basketball and dribbles the ball all around the court. When the teacher blows the whistle, students have to cross over the ball and change the direction.

MAIN THEME:

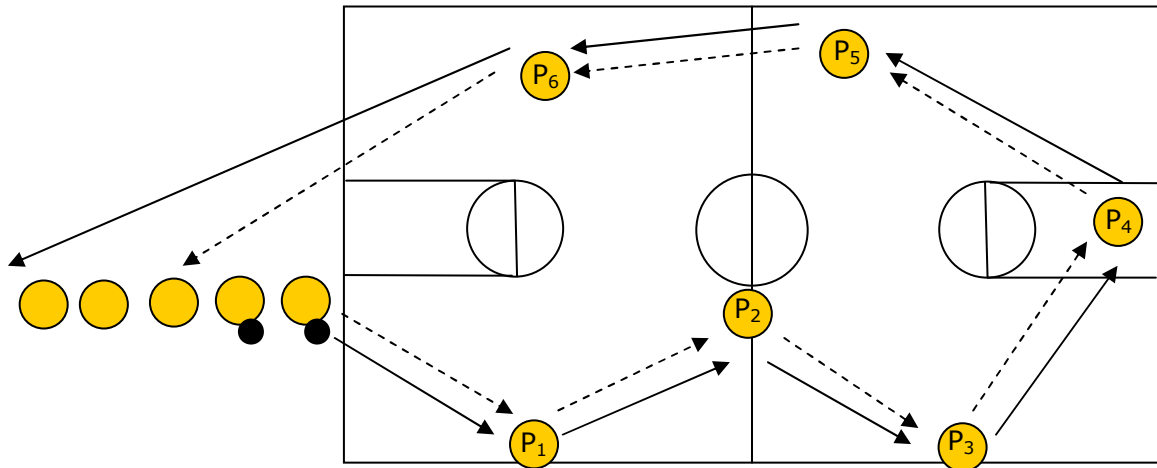
- Exposition 2: dribble game: **"THE KING OF THE RING"**

Aim: To hold your ball and beat the others.

Rules:

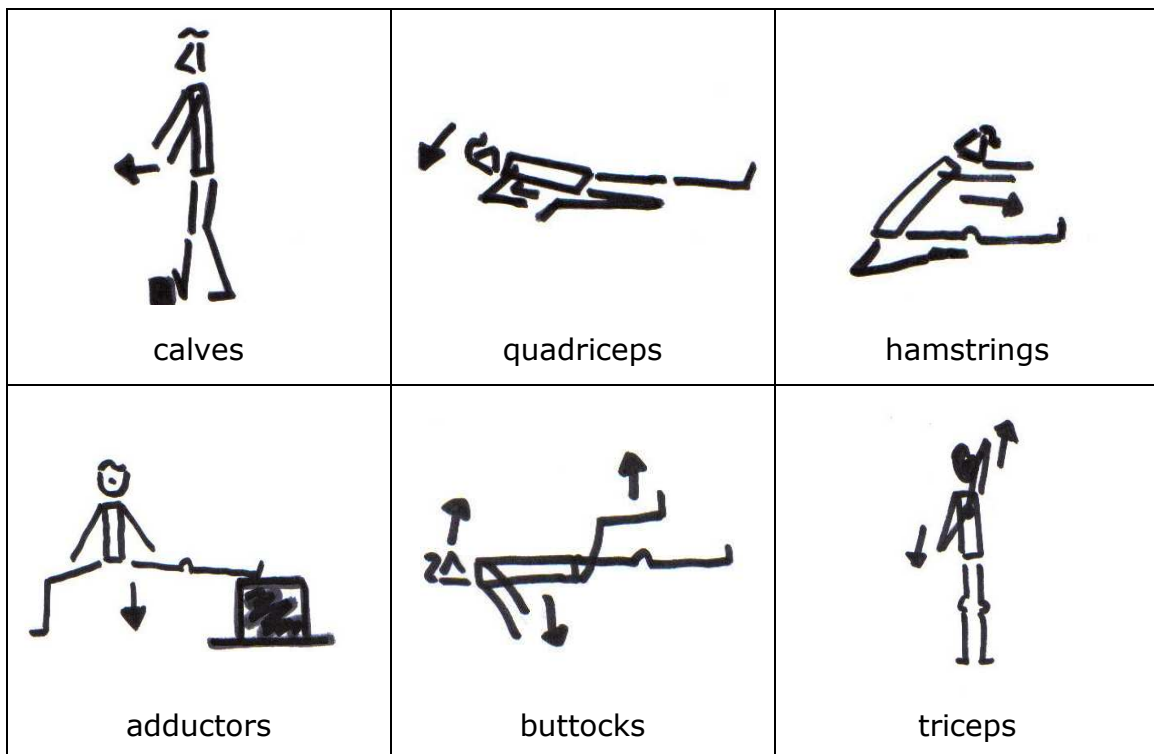
- o Everybody has a ball.
 - o We play in a delimited space.
 - o Everybody has to dribble the ball all the time.
 - o You have to make the opponents lose the ball while you are bouncing yours.
 - o If you lose the ball, you are out.
 - o The winner is the student who is not eliminated.
- One line on the right side baseline of the court with two balls in the front. Six students are posts (P₁ to P₆). The first in the line passes the ball to P₁ and goes to his/her place. P₁ passes to P₂ and goes to his/her

place and the action is repeated by the other players. The last one, goes to the end of the line.



- 3v3. Apply tactic concepts.

COOL DOWN: stretching different muscles.



NOTES:

LESSON NUM. 12	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To train the shot and the dribble. - To apply tactic concepts we have worked on the lessons. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Exposition - Shot - Dribble - Tactics 		<ul style="list-style-type: none"> - Free-throw line - To bother - To catch - Rebound - Red - Black - Yellow - Green - Blue - Pink - White - Grey

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 12 power point](#)).

WARM-UP:

- Every student has a basketball and dribbles the ball all around the court. When the teacher says the name of a colour, students have to dribble looking for something with the colour and touch it.

MAIN THEME:

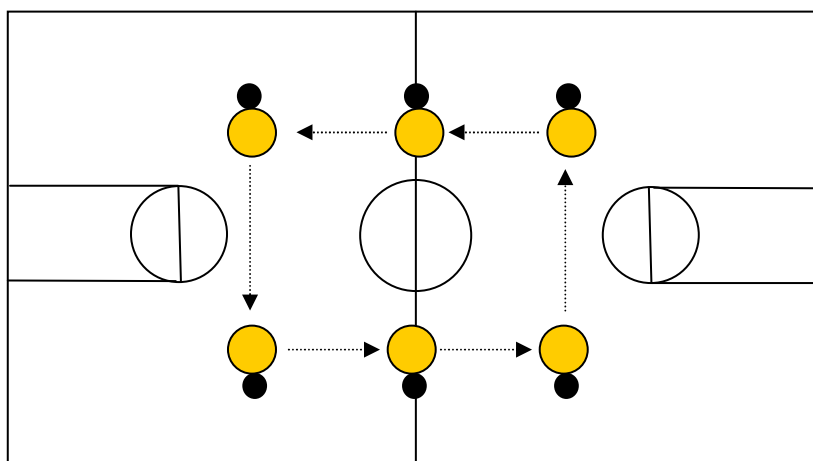
- Exposition 3: shot game: "21"

Aim: To get twenty-one points.

Rules:

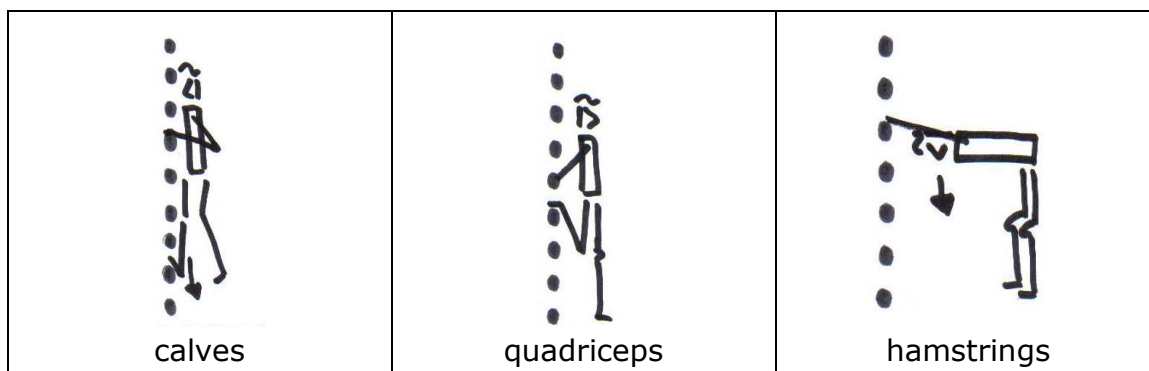
- o A row in the free-throw line with one ball.
- o The first one in the row shoots. If s/he scores, gets 2 points.
- o If the shooter catches the rebound before the ball touches the floor, s/he can shoot again. If s/he scores, s/he gets 1 more point.
- o If you don't catch the rebound before the ball touches the floor, you can't shoot again.
- o After the rebound you have to give the ball to the first one in the row.
- o You can get zero, one, two or three points whenever it is your turn:

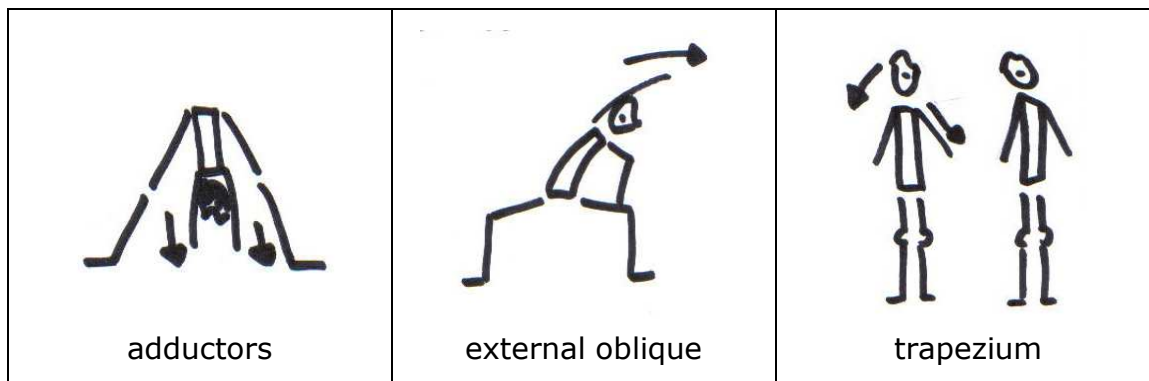
- You don't score any shot: 0 points.
 - You only score the rebound: 1 point.
 - You only score the free-throw shot: 2 points.
 - You score the free-throw shot and the rebound: 3 points.
- Each student has a basketball and positions themselves as in the graphic. When the teacher blows the whistle, all of them start to dribble in the same direction, trying to touch the player in front of them. If you are touched, you are out. Who is the one that eliminates all the others?
- Right hand.
 - Left hand.



- Each student has a basketball. All of them have to dribble at the same time in a space smaller each time. The player who loses the ball control is out. It's not allowed to bother the other players.
- 4v4. Apply tactic concepts.

COOL DOWN: stretching different muscles.





NOTES:

LESSON NUM. 13	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To train the pass and the lay-ups. - To apply tactic concepts we have worked on the lessons. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Exposition - Pass - Lay-ups - Tactics 		<ul style="list-style-type: none"> - Basket - Sit-up - Lay-up - Numbers up to 10

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 13 power point](#)).

WARM-UP:

- Every student has a basketball and dribbles the ball all around the court. When the teacher says a number, students have to make groups with so many people as teacher has said. Students have to dribble the ball to make the groups. If someone doesn't have a group, (s)he will have to do five sit-ups.

MAIN THEME:

- Exposition 4: pass game: **"ELIMINATE STOPWATCH"**

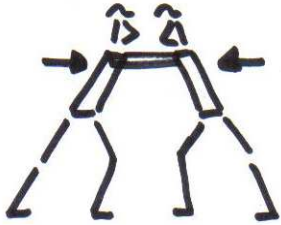





Aim: To beat the opposite team as quick as you can.

Rules:

- o Two teams.
- o One team has the ball until they beat the opposite team.
- o You eliminate a member of the opposite team if you touch him/her with the ball while you hold the ball with two hands.
- o You can't dribble.
- o You can't run if you have the ball.
- o The teacher checks the time one team needs to beat all the members of the other team.

- The winner is the team that takes less time to beat the opposite team.
- Each student has a basketball and has to do three lay-ups in the right side and three in the left side of each basket (twelve lay-ups in total). Students have to count how many baskets they score. We repeat the exercise twice, and the second time, students have to try to improve their first score.
- 5v5. Apply tactic concepts.

COOL DOWN: stretching different muscles.

 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>deltoids</p>	 <p>pectorals</p>	 <p>triceps</p>

NOTES:

LESSON NUM. 14	DATE:	BASKETBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To practise the practical exam about basic techniques and skills. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Dribble - Lay-ups - Pass 		<ul style="list-style-type: none"> - To dribble - Lay-up - Bounce pass - To bounce - Chest pass - Overhead pass

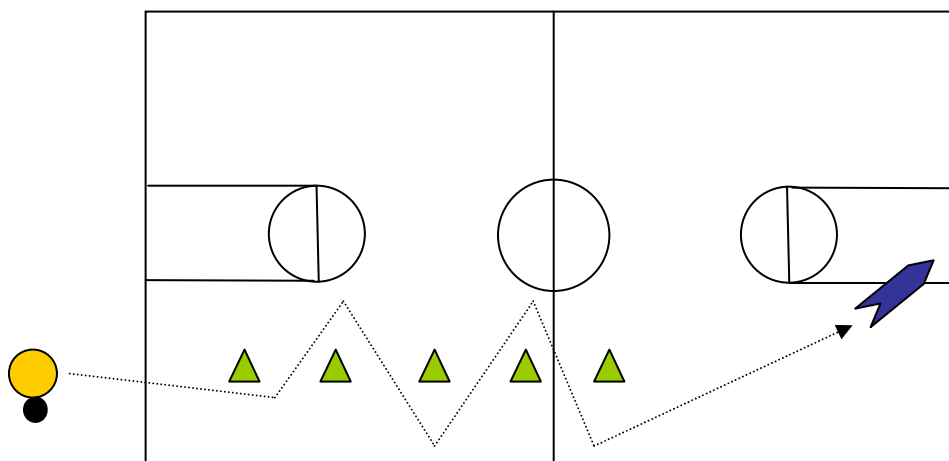
KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 14 power point](#)).

WARM-UP:

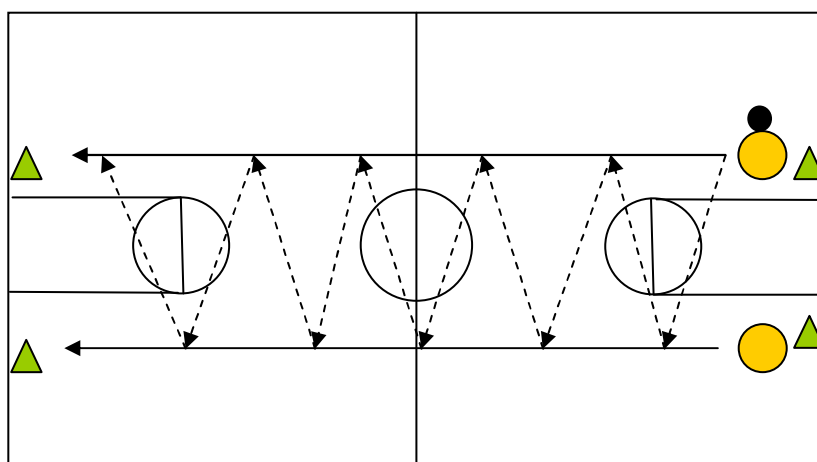
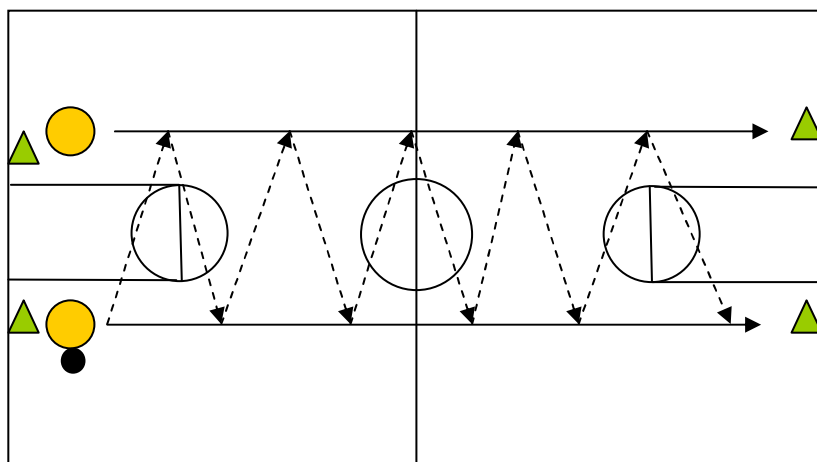
- In pairs. One ball for each pair. One of the pair is jogging around the court while his/her partner scores once in each basket. When the player with the ball has completed the scores, the pair switches roles.

MAIN THEME:

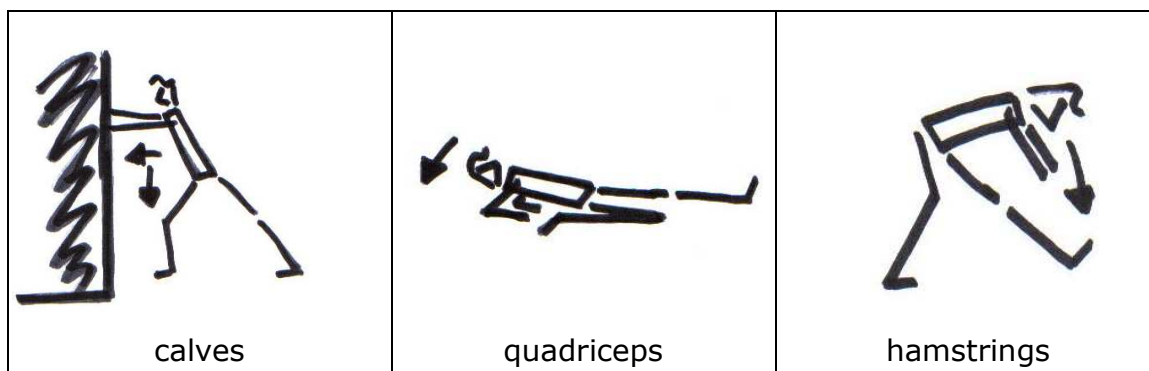
- **Exam exercise 1: dribble and lay-up.** Students have to dribble between the cones crossing over the ball. After the last cone, pupils have to continue the dribble and make a lay-up.
 - o Right side.
 - o Left side.

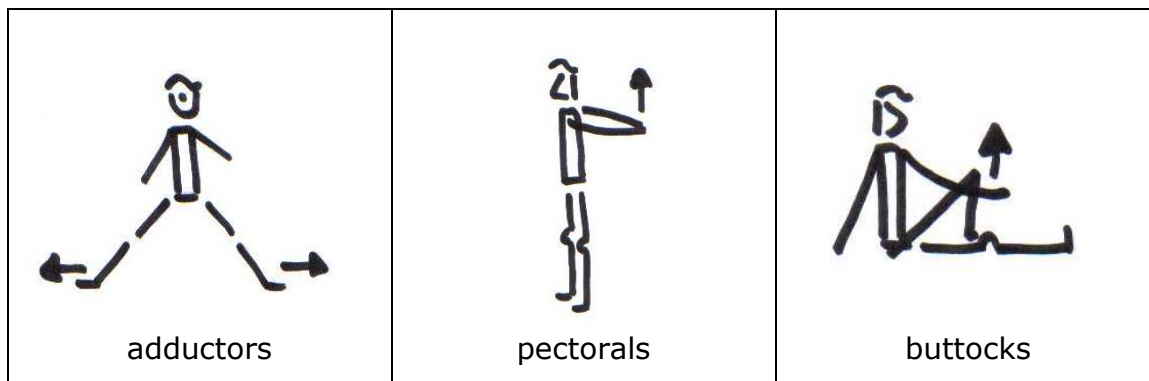


- **Exam exercise 2: pass.** In pairs, students have to make ten chest passes, ten bounce passes and ten overhead passes between both. It means that, in total, each pair has to make thirty passes. Students have to jog at the same time they are making the passes. Students can go and come back along the court as many times as they need to complete the exercise.



COOL DOWN: stretching different muscles.



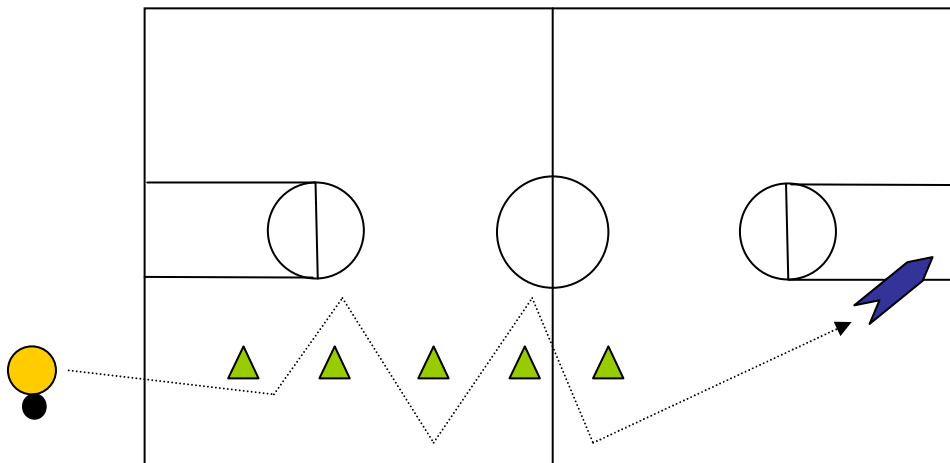


NOTES:

LESSON NUM. 15	DATE:	BASKETBALL
OBJECTIVES:		
- To assess exercise 1 of the practical exam about basic techniques and skills.		
CONTENTS:		
- Dribble - Lay-ups		

WARM-UP:

- To practise exam exercise 1.

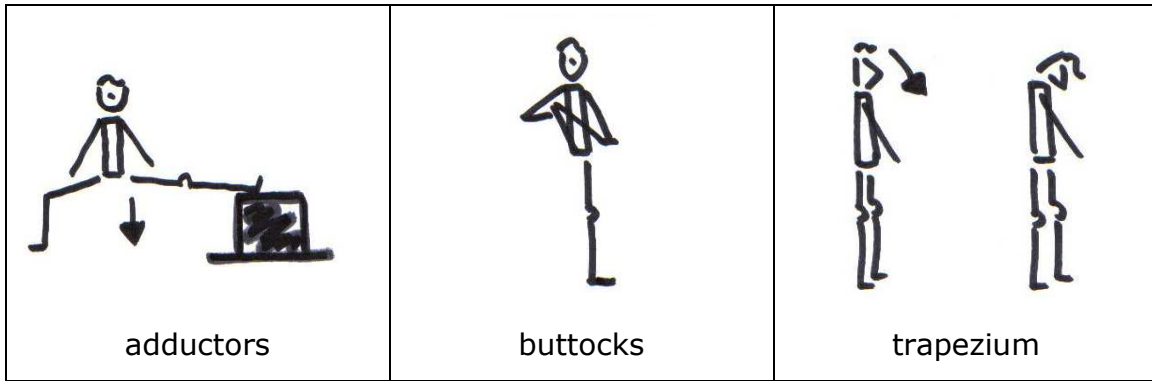


MAIN THEME:

- Exam exercise 1: dribble and lay-up. ([See technique assessment sheet](#))
 - o Right side.
 - o Left side.

COOL DOWN: stretching different muscles.

<p>calves</p>	<p>quadriceps</p>	<p>hamstrings</p>
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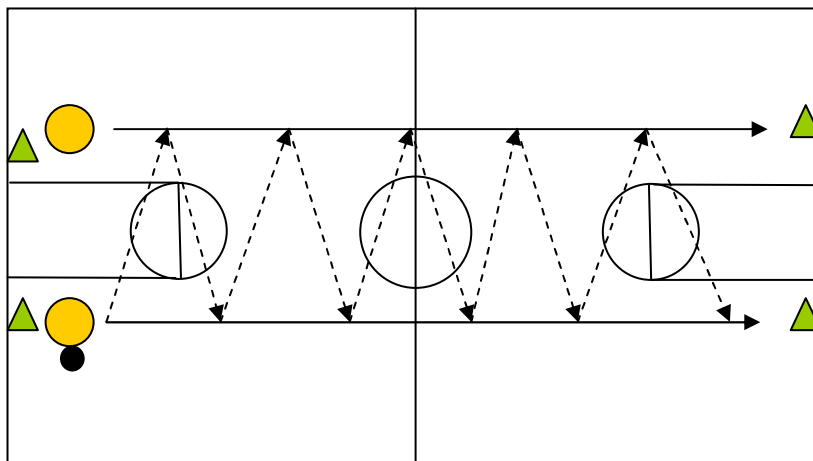


NOTES:

LESSON NUM. 16	DATE:	BASKETBALL
OBJECTIVES:		
- To assess exercise 2 of the practical exam about basic techniques and skills.		
CONTENTS:		
- Pass		

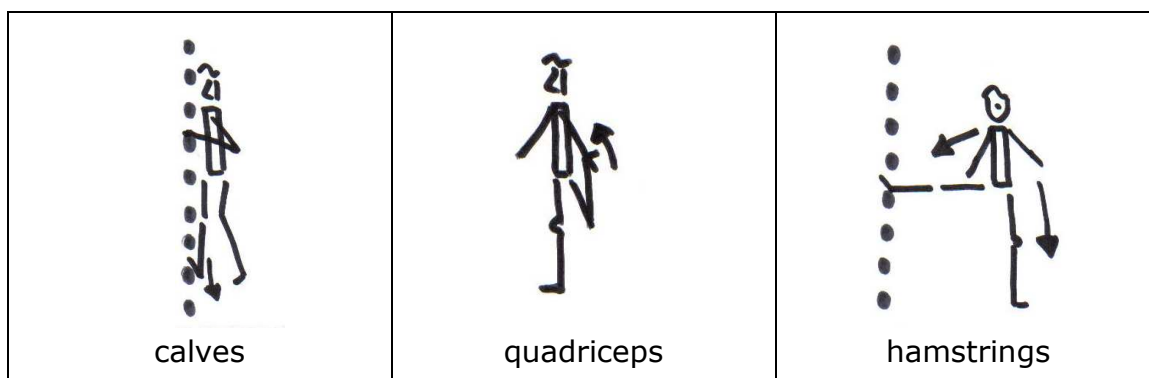
WARM-UP:

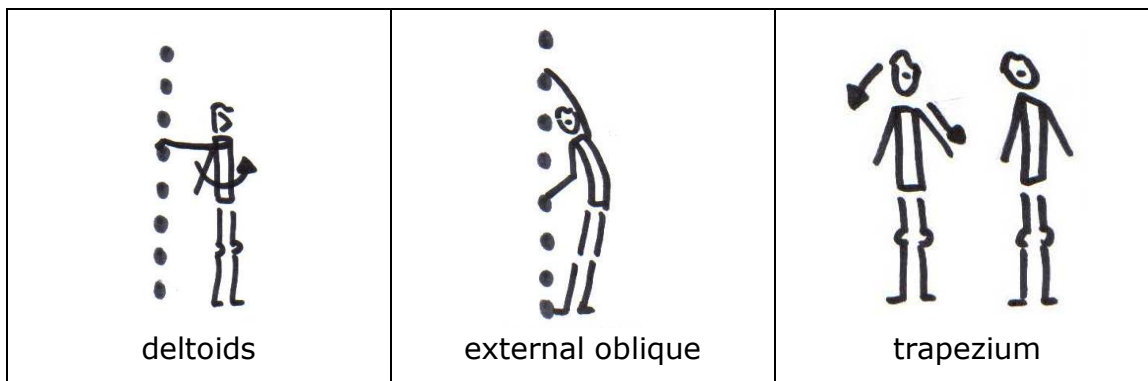
- To practise exam exercise 2.

**MAIN THEME:**

- Exam exercise 2: pass. ([See technique assessment sheet](#))

COOL DOWN: stretching different muscles.



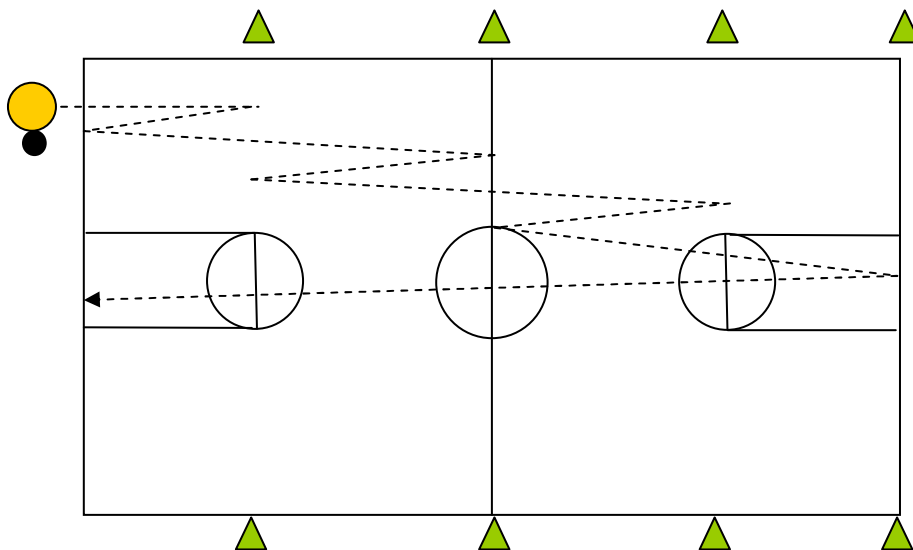


NOTES:

LESSON NUM. 17	DATE:	BASKETBALL
OBJECTIVES: - To assess basketball tactics in a match.		
CONTENTS: - Individual tactics. - Pass and go. - Create and take up space.		



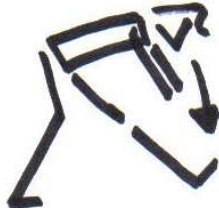
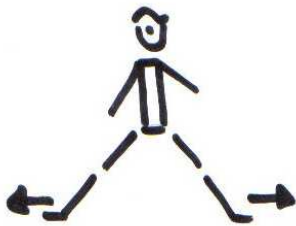


WARM-UP:

- To dribble the ball in the court as is shown in the graphic. Students always have to do forward movements.
 - o Right hand.
 - o Left hand.

**MAIN THEME:**

- Tactic exam: 5v5. ([See tactic assessment sheet](#))

COOL DOWN: stretching different muscles.

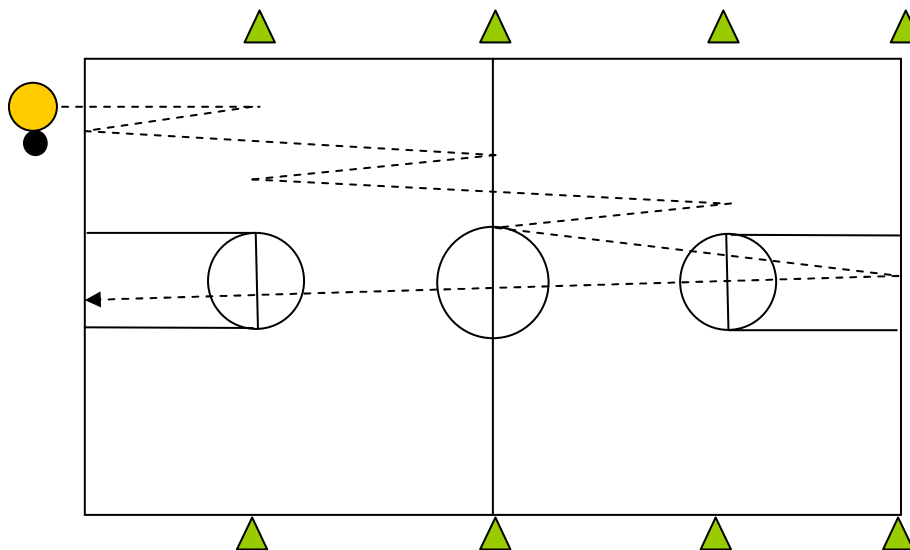
 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>adductors</p>	 <p>pectorals</p>	 <p>triceps</p>

NOTES:

LESSON NUM. 18	DATE:	BASKETBALL
OBJECTIVES:		
- To assess basketball tactics in a match.		
CONTENTS:		
<ul style="list-style-type: none"> - Individual tactics. - Pass and go. - Create and take up space. 		




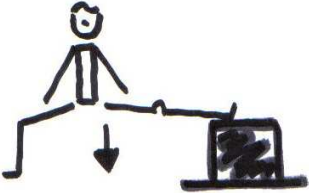
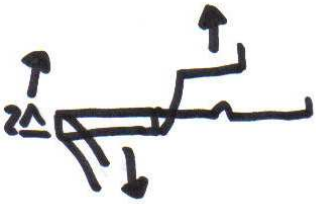

WARM-UP:

- To dribble the ball in the court as is shown in the graphic. When students go back to the previous cone, they have to do a backward movement dribbling the ball.
 - o Right hand.
 - o Left hand.

**MAIN THEME:**

- Tactic exam: 5v5. ([See tactic assessment sheet](#))

COOL DOWN: stretching different muscles.

 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>adductors</p>	 <p>buttocks</p>	 <p>triceps</p>

NOTES:

2. VOLLEYBALL.

2.1. Schedule.

Activity: VOLLEYBALL

Term: FIRST

Order: 2

Number of sessions: 17

SESSION NUMBER	CONTENTS
1	Technique and skill: volley (overhead pass)
	Tactic: 2v2 (volley pass)
2	Technique and skill: dig (forearm pass)
	Tactic: 2v2 (volley or dig pass)
3	Rules (theory)
4	Technique and skill: underhand service
	Tactic: 2v2 (three hits game)
5	Technique and skill: volley, dig, service
	Tactic: 3v3 (three hits game; rotation)
6	Volleyball history (theory)
7	Technique and skill: volley, dig, service
	Tactic: 3v3 (applying all the tactic concepts)
8	Preparing expositions (give material to pupils)
	Tactic: 3v3 (applying all the tactic concepts)
9	Exposition 1: volley exercise
	Technique and skill: dig, service, volley
	Tactic: 4v4 (applying all the tactic concepts)
10	Exposition 2: dig exercise
	Technique and skill: volley, service, dig
	Tactic: 4v4 (applying all the tactic concepts)
11	Exposition 3: service exercise
	Technique and skill: volley, dig, service

	Tactic: 4v4 (applying all the tactic concepts)
12	Exposition 4: volley exercise
	Technique and skill: dig, service, volley
	Tactic: 4v4 (applying all the tactic concepts)
13	Explanation and training about technique and skill practical exam
14	Technique and skill exam
15	Technique and skill exam
16	Tactic exam
17	Tactic exam

2.2. Lesson Plans.

A. VOLLEYBALL TECHNIQUES, SKILLS AND TACTICS

Topic: - Techniques - Skills - Tactics	KEY SKILLS: Pupils will be able... <ul style="list-style-type: none"> • to develop volleyball techniques, skills and tactics. • to apply volleyball techniques, skills and tactics when playing the game. 		
Subject: PE	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able... <ul style="list-style-type: none"> • to understand the teacher's explanations. • to use verbal and non verbal language to communicate. • to play the games using basic volleyball techniques, skills and tactics. • to play the games with sportsmanship. Methodological skills: Pupils will be able... <ul style="list-style-type: none"> • to apply the rules in the games. • to apply volleyball techniques, skills and tactics. • to interpret different situations in the game. Personal skills: Pupils will be able... <ul style="list-style-type: none"> • to apply previous knowledge and skills. 		
Level: 2n ESO	Aims: To develop volleyball techniques and skills and volleyball tactics.		
Timing: 14 lessons	COGNITION - Apply volleyball techniques and skills - Apply volleyball tactic principles - Experiment with different game situations - Solve game situations	COMUNICATION ■ Language of learning - According to the lesson - Present simple/continuous - Can / can't - Have to / don't have to - Must / mustn't - Should / shouldn't - Past simple/continuous - Present/past perfect - Conditional ■ Language for learning Understanding messages Creating messages Asking doubts Expressing actions Understanding game situations ■ Language through learning - According to the class development	CULTURE/CITIZENSHIP - Create a fair play atmosphere - Appreciate English as a tool to learn about games and sports - Encourage students to satisfy their curiosity for knowledge - Facilitate students participation on equal terms regardless of sex and individual level
ASSESSMENT CRITERIA: Pupils should be able to practise and demonstrate volleyball techniques and skills and volleyball tactics.			

B. VOLLEYBALL RULES

Topic: Volleyball rules	KEY SKILLS: Pupils will be able... <ul style="list-style-type: none"> • to know the volleyball court. • to know the main rules in volleyball. 		
Subject: PE	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able... <ul style="list-style-type: none"> • to understand the rules to apply them when they play. Methodological skills: Pupils will be able... <ul style="list-style-type: none"> • to look up new vocabulary. • to look for information on internet. • to develop strategies to understand the contents, taking into account it's the first time they learn a subject using English as a learning language. 		
Level: 2n ESO	Personal skills: Pupils will be able... <ul style="list-style-type: none"> • to apply previous knowledge and skills. 		
Timing: 1 lesson (lesson number 3)			
Aims: To know the main volleyball rules.			
CONTENT	COGNITION	COMUNICATION	CULTURE/CITIZENSHIP
Volleyball rules	Increasing the knowledge about the volleyball rules	<ul style="list-style-type: none"> ■ Language of learning <ul style="list-style-type: none"> - Key vocabulary: court, net, service, score, team, rotation - Present simple - Can / can't - Have to / must ■ Language for learning <ul style="list-style-type: none"> - Understanding volleyball rules - Identifying the volleyball court ■ Language through learning <ul style="list-style-type: none"> - According to the class development 	<ul style="list-style-type: none"> - Appreciate the necessity of the rules in the games - Appreciate the importance of the fair play - Appreciate English as a tool to learn about games and sports
ASSESSMENT CRITERIA: Pupils should be able to know how the volleyball court is and which ones the main rules in volleyball are.			

C. VOLLEYBALL HISTORY

Topic: Volleyball history	KEY SKILLS: Pupils will be able... <ul style="list-style-type: none"> • to know when volleyball was born, who invented it and where it was invented. • to know some aspects about volleyball evolution. 		
Subject: PE	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able... <ul style="list-style-type: none"> • to answer questions about "who, when, where and how" using the past simple. 		
Level: 2n ESO	Methodological skills: Pupils will be able... <ul style="list-style-type: none"> • to look for information on the internet. • to develop strategies to understand the contents, taking into account it's the first time they learn a subject using English as a learning language. 		
Timing: 1 lesson (lesson number 6)	Personal skills: Pupils will be able... <ul style="list-style-type: none"> • to apply previous knowledge and skills. 		
Aims: To know who, when and where volleyball was born and its development in the time.			
CONTENT	COGNITION	COMUNICATION	CULTURE/CITIZENSHIP
Volleyball history	Increase the knowledge about the volleyball origin	<ul style="list-style-type: none"> ■ Language of learning <ul style="list-style-type: none"> - Key vocabulary: mix, court, player, team, rotation, rules, score, win - Present and past simple - Participle - To be from - To be born ■ Language for learning <ul style="list-style-type: none"> - Completing phrases - Answering questions - Comparing volleyball rules along the time ■ Language through learning <ul style="list-style-type: none"> - According to the class development 	<ul style="list-style-type: none"> - Appreciate how something can start according to a necessity in an specific moment of the history - Appreciate how something can change along the time - Appreciate English as a tool to learn about games and sports
ASSESSMENT CRITERIA: Pupils should be able to say who, when, where and how volleyball was born.			

D. VOLLEYBALL GAMES

Topic: Games	KEY SKILLS: Pupils will be able... <ul style="list-style-type: none"> • to understand simple rules. • to speak in front of their classmates in English. 		
Subject: PE	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able... <ul style="list-style-type: none"> • to understand the rules of the games. • to use English to communicate. • to play the games with sportsmanship. 		
Level: 2n ESO	Methodological skills: Pupils will be able... <ul style="list-style-type: none"> • to read and understand the rules of the games. • to look up new vocabulary. • to explain game rules. • to interpret different situations in the game. 		
Timing: 10-20 minutes in 5 lesson (from lesson number 8 to 12)	Personal skills: Pupils will be able... <ul style="list-style-type: none"> • to apply previous knowledge and skills. 		
Aims: To develop speaking skills and volleyball skills.			
CONTENT	COGNITION	COMUNICATION	CULTURE/CITIZENSHIP
- Volleyball rules - Volleyball games	- Apply volleyball rules - Solve game situations	<ul style="list-style-type: none"> ■ Language of learning - Key vocabulary: volley, dig, service, to toss, to feed, receiver - Present simple - Can / can't - Have to ■ Language for learning Expressing rules Understanding rules Developing cooperative actions ■ Language through learning - According to the class development 	- Create a fair-play atmosphere - Appreciate English as a tool to learn about games and sports
ASSESSMENT CRITERIA: Pupils should be able to explain rules to their classmates and to practise volleyball skills.			

2.3. Activities.

DIAGRAM LEGEND

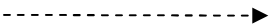
 **Player with the ball**

 **Player without the ball**

 **Cones**

 **Ball**

 **Movement without the ball**

 **Pass**

LESSON NUM. 1	DATE:	VOLLEYBALL
OBJECTIVES: - To learn and practice the volley pass technique (overhead pass).		
CONTENTS: - Volley pass (overhead pass) - 2v2 (volley pass)		KEY VOCABULARY: - Lap - Waist - Volley pass / overhead pass - Wall - Volleyball - Court - Net

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 1 power point](#)).

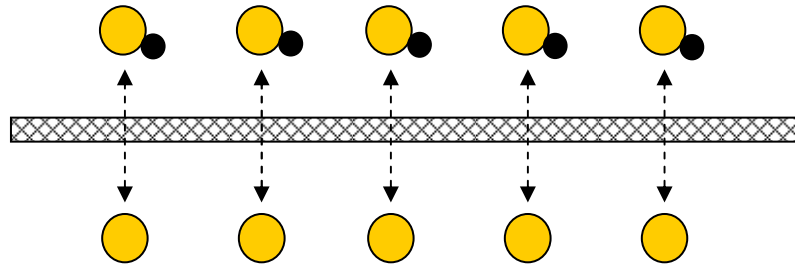
WARM-UP:

- Each student has a ball. Pupils have to jog two laps in each direction. At the same time pupils have to:
 - o Lap 1: make the ball go around the waist.
 - o Lap 2: the same movement in the opposite direction.
 - o Lap 3: throw the ball and catch it after one bounce (try to throw the ball further away every time).
 - o Lap 4: throw the ball and catch it without bouncing it (try to throw the ball higher every time).

MAIN THEME:

- In pairs, one ball for each two pupils. Students try to do three consecutive overhead passes to themselves. If the student gets three consecutive volley passes, next time (s)he has to try four, five and so on. Student has to control the ball all the time.
- Students repeat the previous exercise using the wall as a support. How many consecutive volley passes are they able to do without losing the control of the ball?
 - o One bounce is allowed.
 - o With no bounce.

- Pairs position themselves in each side of the net. They have to volley the ball over the net. How many passes are they able to do maintaining the control of the ball?



- 2v2. Pupils can only use the volley pass to play. They can do as many touches as they want. One bounce of the ball before each touch is allowed. They start the game with a volley pass.

COOL DOWN: stretching different muscles.

<p>calves</p>	<p>quadriceps</p>	<p>hamstrings</p>
<p>adductors</p>	<p>external oblique</p>	<p>trapezium</p>

NOTES:

LESSON NUM. 2	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To learn and practise the dig pass technique (forearm pass). - To play the game using both dig pass and volley passes. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Dig pass (forearm pass) - 2v2 (dig and volley passes) 		<ul style="list-style-type: none"> - To jog - To clap - To feed - Dig pass / forearm pass - Head - Forearm - Back

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 2 power point](#)).

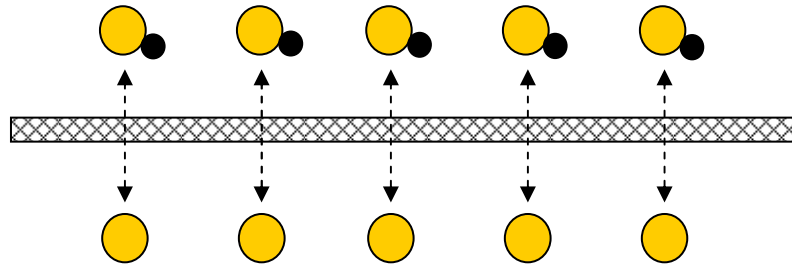
WARM-UP:

- Each student has a ball. Pupils have to jog two laps in each direction. At the same time pupils have to:
 - o Lap 1: make the ball go around the head.
 - o Lap 2: the same movement in the opposite direction.
 - o Lap 3: throw the ball and catch it after clapping once, twice, three times and so on.
 - o Lap 4: throw the ball and catch it in your back.

MAIN THEME:

- In pairs, one ball for each two pupils. One of the students has to feed the ball to his/her partner. The other tries to do a dig pass to him/herself and catch the ball to become the feeder. The ball has to go up with control after the dig. When the student controls the ball several times, (s)he tries to do two, three, four... consecutives dig passes to him/herself before catching the ball.
- Students repeat the previous exercise using the wall as a support. How many consecutives dig passes are they able to do without losing the control of the ball?
 - o One bounce is allowed.
 - o With no bounce.

- Pairs position themselves in each side of the net. They have to dig the ball over the net. How many passes are they able to do maintaining the control of the ball?



- 2v2. Pupils can use the volley and the dig pass to play. They can do as many touches as they want. One bounce of the ball before each touch is allowed. They start the game with a volley pass.

COOL DOWN: stretching different muscles.

<p>calves</p>	<p>quadriceps</p>	<p>hamstrings</p>
<p>deltoids</p>	<p>pectorals</p>	<p>triceps</p>

NOTES:

LESSON NUM. 3	DATE:	VOLLEYBALL
OBJECTIVES: - To learn the volleyball rules.		
CONTENTS: - Volleyball rules		

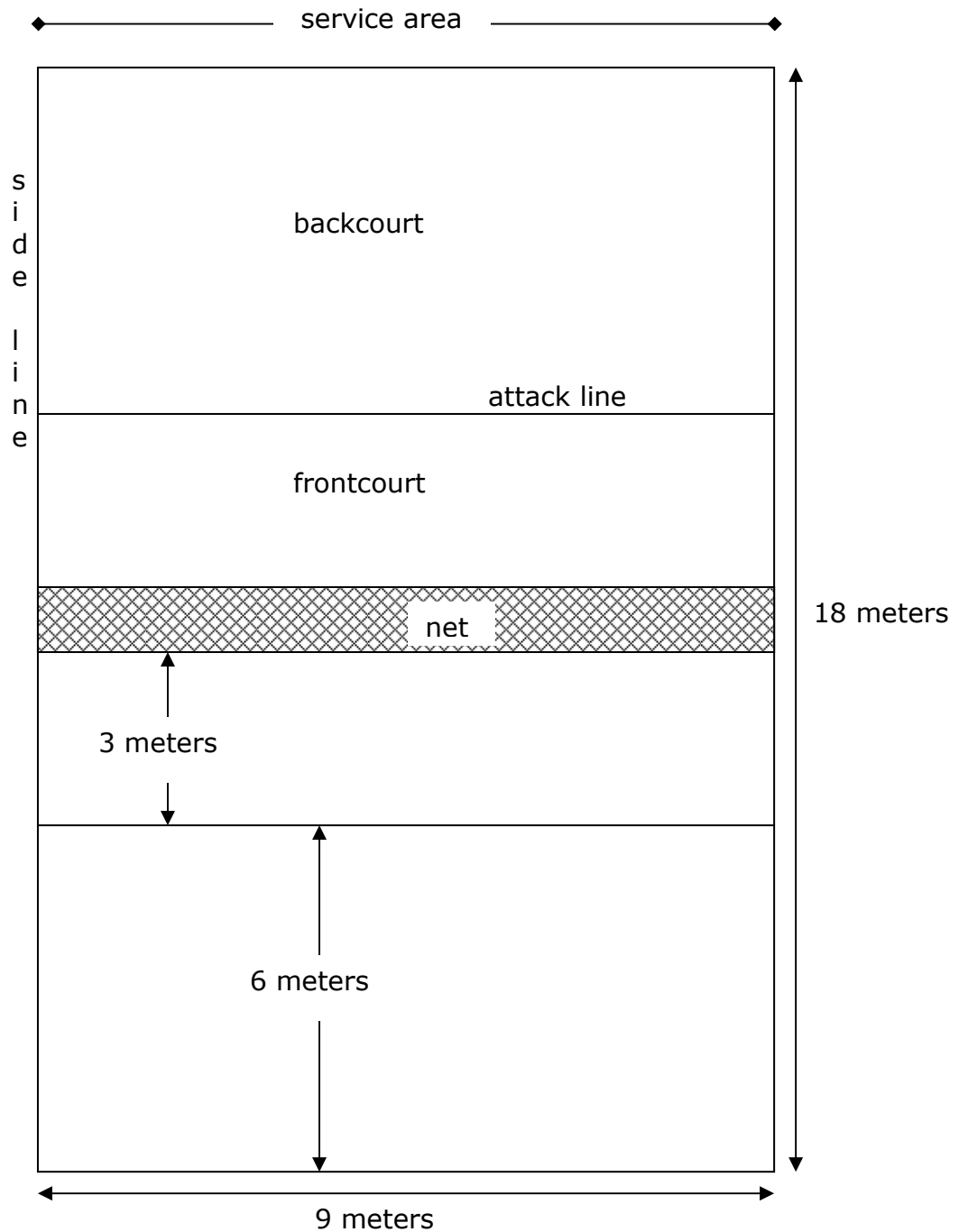
A. Complete the gaps with one word from the box.

good – area – team – three – lines – wins – twenty-five – rotate –
 players – six – body – correct – service – match – two – volley – dig –
 court – ball – sets

1. If the ball touches the net in the serve, and goes over it to the other side, the game continues.
2. A ball touching a boundary line is good.
3. There are six players in each team.
4. One team can do three hits every time the ball is in their side.
5. One team wins the set, when they get twenty-five points.
6. One team wins the match, when they get three sets.
7. The players have to rotate each time they win the serve.
8. You can't touch the net with any part of the body.
9. Your team has to serve in the correct order.
10. The player starts the game from any part of the service area.
11. You can't touch the ball two consecutive times.
12. You can't carry, palm or throw the ball, you must hit it (volley or dig).
13. You can't cross to the opponent half court, either above or below the net.
14. Players have to rotate in a clockwise manner.
15. You can play the ball out of the boundary lines.

B. Complete the picture with the words or phrases in the box below:

frontcourt – backcourt – net – service area – side line – attack line –
18 meters – 9 meters – 3 meters – 6 meters



C. Complete the table writing the numbers of the rules of the exercise A in the correct column. Number one is done for you.

SERVICE	SCORING	ROTATION	PLAYING THE GAME
1, 9, 10	5, 6	7, 14	2, 3, 4, 8, 11, 12, 13, 15

D. Vocabulary box. Write in the box the vocabulary you have had to look up.

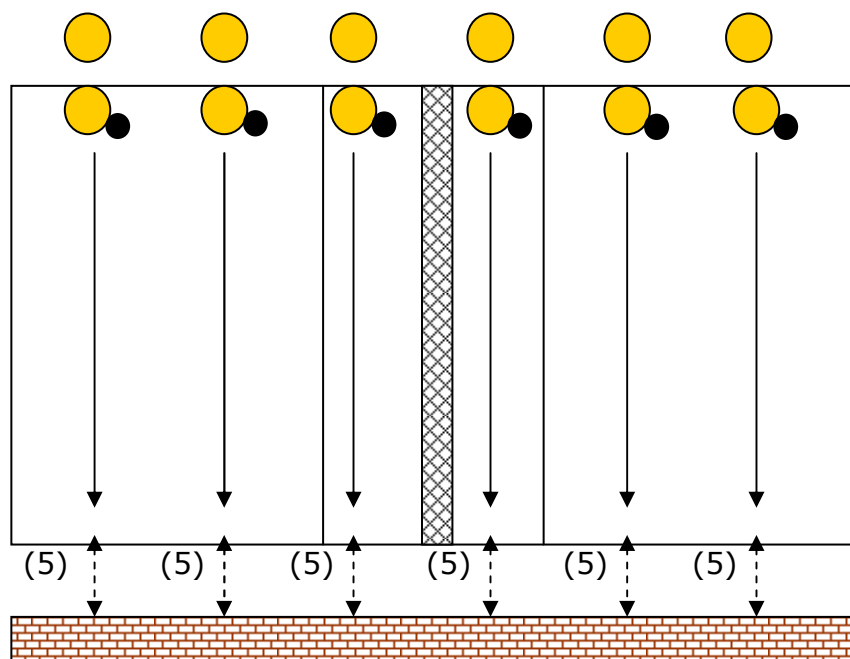
Each student completes the box with his/her vocabulary.

LESSON NUM. 4	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To learn and practise the underhand serve. - To play the game using dig pass and volley pass and underhand service. - To play the game as a team. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Underhand service - 2v2 (three hits) 		<ul style="list-style-type: none"> - Service area - To serve - Underhand service - Server - To catch

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 4 power point](#)).

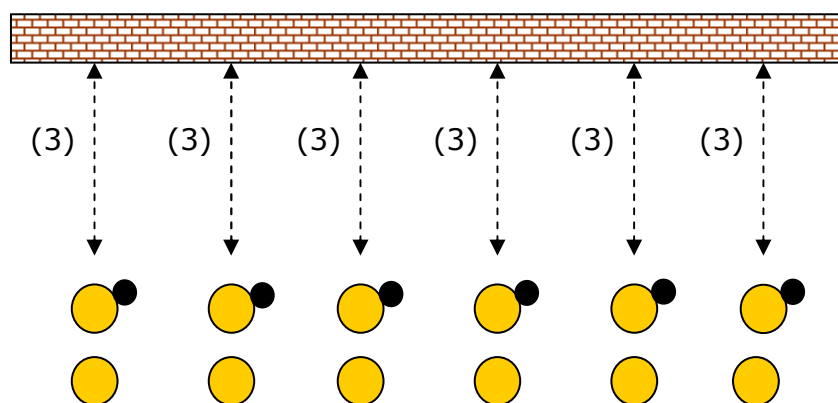
WARM-UP:

- Students in twos with one ball for the pair positioned as in the graphic. Students have to go to the opposite side of the court, make 5 passes against the wall, come back and give the ball to his/her partner. Passes have to be done:
 - o Underarm (two hands).
 - o Overhead (two hands).
 - o Right hand.
 - o Left hand.

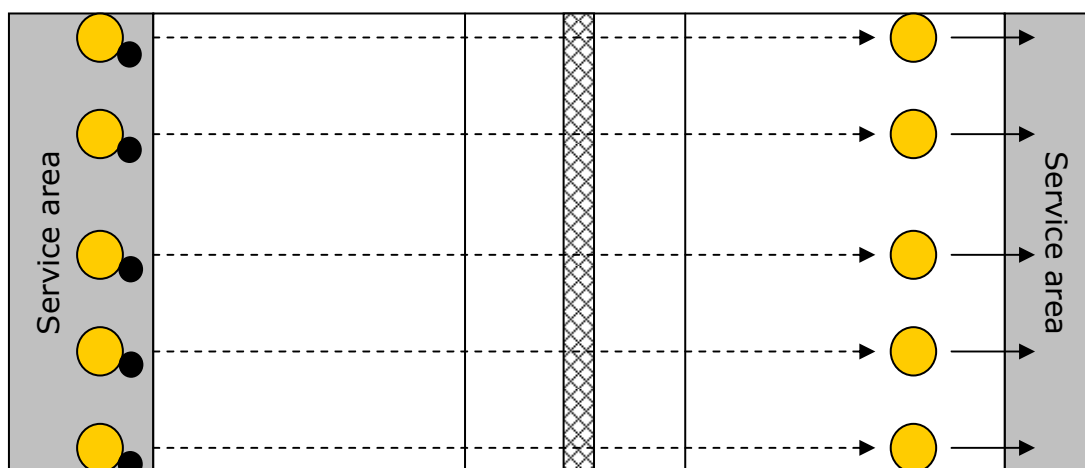


MAIN THEME:

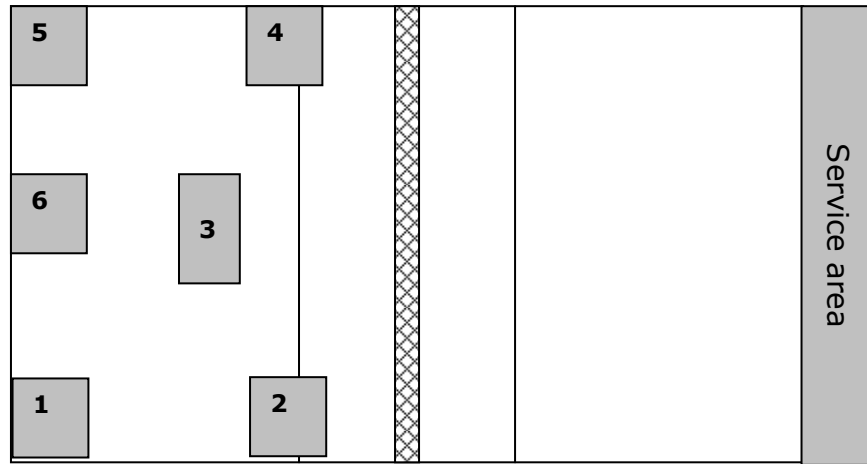
- In twos, one works, the other waits his/her turn. Teacher will put a mark on the wall representing the height of the net. The students have to make services against the wall over the mark. Every three services, students switch positions. Every time that it is a new turn, students have to try to make the services further away from the wall.



- In twos, one on each side of the volleyball court. One ball per pair. The student with the ball has to be in the service area and serves to his/her partner. The partner has to catch the ball and repeat the action from the service area of his/her side of the court.



- Students, in pairs, make a competition against his/her partner. From the service area, students have to score one serve in each of the areas marked in the opposite half court. The first one who completes the round is the winner.
 - o Students can choose the area they try to hit.
 - o Students have to follow the numbers of the areas.



- 2v2. It is compulsory for the students to do three hits in the game.

COOL DOWN: stretching different muscles.

<p>calves</p>	<p>quadriceps</p>	<p>hamstrings</p>
<p>adductors</p>	<p>pectorals</p>	<p>buttocks</p>

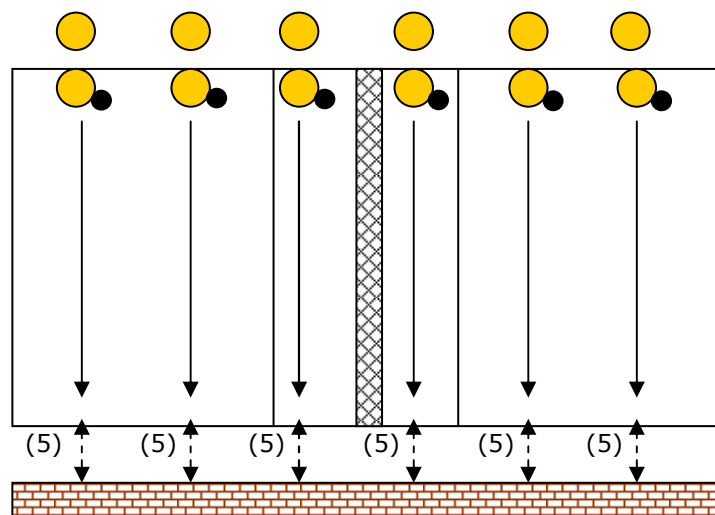
NOTES:

LESSON NUM. 5	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve the service, the volley and the dig. - To apply the rotation rule in the game. - To play the game as a team. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Underhand service - Volley pass - Dig pass - Rotation rule - 3v3 (three touches) 		<ul style="list-style-type: none"> - Volley (overhead pass) - Dig (forearm pass) - Underhand service - Basketball key - To catch - Basket - Rotation

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 5 power point](#)).

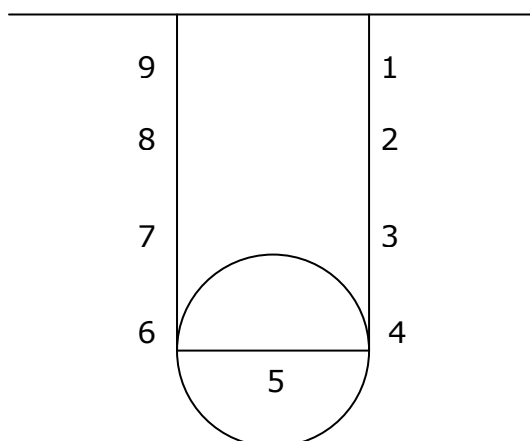
WARM-UP:

- Students in twos with one ball for the pair positioned as in the graphic. Students have to go to the opposite side of the court, make 5 passes against the wall, come back and give the ball to his/her partner. Passes have to be done:
 - o 5 consecutive volley passes with one bounce between each touch.
 - o 5 consecutive volley passes with no bounce between touches.
 - o 5 consecutive dig passes with one bounce between each touch.
 - o 5 consecutive dig passes with no bounce between touches.

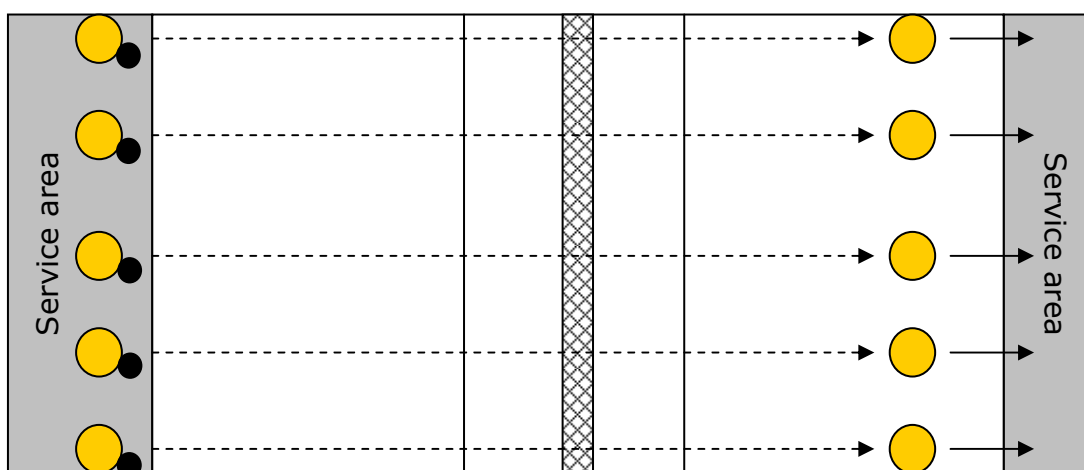


MAIN THEME:

- Teacher marks different points around the basketball key (see graphic below). A player begins at the first mark. (S)He attempts to set the ball into the basket making a volley pass (overhead pass) after tossing the ball to him/herself. If the player is successful, (s)he moves to the next mark until (s)he misses. At this time, it's next player turn. The winner is the first pupil who completes the journey.




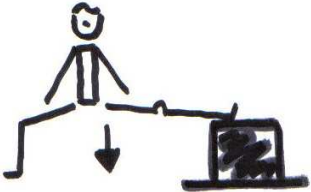

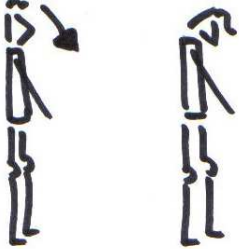


- In twos, one on each side of the volleyball court. One ball per pair. The student with the ball has to be in the service area and serves to his/her partner. The partner has to receive the ball using a dig pass, catch it and repeat the action from the service area of his/her side of the court.



- 3v3. Teacher introduces rotation rule. Pupils play using the underhand service and three compulsory touches.

COOL DOWN: stretching different muscles.

 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>adductors</p>	 <p>buttocks</p>	 <p>trapezium</p>

NOTES:

LESSON NUM. 6	DATE:	VOLLEYBALL
OBJECTIVES: - To learn the origin of volleyball.		
CONTENTS: - Volleyball history		

Students have to complete the following activities. If it's possible, students will work in the computer class, so they have to be able to look for information on internet.

A. Complete the gaps with one word from the box.

years – sport – number – 25 – handball – new – three – court – violent
 – players – name – world – team – score – rotation – rules – volleyball
 – intense – win – basketball



William G. Morgan

In 1995, the sport of volleyball was 100 years old. The sport originated in United States, and today, there are more than 800 million players in the world.

In 1895, William G. Morgan, born in New York, decided to mix elements of basketball, baseball, tennis and handball to create a new game, volleyball, originally called "Mintonette".

The history of volleyball is close to another popular court game, basketball. Only twelve kilometres and four years separate both. But Morgan needed a game less violent and less intense for older players.

Changes were immediately made in the game:

- One of the first changes was the name. They new name was more descriptive, volleyball.

- Originally, a team had as many players as it wanted. The number was set at nine and later to six.
- The rotation has been part of the game from the beginning.
- The first rules allowed an unlimited number of hits, later, the number was established at three.
- Under the original rules, a team had to score 21 points to win a game. In 1917, the number was reduced to 15. Today it's 25.

B. Answer the follow questions with a full sentence.

Example:

1. Who did invent volleyball? William G. Morgan invented basketball.
2. Where was William G. Morgan from? William G. Morgan was from New York.
3. When was volleyball born? Volleyball was born in 1895.
4. Which sports did William G. Morgan mix to create volleyball? He mixed elements of basketball, baseball, tennis and handball.
5. Which was the first name of the volleyball? The first name of the volleyball was Mintonette.

C. Compare the first volleyball rules with the present rules. Which ones are the same and which ones are different? Use exercise A to set the answers.

Same rules	Rotation
Different rules	Number of players, number of hits, score

D. Vocabulary box. Write in the box the vocabulary you have had to look up.

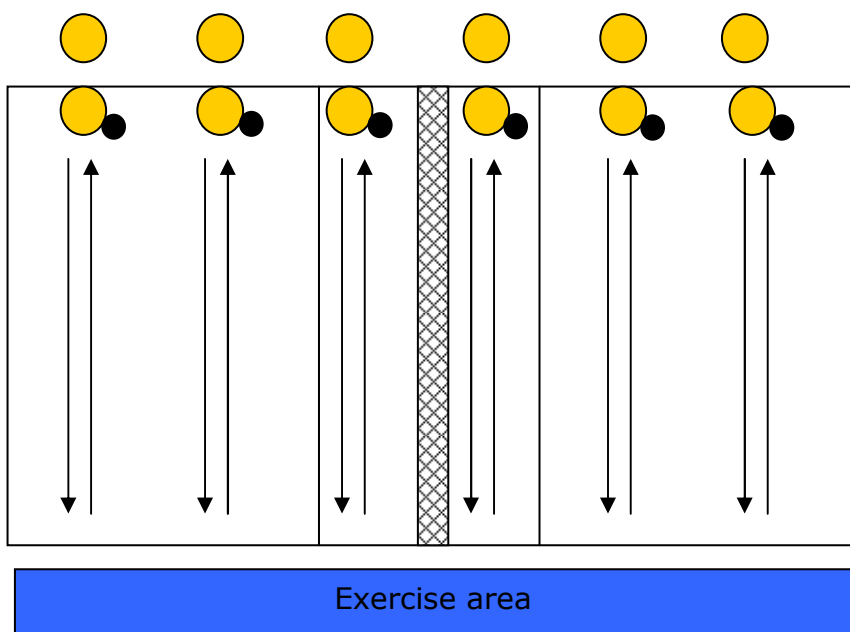
Each student completes the box with his/her vocabulary.

LESSON NUM. 7	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve the service, the volley and the dig. - To apply the rules in the game. - To play the game as a team. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Underhand service - Volley pass - Dig pass - 3v3 (rotation rule, three touches) 		<ul style="list-style-type: none"> - To jog - To achieve - Service area - Volley pass / overhead pass - Dig pass / forearm pass - Underarm service - To run - Rotation

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 7 power point](#)).

WARM-UP:

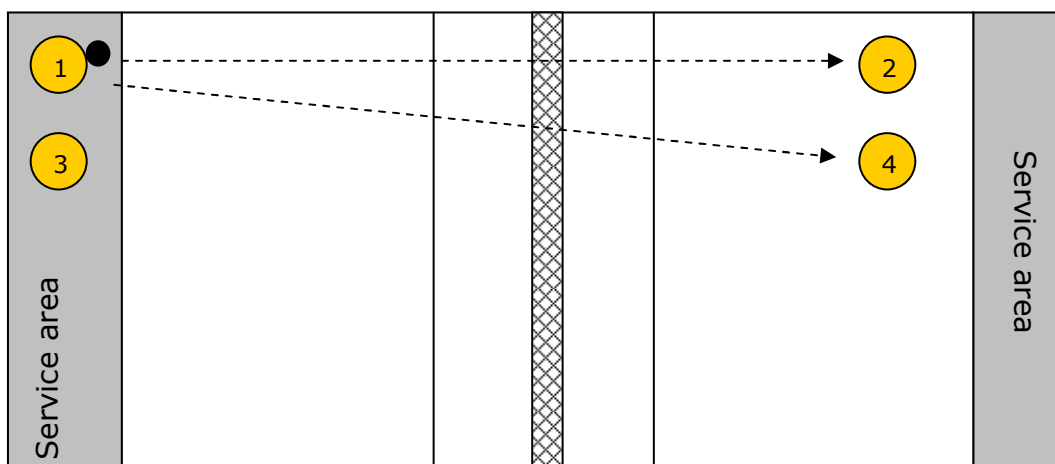
- Students in twos with one ball for the pair positioned as in the graphic. Students have to jog to the opposite side of the court and make the following exercises trying not to lose the control of the ball:
 - o 10 consecutive volley passes to themselves.
 - o 10 consecutive dig passes to themselves.



- With the same organisation, the student with the ball has to run to the opposite side, make the underhand service to his/her partner and run again until the initial place. The second student has to repeat the action. Students will do five services each one.



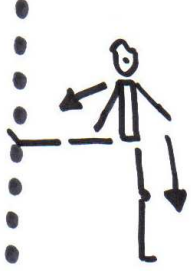


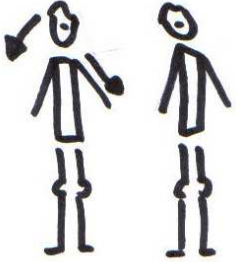
MAIN THEME:

- In fours, one ball per group. Students have to do as many touches as they can without losing the control of the ball. Which group achieves 10 passes?
 - o Students can only make volley passes.
 - o Students can only make dig passes.
 - o Both, volley pass and dig pass are allowed.
- In fours, one ball per group, two pupils in each side of the net. Player O1 has to do an underhand service from the service area. On the other side, players O2 and O4 are ready to receive the ball (any of them) and to do as many touches between them (O2 and O4) as they can. When they lose the control of the ball, player number two will make the service.



- 3v3. Students have to apply the rules and it's compulsory to play with three touches in each side.

COOL DOWN: stretching different muscles.

 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>deltoids</p>	 <p>external oblique</p>	 <p>trapezium</p>

NOTES:

LESSON NUM. 8	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To prepare an activity to develop students oral skills. - To apply the concepts we have worked on the lessons. 		
CONTENTS:		
<ul style="list-style-type: none"> - Games material - 3v3 		

Students are going to make 4 groups. Each group deals with a game. The students have to work the vocabulary of the game. At the corresponding class, each group has to explain their game to the rest of the classmates and after that, they have to play.

Lesson number 8	Games distribution
Lesson number 9	Group 1 exposition: volley
Lesson number 10	Group 2 exposition: dig
Lesson number 11	Group 3 exposition: service
Lesson number 12	Group 4 exposition: volley

A. Read the exercise the teacher has given to your group and look up the vocabulary you don't understand. The lesson day teacher tells you, you have to explain and organize your game to your classmates.

GROUP 1: volley pass game. "THE SETTING GAME"

Names:

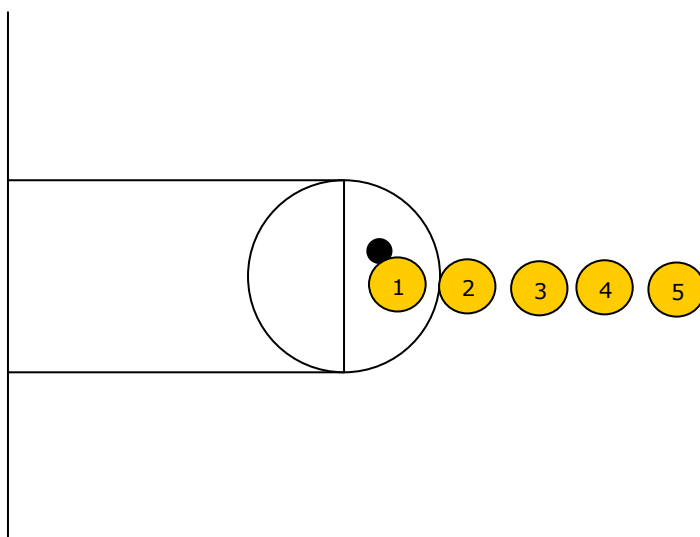
Aim: To get more points than the other players.

Game: The players position themselves in the basketball free-throw shot line, in a row facing the basket. Player O1 tosses the ball to him/herself and attempts to score in the basket using the volley pass. If (s)he scores, (s)he gets two points and goes to the end of the line. If (s)he doesn't score, O2 can try to score using again the volley pass. If (s)he gets directly the rebound and scores, (s)he gets two points. If O2 scores after one bounce, (s)he only gets one point. If O2 doesn't score, the game continues with O3,

O4..., until the ball bounces more than once. At this moment, the game starts again with player O2, who was the following in the line.

Rules:

- We need two players or more, a basket and one volleyball ball.
- The winner is the player who gets more points.
- One player wins points when s(he) scores a basket using the volley pass (overhead pass).
 - o Direct score: 2 points.
 - o Score after the rebound without any bounce of the ball: 2 points.
 - o Score after the rebound with one bounce of the ball: 1 point.



GROUP 2: dig game. "THREE POINTS"

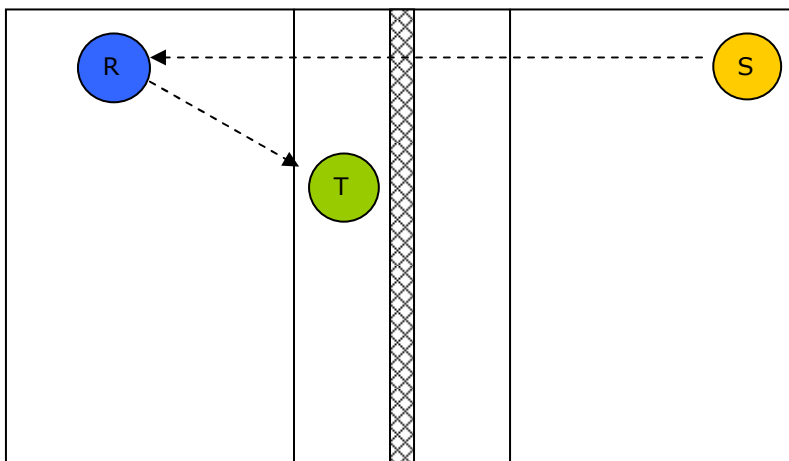
Names:

Aim: To score three consecutive points.

Game: We have three players, the server (S), the receiver (R) and the target (T). The server serves the ball to the receiver (if the players are not still good enough at serving, the server can just feed the ball). The receiver has to pass the ball to the target using the dig pass. If the target can catch the ball with one step without moving the pivot foot, the point is awarded to the receiver. If the pass is not acceptable, the point goes to the server. A serving error (if you are starting the game with the service) is a point for the receiver. The first player who scores three points in a row wins the game. The winner of the game will play against the target.

Rules:

- The receiver can only use the dig pass.
- The server can only use the underhand service.
- The target counts the points of each player.

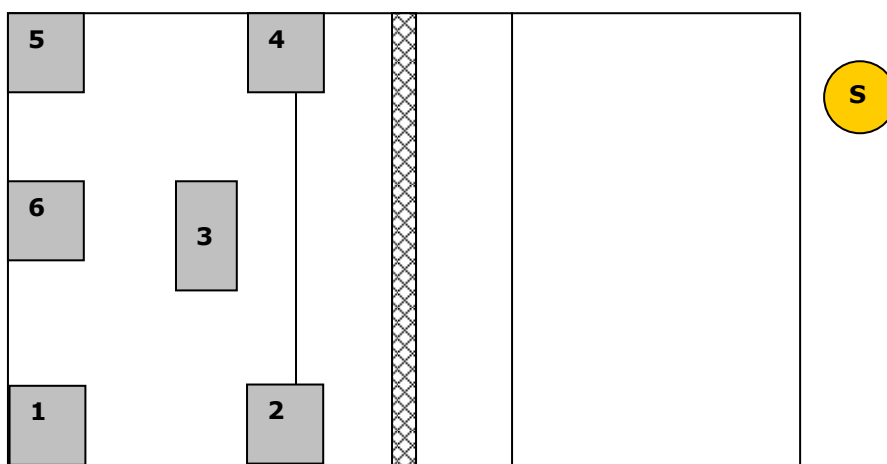
**GROUP 3: service game. "HORSE"****Names:**

Aim: To beat the opponent player.

Game: Students play 1v1. Every twos need a ball. The opposite half court has six areas marked on the floor. The first player predicts the area where (s)he is going to put the ball. If the second player successfully duplicates the first player's service, the score remains the same. However, if the second player misses, then (s)he picks up a letter (H, O, R, and so on). If the first player misses his/her service, the players switch roles and the first becomes the second and the second becomes the first. The game continues until a player spells "HORSE".

Rules:

- Players can only use underhand service.
- You only pick up a letter if you are the second player.



GROUP 4: volley pass game. "SHORT COURT GAME"

Names:

Aim: To get 10 points before the opponent.

Game: In pairs, students play 2v2. The court is 9 meters wide and 3 meters long. Players can only use the volley pass. The service can be done using the underhand service or a volley pass. Three contacts are allowed on each side.

Rules:

- Three touches maximum.
- One player can't make two consecutive touches.
- The only contact allowed is the volley pass.

B. Vocabulary box. Write in the box the vocabulary you have had to look up.

Each student completes the box with his/her vocabulary.

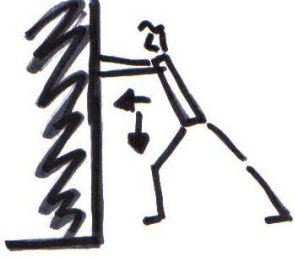



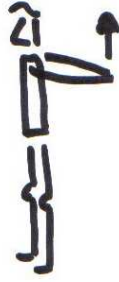

WARM-UP:

- Every student has a ball and run all through the court with it. When the teacher blows the whistle, students have to stop and make 3 volley passes and 3 dig passes to themselves.

MAIN THEME:

- 3v3. Apply game concepts.

COOL DOWN: stretching different muscles.

 <p>A stick figure stands with its back to a wall, feet flat on the floor, and one leg extended back against the wall. An arrow points down from the knee to the heel, indicating the direction of the stretch.</p>	 <p>A stick figure stands on one leg, pulling the other leg up towards the chest. An arrow points up from the knee towards the hip, indicating the stretch.</p>	 <p>A stick figure is in a deep squatting position with its feet flat on the floor. An arrow points down from the knee towards the heel, indicating the stretch.</p>
calves	quadriceps	hamstrings
 <p>A stick figure stands with its feet wide apart. Arrows point outwards from the feet, indicating the direction of the stretch.</p>	 <p>A stick figure stands with its right arm extended horizontally to the side. An arrow points up from the shoulder, indicating the stretch.</p>	 <p>A stick figure stands with its right arm bent at the elbow, hand behind its head. An arrow points up from the shoulder towards the head, indicating the stretch.</p>
adductors	pectorals	triceps

NOTES:

LESSON NUM. 9	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To improve the service, the volley pass and the dig pass. - To apply concepts we have worked on the lessons. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Exposition - Volley pass - Dig pass - Underhand serve - 4v4 		<ul style="list-style-type: none"> - Left - Right - To call - Side steps - Tosser / To toss - Feeder / To feed

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 9 power point](#)).

WARM-UP:

- Half of the students have a ball. All of them (the ones who have a ball and the ones who don't) run wherever they want in the court. Students with the ball have to call the name of one without ball and pass it to him/her.

MAIN THEME:

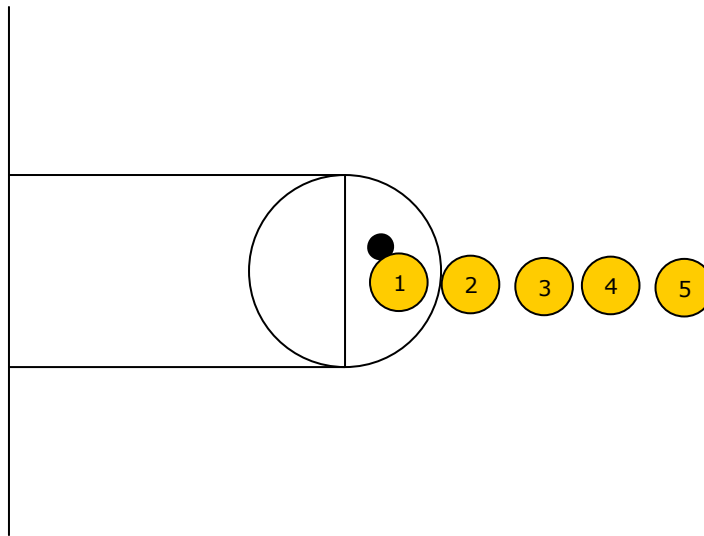
- Exposition 1: volley pass game: **"THE SETTING GAME"**

Aim: To get more points than the other players.

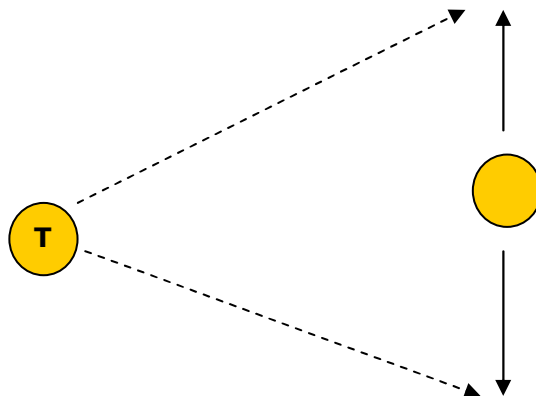
Game: The players position themselves in the basketball free-throw shot line, in a row facing the basket. Player O1 tosses the ball to him/herself and attempts to score in the basket using the volley pass. If (s)he scores, (s)he gets two points and goes to the end of the line. If (s)he doesn't score, O2 can try to score using again the volley pass. If (s)he gets directly the rebound and scores, (s)he gets two points. If O2 scores after one bounce, (s)he only gets one point. If O2 doesn't score, the game continues with O3, O4..., until the ball bounces more than once. At this moment, the game starts again with player O2, who was the following in the line.

Rules:

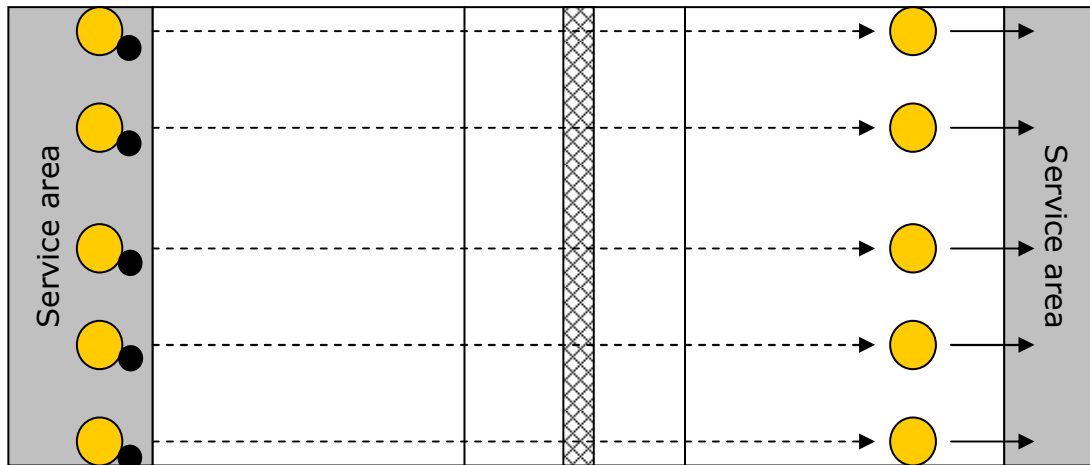
- We need two players or more, a basket and one volleyball ball.
- The winner is the player who gets more points.
- One player wins points when s(he) scores a basket using the volley pass (overhead pass).
 - o Direct score: 2 points.
 - o Score after the rebound without any bounce of the ball: 2 points.
 - o Score after the rebound with one bounce of the ball: 1 point.



- Two players with one ball. The tosser (T) has the ball and passes it in any direction (right or left) to his/her partner, who has to dig the ball back to the tosser. They repeat the exercise 10 times and switch positions. The player who makes the dig, has to do side steps to arrive to the ball and hit it from a correct position.

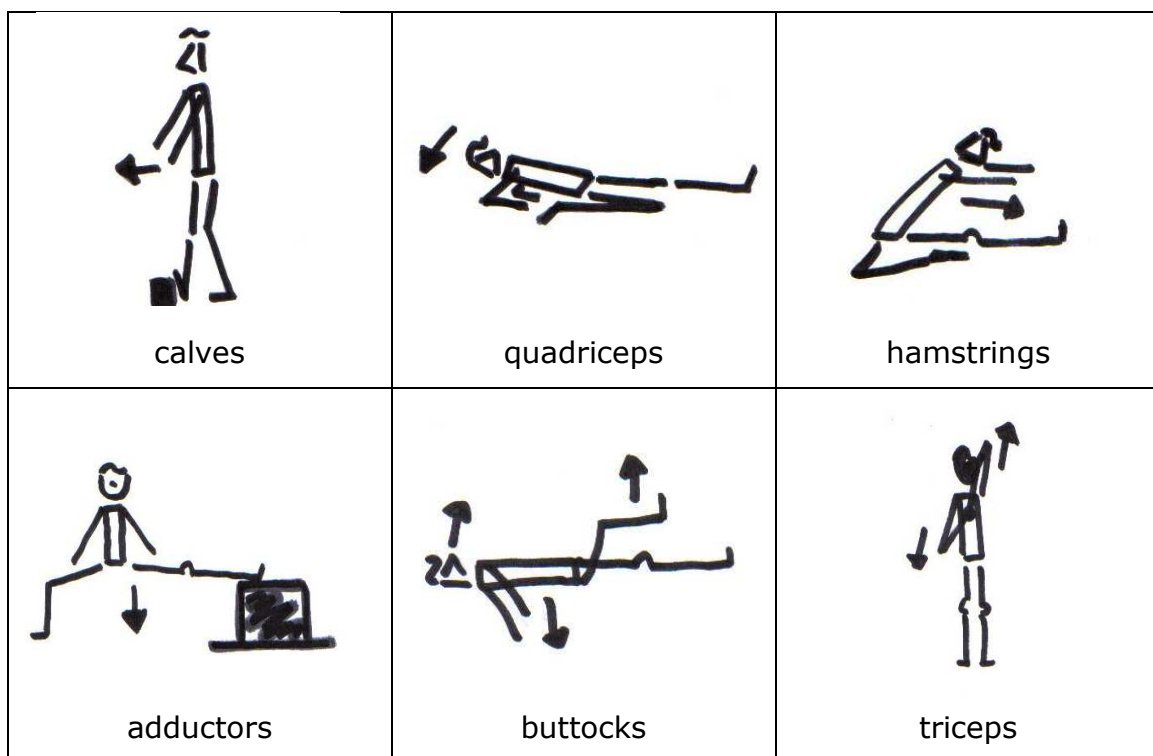


- In twos, one on each side of the volleyball court. One ball per pair. The student with the ball has to be in the service area and serves to his/her partner. The partner has to receive the ball using a dig pass, catch it and repeat the action from the service area of his/her side of the court.



- 4v4. Apply game concepts.

COOL DOWN: stretching different muscles.



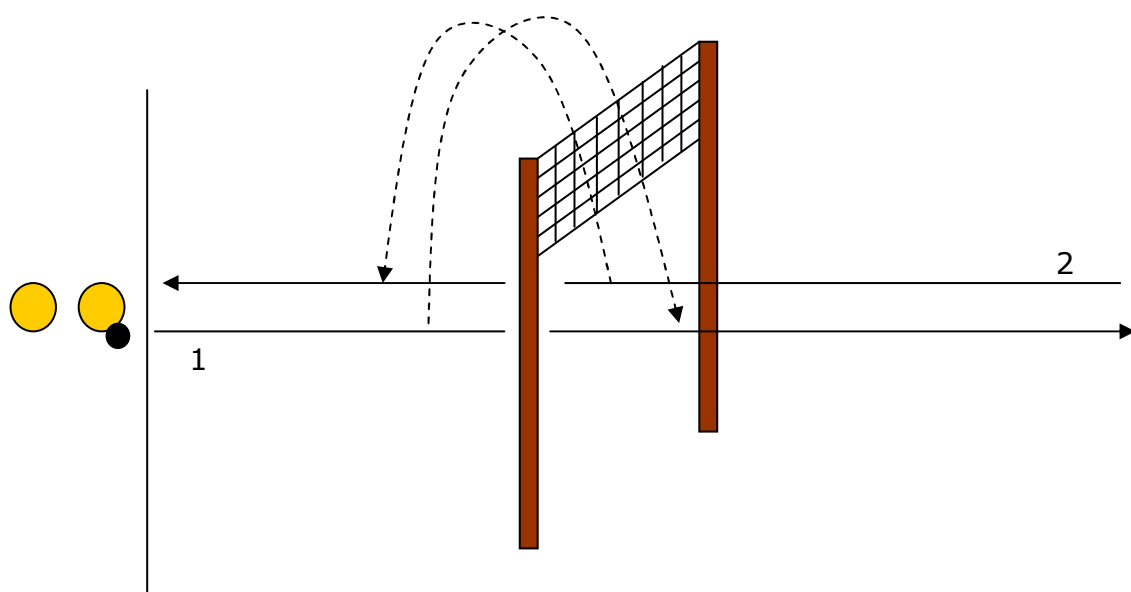
NOTES:

LESSON NUM. 10	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To improve the service, the volley pass and the dig pass. - To apply concepts we have worked on the lessons. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Exposition - Volley pass - Dig pass - Underhand service - 4v4 		<ul style="list-style-type: none"> - Net - Over - Catch - Straight - A line - Under - Wall - Cross

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 10 power point](#)).

WARM-UP:

- Students in pairs in one side of the court. One ball per pair. The first has to run until the opposite side of the court. When (s)he arrives to the net, (s)he has to throw the ball over the net and (s)he has to pass under it to catch the ball in the other side. After that, (s)he continuous until the end of the court and repeats the action to come back. Students repeat the exercise 5 times.



MAIN THEME:

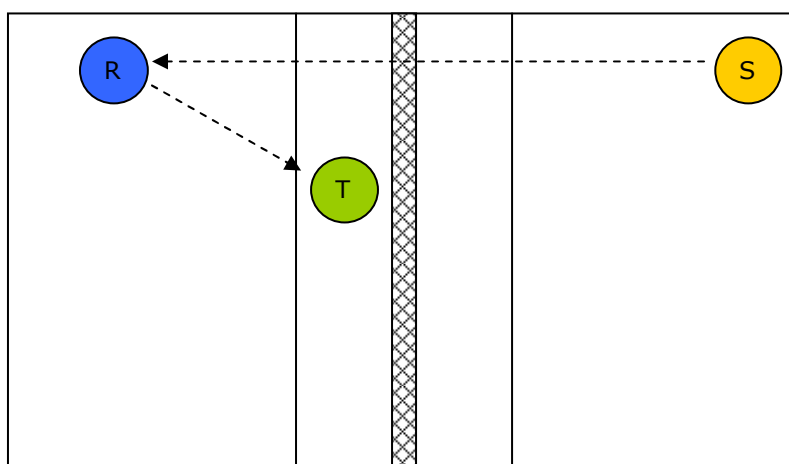
- Exposition 2: dig game: **"THREE POINTS"**

Aim: To score three consecutive points.

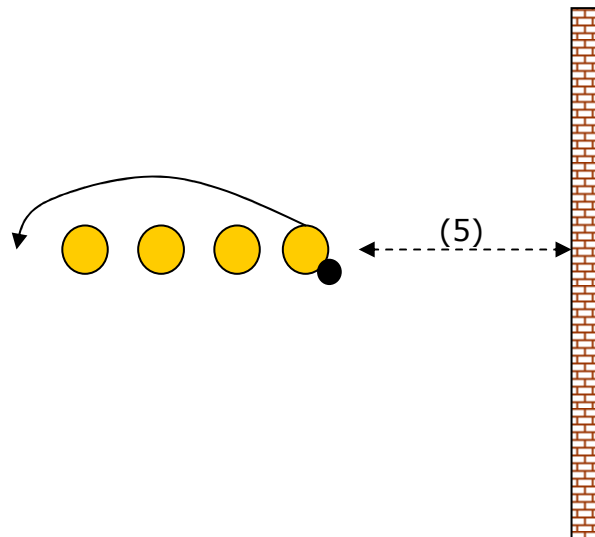
Game: We have three players, the server (S), the receiver (R) and the target (T). The server serves the ball to the receiver (if the players are not still good enough at serving, the server can just feed the ball). The receiver has to pass the ball to the target using the dig pass. If the target can catch the ball with one step without moving the pivot foot, the point is awarded to the receiver. If the pass is not acceptable, the point goes to the server. A serving error (if you are starting the game with the service) is a point for the receiver. The first player who scores three points in a row wins the game. The winner of the game will play against the target.

Rules:

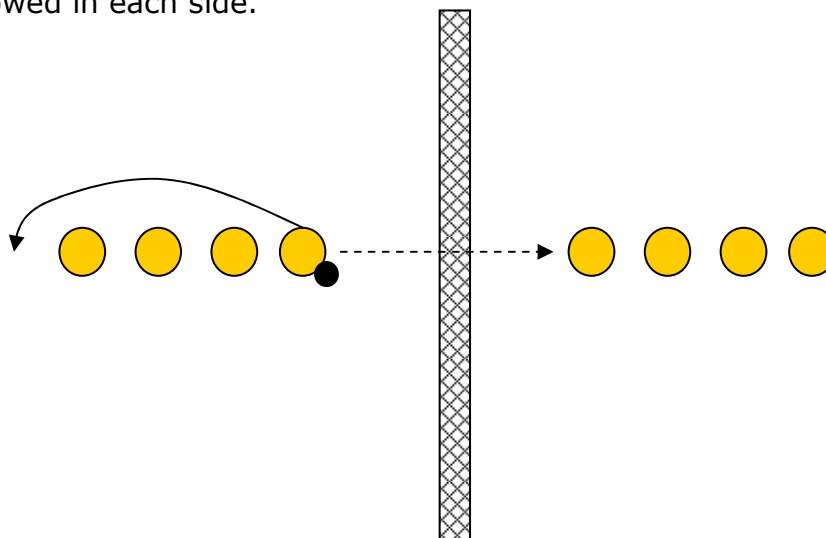
- The receiver can only use the dig pass.
- The server can only use the underhand service.
- The target counts the points of each player.



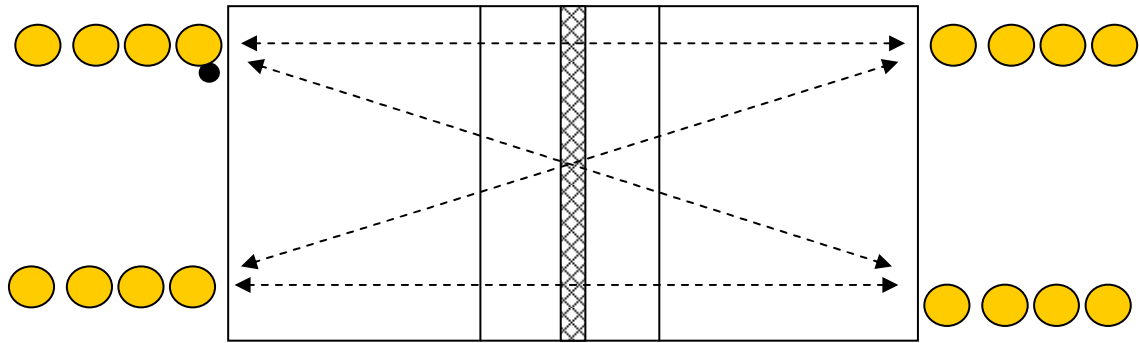
- Groups of four pupils. One ball per group. The group makes a line opposite the wall. The first of the line has the ball. (S)He has to feed the ball to him/herself and volley 5 consecutive times against the wall. Next of the line is ready to start his/her turn without stopping the ball. If students achieve the exercise, next time they have to do only 4 consecutive touches per person, 3, 2 and finally 1.



- Two groups of four pupils. The groups situated in a line one opposite the other in each side of the net. One ball per eight students on the top of one of the lines. The player with the ball has to volley the ball to the first student of the opposite line and go at the end of his/her line. The player who receives the ball repeats the action. Students have to try to maintain the control of the ball as much as possible. Only one touch is allowed in each side.



- Each fours in one of the back lines of the court. The first of one line with a ball. (S)He has to serve to the line in front of him/her and go to the end of his/her own line.
 - o Straight service.
 - o Cross-court service.



- 4v4. Apply game concepts.

COOL DOWN: stretching different muscles.

<p>calves</p>	<p>quadriceps</p>	<p>hamstrings</p>
<p>adductors</p>	<p>external oblique</p>	<p>trapezium</p>

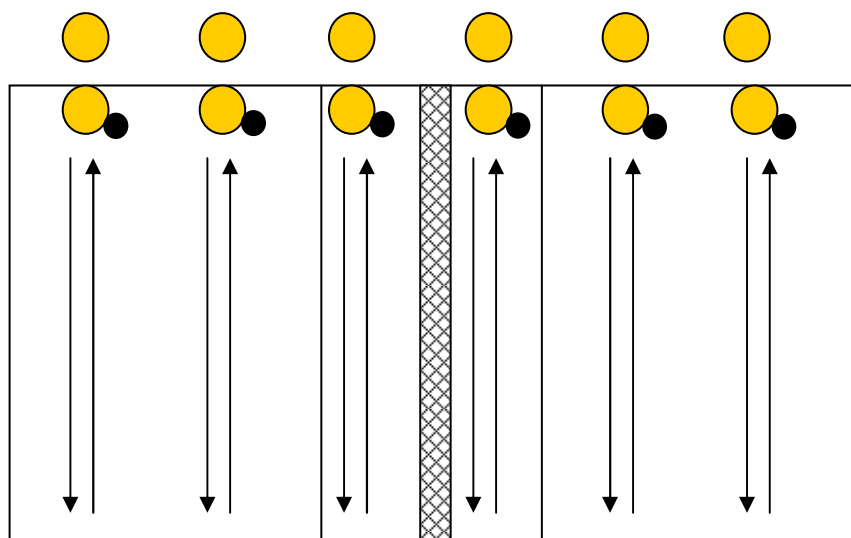
NOTES:

LESSON NUM. 11	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To improve the service, the volley pass and the dig pass. - To apply concepts we have worked on the lessons. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Exposition - Volley pass - Dig pass - Underhand service - 4v4 		<ul style="list-style-type: none"> - To jog - To achieve - Dig pass - To feed - Volley pass - Underhand service

KEY VOCABULARY POWER POINT. Before the practical lesson starts, the key vocabulary is shown with a power point ([See lesson 11 power point](#)).

WARM-UP:

- In twos, every pair has a ball. They have to jog to the other side of the court and come back making passes to themselves trying no to loose the ball control. Repeat the action twice.
 - o Volley pass.
 - o Dig pass.



MAIN THEME:

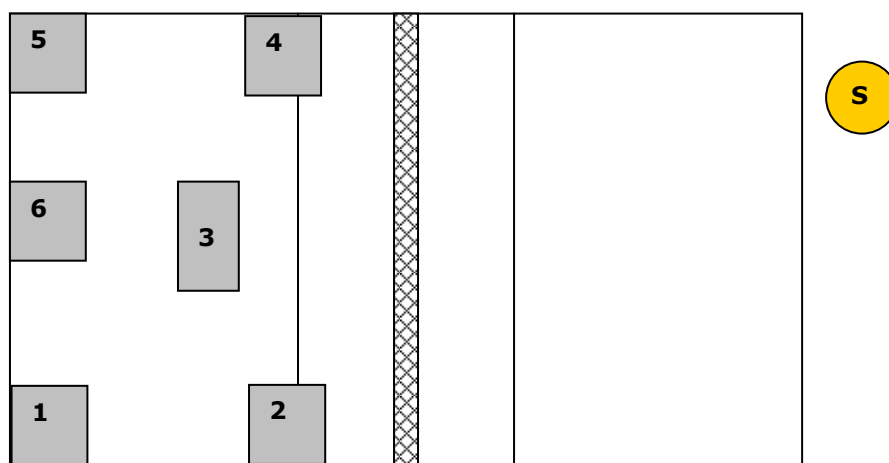
- Exposition 3: service game: **"HORSE"**

Aim: To beat the opponent player.

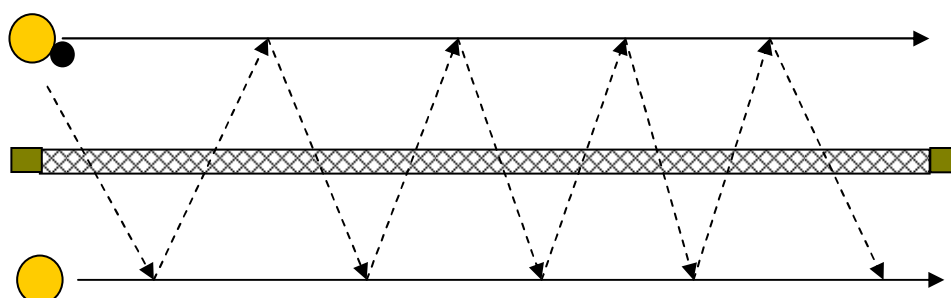
Game: Students play 1v1. Every twos need a ball. The opposite half court has six areas marked on the floor. The first player predicts the area where (s)he is going to put the ball. If the second player successfully duplicates the first player's service, the score remains the same. However, if the second player misses, then (s)he picks up a letter (H, O, R, and so on). If the first player misses his/her service, the players switch roles and the first becomes the second and the second becomes the first. The game continues until a player spells "HORSE".

Rules:

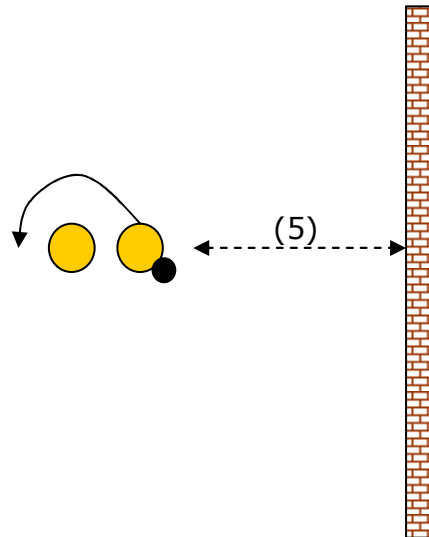
- Players can only use underhand service.
- You only pick up a letter if you are the second player.



- In pairs, one ball per pair. One on each side of the net. They have to arrive to the other side of the net making controlled passes over the net.
 - o Volley pass.
 - o Dig pass.

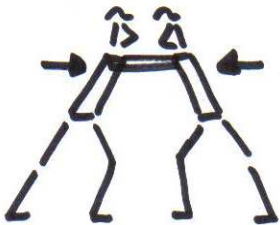







- In pairs, one ball per pair. The pair is situated opposite the wall. The one with the ball has to feed the ball to him/herself and volley 5 consecutive times against the wall. His/her partner is ready to start his/her turn without stopping the ball. If students achieve the exercise, next time they have to do only 4 consecutive touches per person, 3, 2 and finally 1.
 - o Volley pass.
 - o Dig pass.



- 4v4. Apply game concepts.

COOL DOWN: stretching different muscles.

 <p>calves</p>	 <p>quadriceps</p>	 <p>hamstrings</p>
 <p>deltoids</p>	 <p>pectorals</p>	 <p>triceps</p>

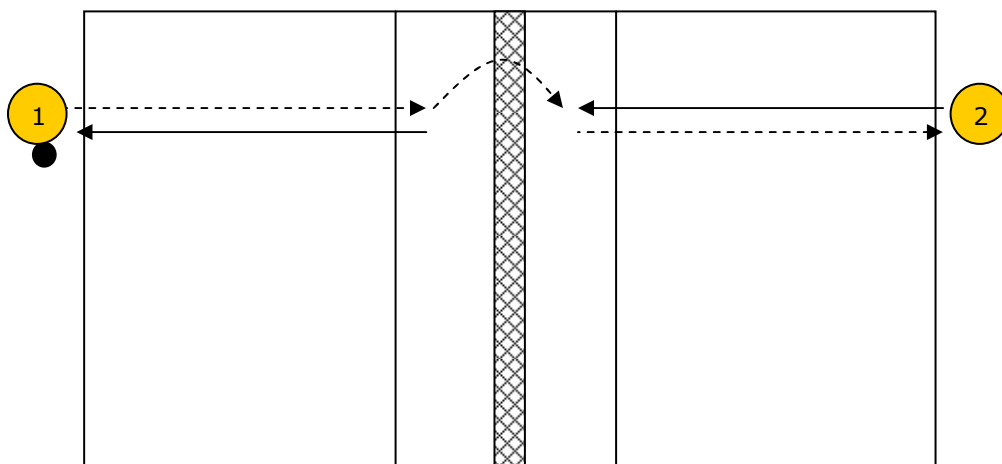
NOTES:

LESSON NUM. 12	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To improve the service, the volley pass and the dig pass. - To apply concepts we have worked on the lessons. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Exposition - Volley pass - Dig pass - Underhand service - 4v4 		<ul style="list-style-type: none"> - To jog - To achieve - Dig pass - To feed - Volley pass - Underhand service

KEY VOCABULARY POWER POINT. The key vocabulary is the same as lesson 11, so before the practical lesson starts, teacher decides if it's necessary to show it. If teacher decides to show it, (s)he will use the lesson 11 power point.

WARM-UP:

- In pairs, one ball per pair. The pair is positioned on each back line of the court, one opposite the other. O1 has the ball, and has to jog up to the net making volley passes to him/herself. At the same time, O2 just jogs up to the net. When both are beside the net (but each one on his/her side) O1 makes a volley pass over the net to O2. In this moment O2 goes back to his/her back line making volley passes to him/herself and O1 goes back just jogging. When they are in the initial position they start again the exercise, but this time it's O2 who is carrying the ball.



MAIN THEME:

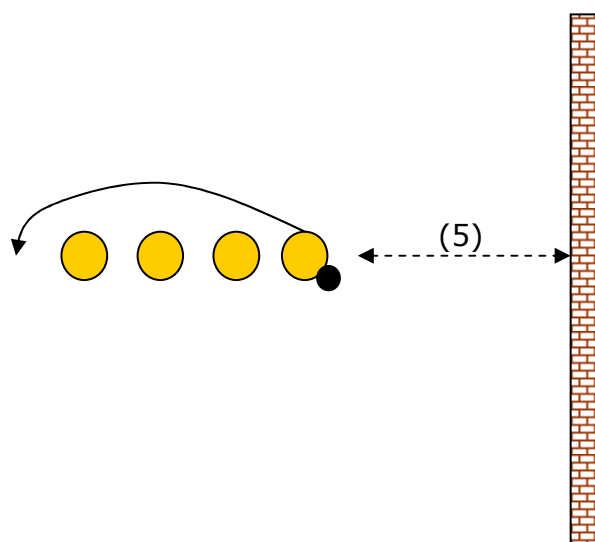
- Exposition 4: volley pass game: **"SHORT COURT GAME"**

Aim: To get 10 points before the opponent.

Game: In pairs, students play 2v2. The court is 9 meters wide and 3 meters long. Players can only use the volley pass. The service can be done using the underhand service or a volley pass. Three contacts are allowed on each side.

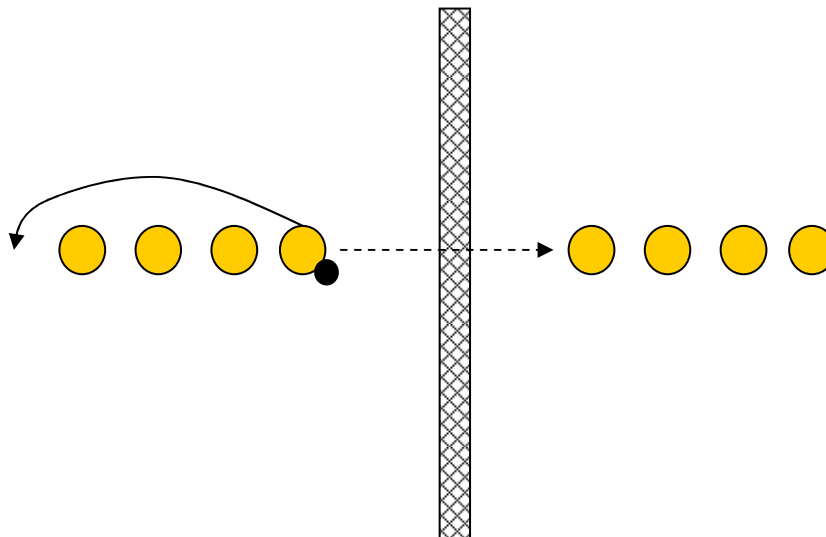
Rules:

- Three touches maximum.
 - One player can't make two consecutive touches.
 - The only contact allowed is the volley pass.
-
- Groups of four pupils. One ball per group. The group makes a line opposite the wall. The first of the line has the ball. (S)He has to feed the ball to him/herself and dig 5 consecutive times against the wall. Next of the line is ready to start his/her turn without stopping the ball. If students achieve the exercise, next time they have to do only 4 consecutive touches per person, 3, 2 and finally 1.



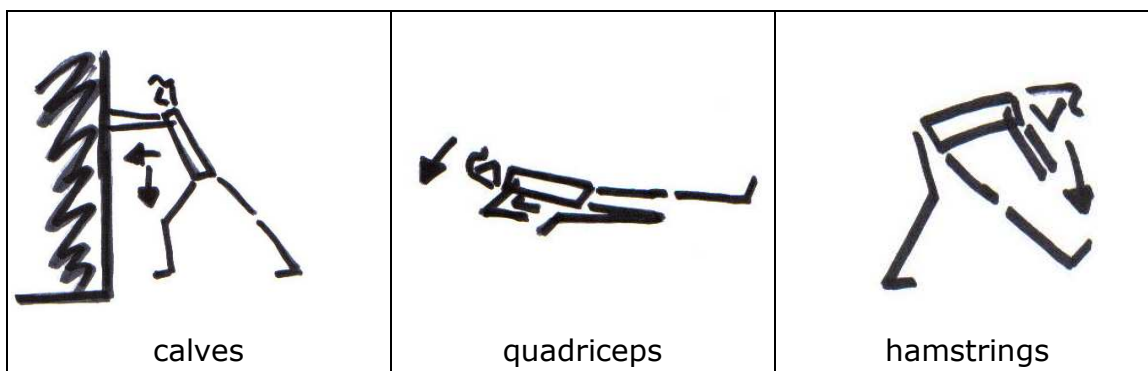
- Two groups of four pupils. The groups situated in a line one opposite the other in each side of the net. One ball per eight students on the top of one of the lines. The player with the ball has to dig the ball to the first

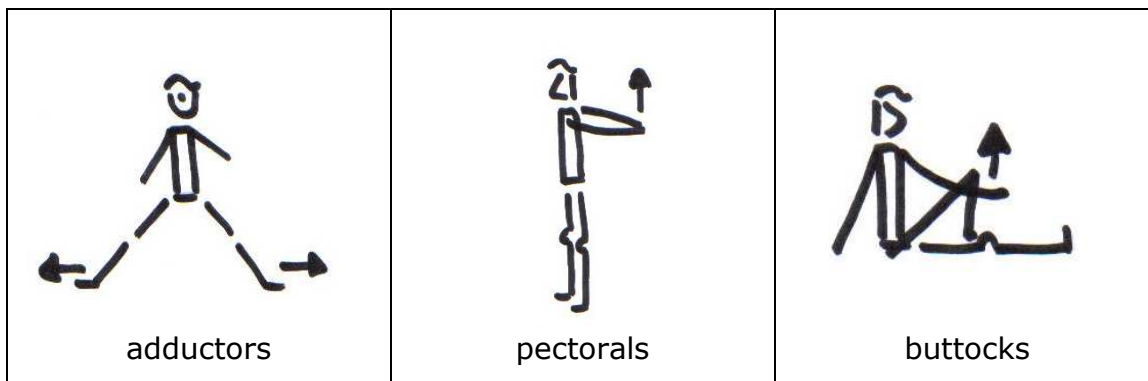
student of the opposite line and go at the end of his/her line. The player who receives the ball repeats the action. Students have to try to maintain the control of the ball as much as possible. Only one touch is allowed in each side.



- In pairs, one ball per pair. Teacher marks some areas in half court. Students have to serve from the opposite half court trying to score in one of the marks. Every time the student scores, (s)he wins two points. His/her partner is in the marked side of the court giving the balls back to him/her. Students have 10 services each and compete against his/her partner. The winner is the one of the pair who gets more points at the end of the services.
- 4v4. Apply tactic concepts.

COOL DOWN: stretching different muscles.





NOTES:

LESSON NUM. 13	DATE:	VOLLEYBALL
OBJECTIVES:		
<ul style="list-style-type: none"> - To improve English language skills. - To practice the practical exam about basic techniques and skills. 		
CONTENTS:		KEY VOCABULARY:
<ul style="list-style-type: none"> - Volley - Dig - Service 		<ul style="list-style-type: none"> - Volley pass - To feed - Underhand service - Dig pass - Service area

KEY VOCABULARY POWER POINT. Before the practical lesson starts, if teacher considers it necessary, the key vocabulary is shown with a power point ([See lesson 13 power point](#)).

WARM-UP:

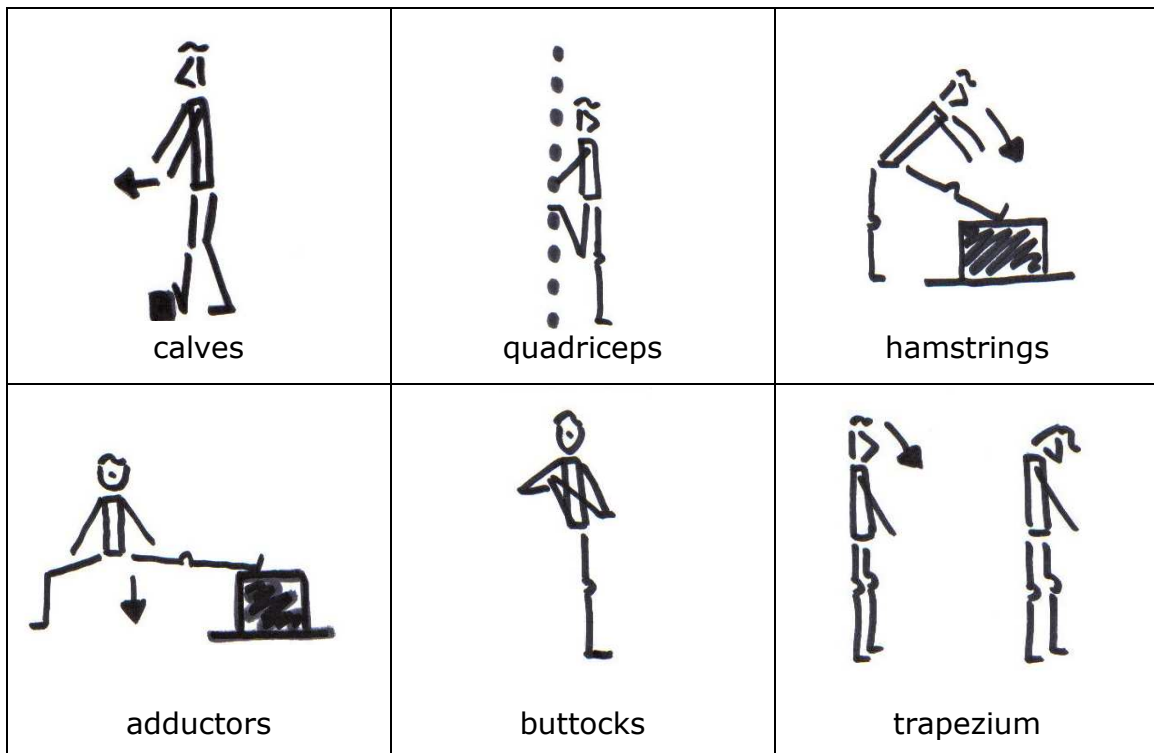
- One ball per student. The balls are in the middle of the court and students are jogging around the court. When teacher blows the whistle, students have to pick up one ball, make 5 volley passes to themselves and leave the ball again in the same place.
- Repeat the previous exercise, but when students pick up one ball, they have to make 5 dig passes to themselves.

MAIN THEME:

- **Exam exercise 1: volley pass.** Students have to do as many volley passes to themselves as possible maintaining the ball control and using the correct technique. If students achieve 10 volley passes, they don't need to continue.
- **Exam exercise 2: dig pass.** Students have to do as many dig passes to themselves as possible maintaining the ball control and using the correct technique. If students achieve 10 dig passes, they don't need to continue.
- **Exam exercise 3: service.** Students have to do 5 underhand services from the service area. Teacher checks how many services are done successfully.

- **Exam exercise 4: dig reception.** Two students, one feeds the ball over the net and the student who is being assessed has to receive it with a dig pass to him/herself, catching the ball after the dig with no bounce. Students repeat the action 5 times. Teacher checks how many dig receptions are done successfully.

COOL DOWN: stretching different muscles.



NOTES:

LESSON NUM. 14	DATE:	VOLLEYBALL
OBJECTIVES:		
- To assess exercise 1 and 2 of the practical exam about basic techniques and skills.		
CONTENTS:		
- Volley pass - Dig pass		






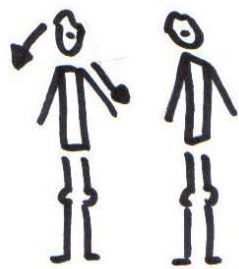
WARM-UP:

- To practice exam exercise 1 and 2.

MAIN THEME:

- Exam exercise 1: volley pass. ([See technique assessment sheet](#))
- Exam exercise 2: dig pass. ([See technique assessment sheet](#))

COOL DOWN: stretching different muscles.

 calves	 quadriceps	 hamstrings
 deltoids	 external oblique	 trapezium

NOTES:

LESSON NUM. 15	DATE:	VOLLEYBALL
OBJECTIVES:		
- To assess exercise 3 and 4 of the practical exam about basic techniques and skills.		
CONTENTS:		
- Underhand service		
- Dig reception		

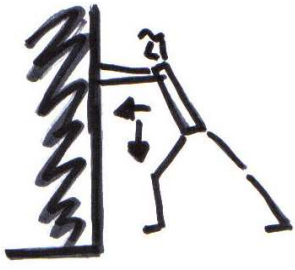


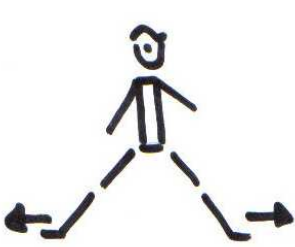


WARM-UP:

- To practice exam exercise 3 and 4.

MAIN THEME:

- Exam exercise 3: underhand service. ([See technique assessment sheet](#))
- Exam exercise 4: dig reception. ([See technique assessment sheet](#))

COOL DOWN: stretching different muscles.

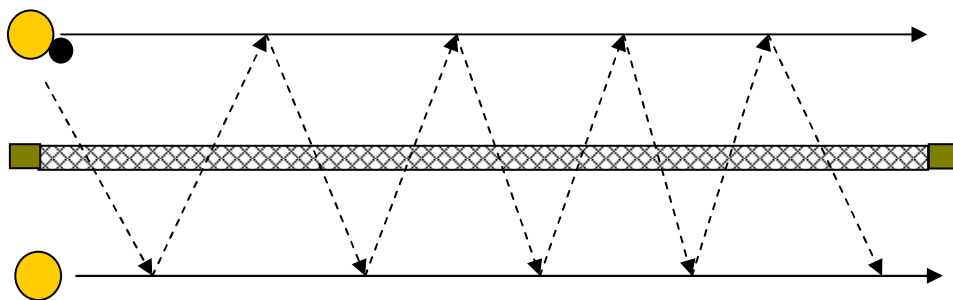
		
calves	quadriceps	hamstrings
		
adductors	pectorals	triceps

NOTES:

LESSON NUM. 16	DATE:	VOLLEYBALL
OBJECTIVES:		
- To assess volleyball tactics in a match.		
CONTENTS:		
- Individual tactics. - Group tactics.		

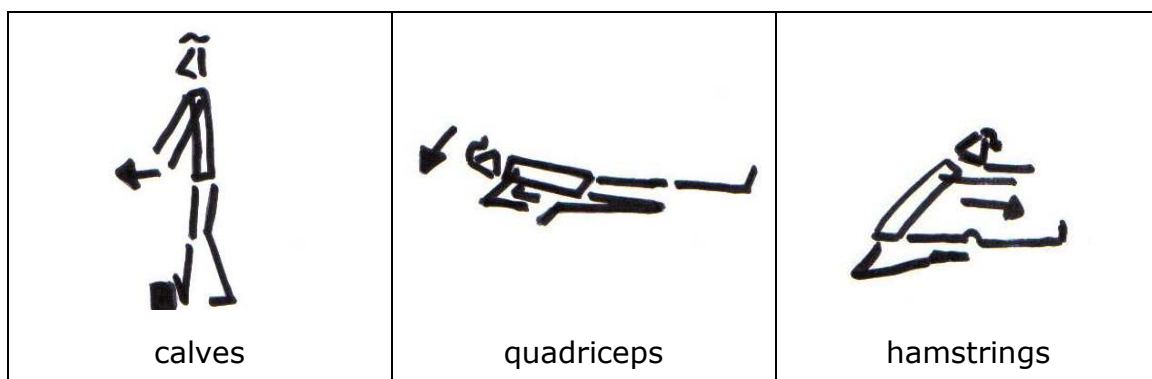
WARM-UP:

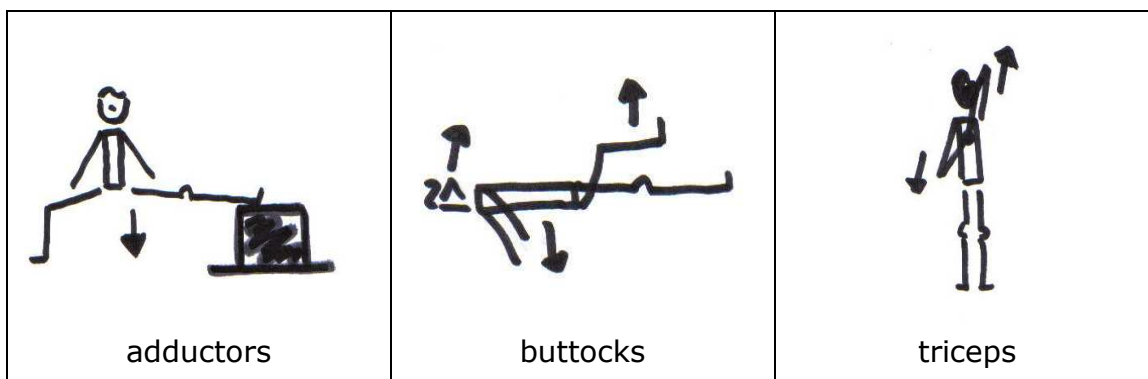
- In pairs, one ball per pair. One on each side of the net. They have to arrive to the other side of the net making controlled passes over the net.
 - o Volley pass.
 - o Dig pass.

**MAIN THEME:**

- Tactic exam: 4v4. ([See tactic assessment sheet](#))

COOL DOWN: stretching different muscles.



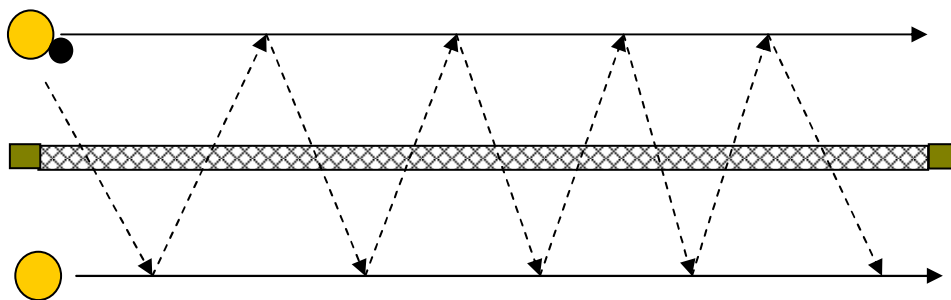


NOTES:

LESSON NUM. 17	DATE:	VOLLEYBALL
OBJECTIVES:		
- To assess volleyball tactics in a match.		
CONTENTS:		
- Individual tactics.		
- Group tactics.		

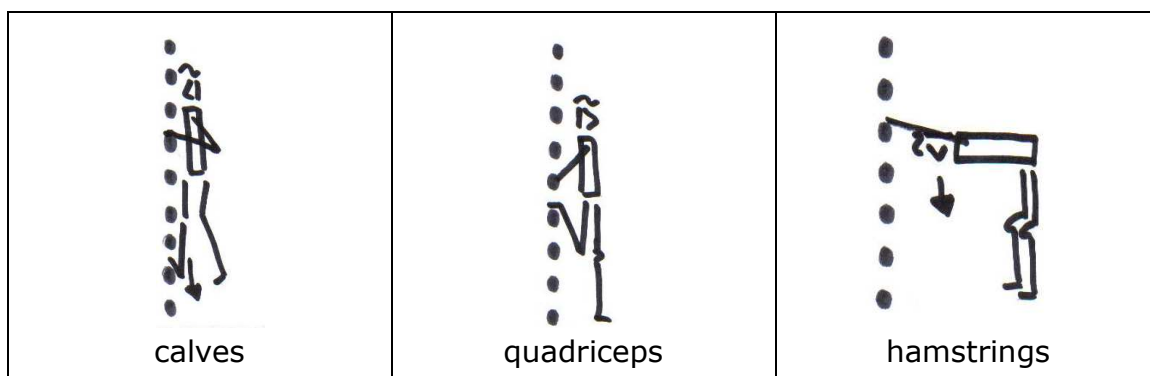
WARM-UP:

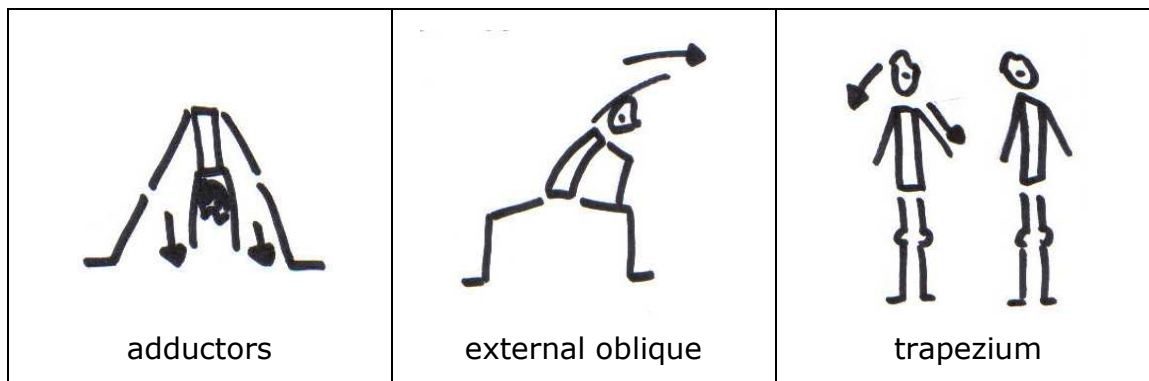
- In pairs, one ball per pair. One on each side of the net. They have to arrive to the other side of the net making controlled passes over the net.
 - o Volley pass.
 - o Dig pass.

**MAIN THEME:**

- Tactic exam: 4v4. ([See tactic assessment sheet](#))

COOL DOWN: stretching different muscles.





NOTES:

3. **BIBLIOGRAPHY.**

3.1. **Internet resources.**

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