



Educación Física

Primaria



JUNTA DE ANDALUCÍA

Inglés

TÍTULO:	Minihandball in my school		IDIOMA:	Inglés	
AREA:	Educación Física		NIVEL LINGÜÍSTICO: (Según MCER)	A.1.3.	
ETAPA:	Primaria	CURSO:	Sexto	TEMPORALIZACIÓN:	Enero - Febrero
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GUIÓN TEMÁTICO

En esta Secuencia Didáctica se pretende introducir al alumnado en las habilidades deportivas para la práctica de un deporte colectivo y a la misma vez seguir trabajando la coordinación. El medio que se va a utilizar para alcanzar los objetivos va a ser el balonmano, utilizando como vehículo de comunicación una lengua extranjera (inglés). Se pretende conseguir que el alumnado juegue sin interrupciones, más que tener un conocimiento estricto de las reglas. También se tiene la intención de motivar al alumnado hacia la práctica deportiva en su tiempo de ocio y recreo, fomentando la cooperación y el compañerismo para llegar a una meta común. Esta actividad pre-deportiva hará que el alumnado incremente su bagaje motriz y comunicativo.

METODOLOGÍA

Se desarrollarán las habilidades motrices necesarias para poder ejecutar los elementos básicos del balonmano (pase y recepción, bote de balón, lanzamiento a portería, etc.) a través de actividades y ejercicios físicos. Se investigará sobre la organización de campeonatos y ligas en este deporte, así como las implicaciones que tiene en la salud del ser humano el hecho de practicar deporte. Se elaborarán las reglas y se organizará la liga escolar. Se realizarán tareas y actividades que fomente la colaboración y cooperación entre los compañeros/as.

CONTENIDO LOMCE	CRITERIO EVALUACION	INDICADOR
2.7. Identificación y aplicación de medidas básicas de prevención y medidas de seguridad en la práctica de la actividad física. Uso correcto de materiales y espacios.	C.E.3.3. Elegir y utilizar adecuadamente las estrategias de juegos y de actividades físicas relacionadas con la cooperación, la oposición y la combinación de ambas, para resolver los retos tácticos implícitos en esos juegos y actividades.	EF.3.3.1.
4.1. Investigación, reconocimiento e identificación de diferentes juegos y deportes.	C.E.3.11. Mostrar la responsabilidad y la precaución necesarias en la realización de actividades físicas, evitando riesgos a través de la prevención y las medidas de seguridad.	EF.3.11.1.
4.2. Aprecio del juego y el deporte como fenómenos sociales y culturales, fuente de disfrute, relación y empleo satisfactorio del tiempo de ocio.	C.E.3.13. Poner por encima de los propios intereses y resultados (perder o ganar) el trabajo en equipo, el juego limpio y las relaciones personales que se establecen en la práctica de juegos y actividades físicas.	EF.3.11.2.
4.3. Práctica de juegos y actividades pre-deportivas con o sin implemento.		EF.3.13.1.
4.5. Conocimiento y uso adecuado de las estrategias básicas de		

juego relacionadas con la cooperación, la oposición y la cooperación/oposición.		
4.8. Aceptación y respeto hacia las normas, reglas, estrategias y personas que participan en el juego.		
4.10. Aceptación de formar parte del grupo que le corresponda, del papel a desempeñar en el grupo y del resultado de las competiciones con deportividad.		
4.11. Contribución con el esfuerzo personal al plano colectivo en los diferentes tipos de juegos y actividades deportivas, al margen de preferencias y prejuicios.		
4.12. Valoración del juego y las actividades deportivas. Participación activa en tareas motrices diversas, reconociendo y aceptando las diferencias individuales en el nivel de habilidad.		

OBJETIVOS
O.EF.4. Adquirir hábitos de ejercicio físico orientados a una correcta ejecución motriz, a la salud y al bienestar personal, del mismo modo, apreciar y reconocer los efectos del ejercicio físico, la alimentación, el esfuerzo y hábitos posturales para adoptar actitud crítica ante prácticas perjudiciales para la salud.
O.EF.5 Desarrollar actitudes y hábitos de tipo cooperativo y social basados en el juego limpio, la solidaridad, la tolerancia, el respeto y la aceptación de las normas de convivencia, ofreciendo el diálogo en la resolución de problemas y evitando discriminaciones por razón de género, culturales y sociales.
O.EF.6. Conocer y valorar la diversidad de actividades físicas, lúdicas, deportivas y artísticas como propuesta al tiempo de ocio y forma de mejorar las relaciones sociales y la capacidad física, teniendo en cuenta el cuidado del entorno natural donde se desarrollen dichas actividades.

COMPETENCIAS CLAVE	
COMUNICACIÓN LINGÜÍSTICA	X
COMPETENCIA MATEMÁTICA Y COMPETENCIAS BÁSICAS DE CIENCIA Y TECNOLOGÍA	X
COMPETENCIA DIGITAL	X
APRENDER A APRENDER	X
COMPETENCIAS SOCIALES Y CÍVICAS	X
SENTIDO DE INICIATIVA Y ESPÍRITU EMPRENDEDOR	X
CONCIENCIA Y EXPRESIONES CULTURALES	X

INDICADORES
EF.3.3.1. Elige y utiliza adecuadamente las estrategias de juegos y de actividades físicas relacionadas con la cooperación, la oposición y la combinación de

ambas para resolver los retos tácticos implícitos en esos juegos y actividades.

EF.3.11.1. Muestra la responsabilidad y la precaución necesarias en la realización de actividades físicas.

EF.3.11.2. Evita riesgos a través de la prevención y las medidas de seguridad.

EF.3.13.1. Pone por encima de los propios intereses y resultados (perder o ganar) el trabajo en equipo, el juego limpio y las relaciones personales que se establecen en la práctica de juegos y actividades físicas.

PROCESOS COGNITIVOS	SECUENCIA DE TAREAS
<ul style="list-style-type: none">- Conocer las reglas básicas del juego de balonmano- Analizar juegos en los que se desarrollan diferentes habilidades- Analizar la propia competencia así como la de los demás- Observar, analizar, discutir, y resolver problemas motrices- Analizar las maneras de actuar para la resolución de conflictos- Consensuar tareas de cooperación en pequeño y gran grupo- Extraer información de diversas fuentes (escritas, oídas...)- Formular preguntas- Debatir y opinar	<p>Activity 1: Brainstorming about the Handball rules and its history (in group).</p> <p>Activity 2: Explain the game rules, with the help of the Alberta Team Handball Federation Handbook (in group). Discuss the rules.</p> <p>Activity 3: Present the History of Handball, surfing the IHF web (in group). Discusses it.</p> <p>Activity 4: Complete the "Word Puzzle" worksheet (individual activity).</p> <p>Activity 5: See the visual dictionaries (player positions and court) for leaning vocabulary and pronunciation (in pairs)</p> <p>Activity 6: Watch the videos about how to pass and how to dribble in Handball (in group). Discuss the videos.</p> <p>Activity 7: Different exercises and games to practise Handball passing and dribbling on the court (in pairs). Handballs are needed.</p> <p>Activity 8: Complete, at the end of the lesson, the "Handball Crossword", an interactive activity.</p> <p>Activity 9: Watch the videos about how to do a jump shot and feint movements (in group). Discuss the videos.</p> <p>Activity 10: Complete the "Handball Alphabet Activity" worksheet (individual activity). Photocopies are needed for this activity.</p> <p>Activity 11: Different exercises and games to practise the jump shots and feint movements on the court (individual / in pairs / in groups). Handball court and handballs are needed.</p> <p>Activity 12: Watch the videos about how to attack and counter attack and how to be a defender in Handball (in group). Discuss the videos.</p> <p>Activity 13: Watch the video again and listen for the words needed to complete the gaps. Photocopies are needed.</p> <p>Activity 14: Different exercises and games to practise the offensive and the defensive basic movements on the court (in groups / teams). Handball court and handballs are needed.</p> <p>Activity 15: Watch the videos about how to be a Goalkeeper and how to play Handball (in group). Discuss the videos.</p> <p>Activity 16: Complete the "Handball Challenge" worksheet (individual activity). Photocopies are needed for this activity.</p>

Activity 17: Different exercises and games to practise the Handball on the court (in groups / teams). Handball court and handballs are needed.

Activity 18: Organize four teams and establish the Handball School League Rules.

Activity 19: Play the Handball School League, applying the learned skills, respecting the School League rules and using the match reports.

Activity 20: Complete, at the end of the lesson, the "Player positions", an interactive activity.

Activity 21: Complete the Web quest and the self assessment (individual activities)

Activity 22: Complete the Final Task: With the pictures that had been taken from the School League matches, students are going to make a comic writing on the bubbles drawn below the pictures.

RECURSOS

Los recursos necesarios para llevar a cabo esta secuencia didáctica serán los siguientes:

- Ordenadores
- Pizarra Digital
- Conexión a Internet
- Cámara de Foto
- Fotografías de elementos básicos del balonmano
- Pelotas de balonmano
- La instalación deportiva (pista de balonmano y porterías)
- Petos, tarjetas (roja y amarilla) y silbato
- Secuencia didáctica

Los vídeos y textos utilizados corresponden a las siguientes URL:

Photocopies:

<http://homeschooling.about.com/library/handballword.pdf> (Word Search Puzzle for Lesson nº1)

<http://homeschooling.about.com/library/handballalpha.pdf> (Handball Alphabet Activity for Lesson nº3)

<http://proedfisica.blogspot.com.es/2014/11/handball-listening-activity.html> Photocopies for the gaps-fill listening activity (for Lesson nº4)

<http://homeschooling.about.com/library/handballchoice.pdf> (Handball Challenge for Lesson nº5)

<http://proedfisica.blogspot.com.es/2014/11/team-handball-report-match-for-school.html> (Match Reports photocopies for Lessons nº6 & 7)

<http://proedfisica.blogspot.com.es/2014/11/team-handball-self-assessment.html> (Self-assessment photocopy for Lesson nº8)

Presentations & Digital Books:

<https://www.diiigo.com/annotated/0f3377289d02b7e231cdd3e702f47595> (for Lesson nº1)

<http://teamhandball.ab.ca/clientuploads/Handball%20Handbook.pdf> (for Lesson nº1)

<http://ihf.info/upload/Book/issue0001/index.html> (for Lesson nº1)

Videos:

- <https://www.youtube.com/watch?v=tMLu3zWV3Sq> (for Lesson nº2)
- <https://www.youtube.com/watch?v=ycoJ9U36toI> (for Lesson nº2)
- <https://www.youtube.com/watch?v=dGzYdzXrz0> (for Lesson nº3)
- https://www.youtube.com/watch?v=kl_a2_FfyEE (for Lesson nº3)
- <https://www.youtube.com/watch?v=AF9dk0XtM4Y> (for Lesson nº4)
- https://www.youtube.com/watch?v=fpjly0_KF00 (for Lesson nº4)
- https://www.youtube.com/watch?v=G3_NtpjMbw4 (for Lesson nº5)
- <https://www.youtube.com/watch?v=1C3MJoC0iWM> (for Lesson nº5)

Interactive activities:

- <http://visual.merriam-webster.com/sports-games/ball-sports/handball/player-positions.php> (for Lesson nº2)
- <http://visual.merriam-webster.com/sports-games/ball-sports/handball/court.php> (for Lesson nº2)
- http://en.educaplay.com/en/learningresources/600885/handball_crossword.htm (for Lesson nº2)
- <http://LearningApps.org/watch?v=pe5sgwm8n01> (for Lesson nº7)
- <https://sites.google.com/site/uofm251teamhandball/webquest/intro> (Web quest for Lesson nº8)

Attention to diversity:

- <http://proedfisica.blogspot.com.es/2014/10/learning-handball.html>

CONTENIDOS LINGÜÍSTICOS

FUNCIONES

1. Expresar opinión
2. Definición
3. Afirmación
4. Negación
5. Clasificación
6. Comparación

ESTRUCTURAS

Routines:

Have you ever seen a Handball match? Yes / No. What kind of sport is Handball? A single or a team sport? It is a team sport. How many players are in a Handball team? There are / A Handball team has seven players, six field players and one goalkeeper. Do you know the game rules? Yes, I do. / No, I don't. What part of the body can a player use to pass or shoot the ball? A player can use his hands to pass or shoot the ball. At what age do you think you could start playing Handball? I think / In my opinion / From my point of view... I could start playing Handball at.... years old.

Contents:

Comparatives: This player is faster / slower / better / worse than... This play / movement is better / safer than...

Superlatives: What is the safest / best / worst position? The safest / best / worst/

position is... Which is the fastest / slowest / safest way to carry out the ball? The fastest / slowest / safest/ way to carry out the ball is ...

Passive voice (recognition): are situated..., are located..., are found..., are used to, are / were scored (At the match six goals were scored by...)

Connectors: because, in order to, in case of...

Classroom management:

Make groups of three/four... Make two/three teams / a circle / line. Find a partner. There are too many in this group. Can you join the other group? Only three/four people in each group. Use your right / left hand / foot. Put your hand on the player next to you / in front of you. Pick up ... Put away... Keep...When the referee blows his / her whistle, I choose, I can / can't, I play, I pass, I dribble, I agree / disagree, I think so, I don't, Can you help me with..., Which way does go? Dribble the ball hard. Keep your head up at all times. Use your finger tips to control the ball, not your palm. Make chest / bounce / overhead pass. When passing, step towards your receiver. When catching, step towards the person passing the ball. Yes, I do. / No, I don't. I forget it. Pass me the ball! Give me a good pass! Hey, it's my turn! You have jumped the queue! Run now, nooow!! Teacher, he/she cheated! Hey, you cannot get out of the line! In my opinion... On the other hand... From my point of view...Very good. You did a great job. It's time to finish. See you again next... Goodbye, everyone.

LÉXICO

Nouns: team, player, goalkeeper, referee, whistle, coach, court, teammate, opponent, goal, shot, defender, defence, attack, respect, cooperation, responsibility, approach, etc.

Verbs: play, pass, shoot, bounce, dribble, protect, join, travel, fall, hold, reach, breathe, carry out, encourage, shoot, spread out, receive, catch, guard, keep, cover, score, blow, etc.

Adjectives & adverbs: full, great, low, hard, open, short, quick, slow, forward, fast, accurate, strong, excellent, upward, etc.

Prepositions & conjunctions: in, on, into, onto, throughout, through, between, towards, while, with, without, etc.

REFERENCIAS

Todas las imágenes usadas están bajo la licencia de "Creative Commons", habiendo sido algunas modificadas.

Mazón Cobo, V., Sánchez Rodríguez, M.J., Santamarta Pérez, J.E. & Uriel González, J.R. (2010). *Programación de la Educación Física basada en Competencias. 6º de Primaria*. Colección Educación Física. Barcelona: Editorial INDE.

Pérez Torres, I. 2009. "Apuntes sobre los principios y características de la metodología AICLE" en V. Pavón, J. Ávila (eds.), *Aplicaciones didácticas para la enseñanza integrada de lengua y contenidos*. Sevilla: Consejería de Educación de la Junta de Andalucía-Universidad de Córdoba.171-180.

<https://www.flickr.com/photos/singapore2010/4927762423/in/photolist-8vs566-yq7g7-7knoDT-8uKDgx-ik23nt-8tVgZ7-4E4YHP-9uWFXh-8TS3xS-F8PPR-8v1BK6-8vkXWz-v35eB-v35eF-v35eE-v35eD-8tUFzJ-8tOzUX-8tVhho-8tOzSB-8tScxt-8tVheu-8Z7n9C-8862hi-yyc85-edg8CN-8SiWUu-8uY7kz-8vkWG4-8vkWtH-8vkWQ2-8vp1Bh-8vp1sY-8vp1qo-NKWeB-8vkYkv-8vkWbp-8GVk4Y-8uoL4W-8ukEJK-8uJwdU-8viv3m-8zkAZ9-9uDaAp-8urnZb-8ukEyZ-8uoLdW-8uoKVU-8uoLqu-8ukEr4>

<https://en.wikipedia.org/wiki/Handball>

LESSONS PLAN

Lessons	Scaffolds	Activities Description
Lesson n°1	<p>Reception Scaffolds</p>  	<p><u>Activity n°1</u>: Brainstorming about the Handball rules and its history (in group). You may need the following structures:</p> <ul style="list-style-type: none"> - <i>Have you ever seen a Handball match? Yes / No.</i> - <i>What kind of sport is Handball? A single or a team sport? It is a team sport.</i> - <i>How many players are in a Handball team? There are / A Handball team has seven players, six field players and one goalkeeper.</i> - <i>Do you know the game rules? Yes, I do. / No, I don't.</i> - <i>What part of the body can a player use to pass or shoot the ball? A player can use his hands to pass or shoot the ball.</i> - <i>At what age do you think you could start playing Handball? I think / In my opinion / From my point of view... I could start playing Handball at... years old.</i> <p><u>Activity n°2</u>: Read the highlighted information in this web site about the Handball History and its rules and find out by whom, when, and where Handball was invented and how it is played. Each of you will read in loud voice one sentence when his turn will come starting from the student appointed by the teacher. The language teaching assistant will help you with the pronunciation and will correct you if is necessary. The teacher will explain you the game rules, with the help of the Alberta Team Handball Federation Handbook (in group). Discuss the rules.</p> <p><u>Activity n°3</u>: The teacher will present you the History of Handball, surfing the IHF web (in group). Discusses it.</p> <p><u>Activity n°4</u>: Now, before you go to complete the "Handball Word Search Puzzle" worksheet (individual activity). If you don't finish now, you are going to finish it at home. Photocopies are provided for this activity. You may need the following structures:</p> <p><i>Did you find.....?</i> <i>Can you help me with, I can't find it.</i> <i>Is there a word next to this one?</i> <i>Which way does..... go? (forwards/backwards/down/up/diagonally)</i></p>
Lesson n°2	<p>Reception & Transformation Scaffolds</p> 	<p><u>Activity n°5</u>: See the visual dictionaries (player positions and court) for leaning vocabulary and pronunciation (in pairs)</p> <p><u>Activity n°6</u>: Watch the videos about how to pass and how to dribble in Handball (in group). Discuss the videos.</p> <p><u>Activity n°7</u>: Different exercises and games to practise Handball passing and dribbling on the court (in pairs). Handballs are needed. You may listen the following structures:</p> <ul style="list-style-type: none"> - <i>Today, we are going to practice some exercises to learn the proper technique and fundamentals for:</i> • <i>Ball handling</i>

- Dribbling / bouncing
- Travelling
- Now, let's go on the court to play Basketball.
- Make a line, please.
- Let's check if you have the toiletry bag.

Let's start doing the exercises:

- "Ball handling": Take one handball for each of you; pass it around the waist, legs (in both directions), and drawing eights (in both directions). Do the same while you are moving from the red cone to the blue one, specially set on the court by your teacher for this exercise.
- "Ball bounce": Individually, bounce the ball in a static position (staying in the same place), with one hand, then with the other, and finally alternating them. The teacher will be showing you numbers with his/her fingers and you will have to name them. Now, try to do the same while you are moving from the red cone to the blue one (dynamic exercise). Gradually increase the travelling speed while your teacher will change at the convenient time the distance between the cones.
- "The Pac - Man". Individually, dribble the handball along the lines of the court. Three or four of you named by the teacher will be left without ball and they will try to catch the rest of you and steal the ball without making fouls. They will also have to follow the lines. The one who have lost the ball has to start from the Middlefield.
- "Relays with dribble". Make four groups and form rows. At a signal, one player from each group goes dribbling to a marked pivot point and returns to the row where the ball will be passed to the next of his/her colleague. The length of the pass could not exceed one meter. VARIATION: Place a series of cones in each of the rows to move in zigzag.

Ok, now pick up all the balls and put them away.

In all these exercises you may listen the following structures:

Dribble the ball hard.

Keep your head up at all times.

Use your finger tips to control the ball, not your palm.

Make Chest/Bounce/Overhead Pass.

When passing, step towards your receiver.

When catching, step towards the person passing the ball.

You may need the following structures:

Yes, I do. / No, I don't. I forget it.

Pass me the ball, pass me well.

Hey, it's my turn! You have jumped the queue!

Run now, nooow!!

Teacher, he/she cheated!

		<p><i>Hey, you cannot get out of the line!</i></p> <p><u>Activity n°8:</u> Now, after you go to the changing room you are going to complete the "Handball Crossword", an interactive activity. If you don't finish now, you can finish it at home.</p>
<p>Lesson n°3</p>	<p>Reception & Transformation Scaffolds</p> 	<p><u>Activity n°9:</u> Watch the videos about how to do a jump shot and feint movements (in group). Discuss the videos.</p> <p><u>Activity n°10:</u> Different exercises and games to practise the jump shots and feint movements on the court (individual / in pairs / in groups). Handball court and handballs are needed.</p> <ul style="list-style-type: none"> • "Dodge Ball": At the beginning of a dodge ball game, the balls are lined up on the central dividing line (in some versions of the game, the balls are thrown in the air for the players to catch or divided evenly to both teams pre-match). The players then simultaneously rush towards the center line and try to grab one of the dodge balls and throw or roll it backwards to their teammates. In some versions there is a "check line" that the dodge balls have to be behind before they can be considered "live." Players cannot pick up a ball and throw it instantly. This is known as the opening rush. Once the game has commenced, players throw balls at members of the opposing team in an attempt to eliminate the players. When a player has been hit by a dodge ball "on the full" (i.e. without hitting the roof, the floor, any of the walls, or an outside object and rebounding off) and no one catches it before it becomes dead, that player has been eliminated and must move to his team's designated bench area (players are still out if the ball rebounds off another dodge ball and/or player and hits them on the full). The same rule applies if any number of people tries to catch the ball but drop it. <p><u>Activity n°11:</u> Now, before you go to the changing room you are going to complete the "Handball Alphabet Activity" worksheet (individual activity). Photocopies are provided for this activity. If you don't finish now, you can finish it at home. You may need the following structures:</p> <p><i>Did you find.....?</i></p> <p><i>Can you help me with, I don't find it.</i></p> <p><i>Is there a word next that match here?</i></p>
<p>Lesson n°4</p>	<p>Reception & Transformation Scaffolds</p> 	<p><u>Activity n°12:</u> Watch the videos about how to attack and counter attack and how to be a defender in Handball (in group). Discuss the videos.</p> <p><u>Activity n°13:</u> Watch the video again and listen for the words needed to complete the gaps. Photocopies are provided. You may need the following structures:</p> <p><i>Did you hear it?</i></p> <p><i>Can you help me with, I didn't understand it.</i></p> <p><i>Is there a word that match in this gap?</i></p> <p><i>Which word match here?</i></p> <p><u>Activity n°14:</u> Different exercises and games to practise the offensive and the defensive basic movements on the court (in groups / teams). Handball court and handballs are needed.</p>
<p>Lesson n°5</p>	<p>Reception & Transformation Scaffolds</p>	<p><u>Activity n°15:</u> Watch the videos about how to be a Goalkeeper and how to play Handball (in group). Discuss the videos.</p> <p>After watching the video, we are going to the court. There, we are going to try and mimic some of the actions that you have seen during the video. Take one ball per pair.</p>



- Passing
- Dribbling
- Defence
- Jump stops

Activity n°16: Different exercises and games to practise the Handball on the court (in groups / teams). Handball court and handballs are needed. Exercises:

- "The dizziness": Groups of 6-8 players forming a circle. Two of them in the middle try to intercept the ball passed by the others among them. If they do it, they switch place with the one who lost the ball.
- "10 passes": Now, you are going to practice passes in pairs, standing still. Take one ball per pair. You are going to make 10 chest passes. When you finish, make 10 overhead passes. Now, the same but while you're moving. You should count the passes in English.
- "Dribble and throw": Per pair with one ball. One bounce the ball and throw to the goal and the other should defense and try to block the ball. Then, the defense player will pick up the ball and go back to do the same, changing roles. Repeat the actions until the teacher will say you other thing.
- "The 10 shoots". Two groups at each goal. Each group with a ball. At the signal, began to shoot from the indicated location. A fellow collects the rebound and passes the ball to the next colleague to throw. The team that first scores 10 wins. Count the points and express yourselves in English during the activities. You will have an extra point as a reward if you are talking in English. Which team manages to score 10 goals in the shortest time? Who scores more goals in 3 minutes?

Activity n°17: Complete the "[Handball Challenge](#)" worksheet (individual activity). Photocopies are provided for this activity.

Transformation & Production Scaffolds



Activity n°18: Organize four teams and establish the Handball School League Rules. We are doing a meeting to discuss about the school league. Talk with your colleagues about the school basketball league rules and make your team. The captains are..... Now, decide who will choose first. Use this counting rhyme:

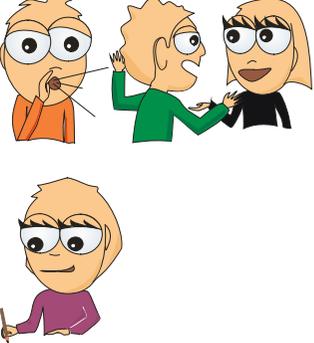
*"Eeny, meeny, miny, moe,
Catch a tiger by the toe.
If he hollers, let him go,
Eeny, meeny, miny, moe."*

You may need the following structures:

*I think....
In my opinion ...
From my point of view ...
I agree / I don't agree ...
Can I choose first?*

Here you have a digital camera to take picture of your games. Later, we are going to make some bubbles

Lesson n°6

		<p>below the pictures and write on them. With all these, we are going to make a comic about our school league.</p> <p><u>Activity nº19:</u> Play the Handball School League, applying the learned skills, respecting the School League rules and using the match reports. While you are playing the Handball School League you should talk in English with your colleagues, using the vocabulary and the structures you have learned in this Unit. The teams that are using English to communicate among players or among players and referees will win an "extra" point on each play that they do so. The teacher or the language teaching assistant will keep the computation of these points to be added to the score achieved at the end of the game.</p>
<p>Lesson nº7</p>	<p>Transformation & Production Scaffolds</p> 	<p><u>Activity nº19:</u> Play the Handball School League, applying the learned skills, respecting the School League rules and using the match reports. You may need the following structures when you play Handball:</p> <p><i>Pass me the ball, I'm free!</i> <i>Help me on defense!</i> <i>Block! Block him/her!</i> <i>Run with your opponent and pressure the ball!</i> <i>Shoot from nine meter arc!</i> <i>Catch and retain possession!</i> <i>Don't over possess the ball!</i> <i>We should have penalty, it was foul.</i> <i>The referee has blown the whistle.</i> <i>You should have passed to your colleagues instead of bouncing the ball.</i> <i>Mark him/her! Don't let him/her go!</i> <i>Teacher, it isn't right.</i></p> <p><u>Activity nº20:</u> Complete, at the end of the lesson, the "Player positions", an interactive activity. You may need the following structure:</p> <p><i>Did you find.....?</i> <i>Please, can you help me with, I don't know it.</i> <i>Is there a word that match with this one? Thank you.</i></p>

Lesson nº8

Production Scaffolds



Activity nº21: Complete the [Web quest](#) and the self assessment (individual activities). Complete the [self-assessment](#). Photocopies are provided.

Activity nº22: Complete the [Final Task](#): With the pictures that had been taken from the School League matches, students are going to make a comic writing on the bubbles drawn below the pictures. You may need the following structures when you play Handball:

Pass me the ball, I'm free!

Help me on defense!

Block! Block him/her!

Run with your opponent and pressure the ball!

Shoot from nine meter!

Catch and retain possession!

Don't over possess the ball!

We should have penalty, it was foul.

The goalkeeper doesn't stop the ball.

The referee has blown the whistle.

You should have passed to your colleagues instead of bouncing the ball.

Mark him/her! Don't let him/her go!

Teacher, it isn't right.

AUTOEVALUACIÓN PORTFOLIO PARA PRIMARIA

	I can...			
	I used specific vocabulary when I speak I can give opinions about team Handball or describe its rules			
	I can understand my teacher's instructions and explanation I can understand my partner's answers when I ask questions I can understand the information from an audio			
	I know to express my opinions and ideas I can agree/disagree with someone else I can ask / answer questions and talk about team Handball			
	I can extract the main ideas from a text I can read a text and organize the main ideas I can read the instruction to do a task I recognize the main rules and skills you need to play team Handball			
	I can use phrases and expressions to describe team Handball rules and skills I can write my ideas about team Handball			

SOLUCIONARIO

Activity 13: Watch the video and listen for the words needed to complete the gaps. Link to the video: <https://www.youtube.com/watch?v=AF9dk0XtM4Y>

- 1) The first type of attack is the **slow approach**. Move the ball around the court trying to create some space for a teammate to shoot.
- 2) The second type of attack is similar to the slow approach but uses quick passes to **wrong foot** and move opposing players out of position.
- 3) Next is the fast break. **Fast breaks** are common in handball.
- 4) The defending team can quickly turn **defence** into attack by a shooting payer running quickly forward into the space and a passing player throwing the ball long over the top of the defending team.
- 5) Successful attacks finish with a **shot**.
- 6) Common shots include dire shots, **jump shot**, spin shots or if you are lucky enough, a free shot on goal. These are some common attacks in handball.

HANDBALL SCHOOL LEAGUE REPORT MATCH



PLACE: C.E.I.P. DATE: _____
 Referees: 1. _____ 2. _____

Team A				Team B			
Player		Goals	Warnings	Player		Goals	Warnings
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
FINAL RESULT				FINAL RESULT			
Captain				Captain			



HANDBALL SCHOOL LEAGUE REPORT MATCH



PLACE: C.E.I.P. DATE: _____
 Referees: 1. _____ 2. _____

Team A				Team B			
Player		Goals	Warnings	Player		Goals	Warnings
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
FINAL RESULT				FINAL RESULT			
Captain				Captain			