

## Teaching scenario title: Vloerballen (Petanque) in History and English

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### 1. Teaching scenario identity

**Thematic field:** Belgian traditional games in History/English

**Classes:** 4 B Est -3 B Mod -2 T ITI

**Competence level:** basic level of knowledge and competences of English language

**Profile of target group:** students participating in the 4<sup>th</sup> meeting in Lier, Belgium

**Teaching scenario aim:** Students to learn the importance of traditional games

**Teaching scenario objectives:** Students to learn the origin of the game; to expand and consolidate English vocabulary

**Duration:** 50 minutes

**Teacher's role:** facilitator

**Method of students' work:** in pairs

**Required materials:** a paper with the history of the game

### 2. Brief description of the teaching scenario

The students are requested to read some information about the rules and the history of the game in English and then they are invited to answer some questions, to complete a comprehension activity and a multiple choice exercise.

### 3. Worksheet and their keys

STUDENT.....CLASS .....DATE.....

**Read the following information about one of the games presented in the 4<sup>th</sup> meeting of the Erasmus+ Project PLAYING EUROPE held in Belgium:**

**“Vloerballen “ (in English Petanque and in Italian Bocce).**

#### **Equipment and Purpose:**

8 balls and 1 small ball;

closest ball 1 point; winner 13 points

#### **Game rules:**

- 2 teams
- 4 balls per turn
- Team 1 throws small ball
- Team 1 begins ⇒ throws first ball
- Team furthest from small ball throws next ball
- Continue until the end

#### **Answer the following questions:**

1. What do you need in order to play the game?
2. Which is the purpose of the game?

3. How many teams are there?
4. How many balls per turn?
5. How many points to the winner?

## History of the game

### Read the text and complete with the missing words:

variant - rolled – throw - field - spread – Europe - Greece -19th century – boule - afflicted

**Boules** games have a very long history, dating back through the Middle Ages to ancient Rome, and before that to ancient ..... and Egypt.

In France in the second half of the....., a form of **boules** known as **jeu provençal** was extremely popular. In this form of the game, players ..... their boules or ran three steps before throwing a.....

**Pétanque** originally developed as a variant of **jeu provençal** in 1910.

A former **jeu provençal** player was ..... by rheumatism so severe that he could no longer run before throwing a **boule**. In fact, he could barely stand.

A good friend was a local café owner. In order to accommodate his friend, he developed a ..... form of the game, in which the length of the pitch or ..... was reduced by roughly half, and a player, instead of running to ..... a **boule**, stood, stationary, in a circle.

They called the game **pieds tanqués**, "feet planted" (on the ground), a name that eventually evolved into the game's current name, **pétanque**.

**Pétanque** ..... rapidly from Provence to the rest of France, then to the rest of....., and then to all the countries around the globe.

### Multiple choice exercise

Ancient Egypt is a historical period between

- A. 6000 BC and 332 BC
- B. 5000 BC and 332 BC
- C. 3000 BC and 332 BC

Ancient Greek is a historical period between

- D. 800 BC and 31 BC
- E. 800 BC and 1800
- F. 80 BC and 31 BC

Ancient Rome is a historical period between

- G. 8<sup>th</sup> century BC and the collapse of the Empire in 1453
- H. 6<sup>th</sup> century BC and the collapse of the Empire in 1453
- I. 4<sup>th</sup> century BC and the collapse of the Empire in 1453

Middle Ages is a historical period between

- A. 1400 and 1800
- B. 500 and 1400
- C. 1000 and 1400