

## General Information

### Title of the lesson

- Sports Discussion Activity

### Target learners/Grade

- Secondary, Cycle 1, Year 1

### Duration

- 1 period of 75 minutes

### Purpose

- The purpose is to create interaction between the students on a specific topic (which is sport).


## Broad Areas of Learning

- Citizenship and Community Life
  - Participation, cooperation and solidarity.
- Health and Well-Being
  - Active lifestyle and safe behaviour.

## Cross-Curricular Competencies

Intellectual	Methodological	Personal and social	Communication related
<ul style="list-style-type: none"><li>▪ To use information</li><li>▪ To exercise critical judgment</li><li>▪ To use creativity</li></ul>	<ul style="list-style-type: none"><li>▪ To adopt effective work methods</li></ul>	<ul style="list-style-type: none"><li>▪ Achieves his/her potential</li><li>▪ Cooperates with others</li></ul>	<ul style="list-style-type: none"><li>▪ To communicate appropriately</li></ul>

## ESL Competencies

To interact orally in English	To reinvest understanding of texts	To write and produce texts
Student <ul style="list-style-type: none"><li>▪ Initiates, reacts, maintains and end oral interaction</li><li>▪ Construct meaning of the message</li><li>▪ Expands a personal language repertoire</li></ul>		Student <ul style="list-style-type: none"><li>▪ Uses a personalized writing process</li><li>▪ Builds a personal inventory of writing and production resources</li></ul>

# Evaluation criteria

## Cross-curricular competencies

- ◆ **Competency 1: To use information**
  - Effectiveness of research strategies
  - Pertinence of sources consulted
  - Quality of critical analysis
  - Coherence of organization of information
- ◆ **Competency 3: To exercise critical judgment**
  - Clarity of formulation of a question and the underlying issues
  - Quality of his/her point of view
  - Ability to refine his/her judgment
  - Degree of openness to questioning the judgment
- ◆ **Competency 4: To use creativity**
  - Diversity of ideas and scenarios envisaged
  - Degree of openness to new ways of doing things
  - Degree of tolerance for ambiguity
  - Originality of connections among the elements of a situation
  - Flexibility in using new ideas
- ◆ **Competency 5: To adopt effective work methods**
  - Quality of the analysis of the means required
  - Appropriateness of choice methods
  - Adaptation and adjustments of method chosen
  - Perseverance in carrying out the task
  - Degree of rigour in the assessment of the effectiveness of the methods chosen
- ◆ **Competency 7: Achieves his/her potential**
  - Accuracy of the identification of his/her weaknesses and strengths
  - Pertinence of the assessment of the impact of his/her actions
  - Ability to clearly express his/her perceptions and values
  - Autonomy in expressing his/her opinions and choices
- ◆ **Competency 8: Cooperates with others**
  - Degree of participation in the work of team
  - Degree of respect for the rules of procedure
  - Degree of sensitivity to the needs and characteristics of others
  - Extent of contribution to discussion
  - Ability to manage conflict
- ◆ **Competency 9: To communicate appropriately**
  - Degree of mastery of vocabulary, syntax and symbols
  - Degree of respect for usage, codes and conventions
  - Appropriateness of choice of language used
  - Appropriateness of the message for the context and audience
  - Degree of coherence of the message
  - Accuracy of the judgment made of the effectiveness of communication

## ESL Competencies

- ◆ **Competency 1: To interact orally in English**
  - Participation in oral interaction
  - Pertinence of the message
  - Articulation of the message
  - Use of communication and learning strategies
  - Use of resources
- ◆ **Competency 3: To write texts**
  - Pertinence of the text
  - Formulation of the text
  - Use of communication and learning strategies
  - Use of resources

## Related Content

### Strategies

Communication strategies	Learning		
	Metacognitive strategies	Cognitive strategies	Social/affective strategies
<ul style="list-style-type: none"> <li>▪ Gesture (use physical actions to convey or support message)</li> <li>▪ Recast</li> <li>▪ Rephrase (express in an alternative way)</li> <li>▪ Substitute</li> </ul>	<ul style="list-style-type: none"> <li>▪ Direct attention</li> <li>▪ Plan</li> <li>▪ Seek or create practice opportunities</li> <li>▪ Self-monitor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activate prior knowledge</li> <li>▪ Infer</li> <li>▪ Practise</li> <li>▪ Recombine</li> <li>▪ Recombine</li> <li>▪ Scan</li> <li>▪ Skim</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask for help, repetition, clarification, confirmation</li> <li>▪ Cooperate</li> <li>▪ Encourage self and others</li> <li>▪ Take risks</li> </ul>

### Language repertoire

Functional Language	Other vocabulary
<ul style="list-style-type: none"> <li>▪ Social conventions</li> <li>▪ Identification</li> <li>▪ Agreement/disagreement, opinions</li> <li>▪ Capabilities</li> <li>▪ Feelings, interests, tastes, preferences</li> <li>▪ Offers of assistance, needs</li> <li>▪ Requests for help</li> <li>▪ Requests for information</li> <li>▪ Teamwork and encouragement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vocabulary related to participating in the immediate environment</li> <li>▪ Vocabulary related to the students' interests and needs</li> <li>▪ Vocabulary related to the broad areas of learning</li> <li>▪ Vocabulary related to the cross-curricular competencies</li> </ul>
<b>Culture</b>	<b>Texts</b>
<b>Sociological Aspect</b>	
<ul style="list-style-type: none"> <li>▪ Organization and nature of family</li> <li>▪ Interpersonal relations</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Literary</li> <li>▪ Components: contextual cues</li> </ul>

## Materials needed

### For the teacher:

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### For the students:

- Envelope with scrambled words of Appendix #1 (1 envelop per team)
- Answer sheet
- Envelope with pictures of Appendix #2 in it (1 envelop per team)

# PROCEDURES

	The teacher	The students	Grouping	Time
<i>Pre-activity</i>	<p><b>*** Before the class make sure to have prepared the envelopes for each team, for both activities. Write Team #... on each envelop with a different color for each activity (it will be easier to separate them after the activity)***</b></p> <ul style="list-style-type: none"> <li>◆ Review on the board the basic sentence structure (S + V + O )                             <ul style="list-style-type: none"> <li>▪ Ask students what they remember, what they know</li> <li>▪ Ask for examples and ask students to come write them on the board if they are not too excited</li> </ul> </li> <li>◆ Model the activity                             <ul style="list-style-type: none"> <li>▪ They need to drop all the words on 1 desk and create sentences from these words.</li> <li>▪ They need to do at least 8 sentences / questions</li> <li>▪ Explain the Answer Sheet (they can refer to it because there is an example of sentences at the top)</li> </ul> </li> <li>◆ Put the students in teams</li> <li>◆ Pass the envelopes with the scrambled words</li> <li>◆ Ask 1 student from each team to come to the board and write one of their sentences on the board</li> <li>◆ Check every sentence with the class to see if they find errors or if they know if the sentence is good</li> </ul>	<ul style="list-style-type: none"> <li>◆ Listen to the teacher</li> <li>◆ Answer to the teacher's question</li> <li>◆ Ask questions if needed</li> <li>◆ Do the Scramble Words activity</li> <li>◆ Participate during the correction part</li> </ul>	Teams of 4-5 students	30 minutes
<i>Main Activity</i>	<ul style="list-style-type: none"> <li>◆ Keep the class in teams</li> <li>◆ Model the Second Envelop Activity                             <ul style="list-style-type: none"> <li>▪ Pick one image in the envelop</li> <li>▪ Talk about it with their teammates</li> <li>▪ If they don't have anything to say, they can pick another card</li> <li>▪ The point is not to pass every images, but to speak as much as they can about 1 image but it can happen that they don't have a lot to say about "playing chess" for example</li> </ul> </li> <li>◆ Walk through the class to hear students and also participate if you see that they struggle on a certain subject</li> </ul>	<ul style="list-style-type: none"> <li>◆ Listen to the teacher</li> <li>◆ Pick images to talk about it with their teammates</li> <li>◆ Ask questions to the teacher or to their teammates if needed</li> </ul>	Same teams of 4-5 students	30 minutes

<p><i>Post-activity</i></p>	<ul style="list-style-type: none"> <li>◆ Ask student to go back to their places</li> <li>◆ Collect the envelopes from both activities</li> <li>◆ Ask question about the discussion part: <ul style="list-style-type: none"> <li>▪ “What was the easiest subject to talk about?”</li> <li>▪ “Which subject was difficult to talk about?”</li> <li>▪ “What image you wanted to pick but was not in the envelop?”</li> <li>▪ Etc...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ Get back to their places</li> <li>◆ Bring back the envelopes</li> <li>◆ Think about the discussion and their personal opinion and answer the teacher’s questions</li> <li>◆ Use resources available</li> </ul>		<p>15 minutes</p>
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favourite

athlete

playing

golf

plays

hockey

the Montreal's

hockey team

watches

soccer

when

are

we

don't need

what

equipment

volleyball

.

yes,

I

in one week

do you

hours

?

I

sport

is

your favourite

who

love

yes,

outside

your

to play

a helmet

need

No,

How many

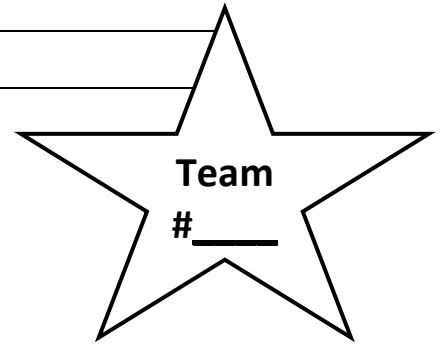


Date: \_\_\_\_\_

Name: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Group #: \_\_\_\_\_



- Find 8 sentences with the scrambled words in the envelop.
- Don't write 8 times "I love baseball", "I love volleyball" ...
- Try to use as many words as possible.
- The sentences should talk about SPORTS.

How to build an information question?			
Question Word	Verb "To Be" (conjugated)	Subject	The rest of the question (Complement)
Who	is	your favourite hockey player	in the NHL?

Basic Sentence Structure			
Subject	Complement (only if needed)	Verb	Object
My favourite hockey player	in the NHL	is	Sidney Crosby.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_

**When you are finish:**

- Check your sentences if they are grammatically correct.
- Put the papers back in the envelop and make sure **there are no papers left** on the floor!



Playing badminton



Playing volleyball



Playing basketball



dance



Snowshoes



Cross-Country skiing



Skateboarding



Downhill skiing



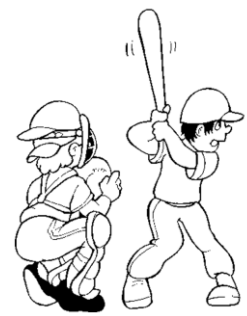
Playing hockey



Listening to music



Flying a kite



Playing baseball



Camping



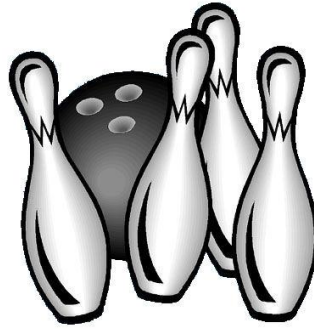
Windsurfing



Playing chess



Fishing



Bowling



Golfing



Acting



Using a computer



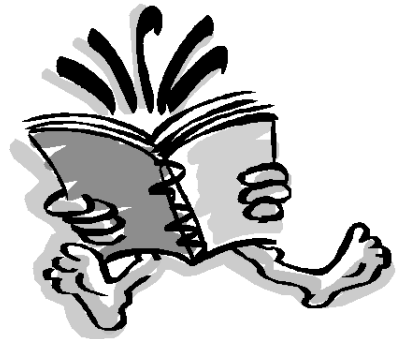
Cycling



Skating



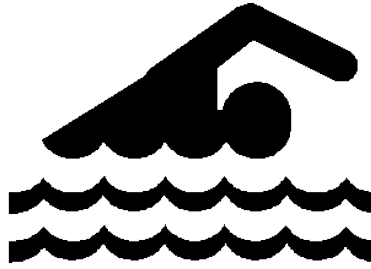
In line skating



Reading



Travelling



Swimming



Hiking



Writing



Playing tennis



Playing music