

#4 Lesson Plan: Sports around the World

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Name of the Lesson: Sports around the world Grade/Language Proficiency Level: B2~C1 level		Date: Mar, 5 nd , 2020	Duration: 100 min
Lesson Overview:	<ul style="list-style-type: none"> • Debate about whether cities should host the Olympics • Watch the video about Nike Vaporfly • Exchange ideas with one another • Organize the information into a short presentation 		

Learning Objectives	
Language Objectives:	<ul style="list-style-type: none"> • Be able to comprehend information through videos with subtitles. • Practice exchanging opinions with one another in spoken English.
Concept Objectives:	<ul style="list-style-type: none"> • As English is one of the dominant languages in the world and that Internet is the biggest source of information nowadays, a lot of useful information is formatted in English online. Students should learn to understand English video reports as they are often used as a mean to broadcast important news and knowledge across the world. Reaching this objective will for sure benefit them with their world view and knowledge base in the long run.
Strategies Objectives:	<ul style="list-style-type: none"> • Practice catching the important ideas in a relatively long English video. • Practice how to clearly exchange opinions on certain topics with one another by providing logical reasons. • Practice organizing new information with groupmates and presenting them with a clear outline.
Materials:	<ul style="list-style-type: none"> • Printed handouts (3 pages, single page x 16), Computer & projector

	Part	Learning Activities	Time
1.	Warm-up	<ul style="list-style-type: none"> • Write down the debate process before class starts • Roll call 	5 min
2.	Presentation and Activity #1-speaking (debating)	<ul style="list-style-type: none"> • Give 5 min to finalize and organize their arguments and review the rules of debating. <ul style="list-style-type: none"> ○ Start at 9:10 !! ○ Proposition: <ul style="list-style-type: none"> ▪ “For Team” goes first. Present your arguments by saying “We think cities should host the Olympic 	20 min 9:05-9:30

		<p>Games because..." (use transitions like first, secondly, etc.) and conclude with "Therefore, we think cities should host the Olympic Games."</p> <ul style="list-style-type: none"> ▪ Against Team should take notes as they present. (1~2 people speak, 1~2 people take notes.) ○ Opposition: <ul style="list-style-type: none"> ▪ "Against Team" goes next. Meanwhile, For Team should take notes. ○ 3~5 min brainstorming for reasons to oppose their components. (groups who are not competing can help!) ○ Rebuttal: <ul style="list-style-type: none"> ▪ "Against Team" goes first. Oppose For Team's opinions by providing logical reasons. (Explain why are there arguments invalid) (e.g. You mentioned that..., I think...) ▪ "For Team" goes next. ○ The rest of the class will vote on which side do they agree more. <ul style="list-style-type: none"> • Ask the two teams to come up with their team names. • Debate! & Vote! (15min) • Give feedback (3min) 	
4.	Presentation and Activity #2-listening and speaking	<ul style="list-style-type: none"> • Hand out the worksheets, explain the objectives and outline of the activity • Let them read through the vocabulary and guiding questions. 	(70 min) 9:30~10:30 5min
		<ul style="list-style-type: none"> • Watch the video of WSJ's Nike Vaporfly and ask the students to take notes. (ONLY ONCE) 	10min
		<ul style="list-style-type: none"> • Ask the students to walk around and ask 1~2 people who are not in their groups whether they think the Nike Vaporfly should be banned from the Olympics <ul style="list-style-type: none"> ○ Give 1 to 3 reasons, or come up with other suggestions to solve the problem. 	10min
		<ul style="list-style-type: none"> • Go back to your group and organize the result of your survey with your groupmates and prepare to present. <ul style="list-style-type: none"> ○ Choose 2 to 4 reasons (or other suggestions) to point out in your short presentation 	15min
		<ul style="list-style-type: none"> • Each group come up to the stage and present their work to the class. (3~5min each=20min) (encourage everyone to take on a small part) 	30min

		<ul style="list-style-type: none"> ○ Opening: According to the surveys we made, we found that ○ 1st Result: more students in this classroom would prefer to ban the Nike Vaporfly because first of all, _____. Also, _____. ○ 2nd result: However, other students think we should not ban the Olympic Vaporfly because _____. ○ If everyone agreed to one side: All students agreed that _____. The reasons are _____. ○ Conclusion & your/other opinons: To conclude, more students agreed with banning the shoes. However, our group is against that idea and think that it should not be banned but regulated, because _____. • Instructor should take notes as the students are presenting to give feedback afterwards. (within 3min each) 	
5.	Closure	<ul style="list-style-type: none"> • Wrap up the debate activity and give feedback <ul style="list-style-type: none"> ○ Vaporfly is currently being regulated but not banned! • Ask for afterthoughts and feedback • Remind them to make use of the transition word list 	5 min

Strategies for Differentiated Instruction:	Contingency Plan: <ul style="list-style-type: none"> • When presenting, invite groups that are done earlier to present to save time if necessary.
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The Controversy Behind Nike's Vaporfly Running Shoe, Explained | WSJ

Part I

Read the guiding questions before watching the video. Watch the video with subtitles and take notes.



Vocabulary

- Controversy: A lot of disagreement or argument about something
- Dope (doping): taking drugs to enhance sporting performance
- To level the playing field: to make a situation fair for all people involved in it
- Exemplified: to be a typical example of something
- Transformative: causing great and positive change in someone or something
- Midsole: a layer of material between the inner and outer layer of a shoe
- Eclipse: to make something or someone seem less important by becoming more successful than they are

Guiding questions

1. What gives Nike Vaporfly the strength to help runners run faster?
2. What other sports also faced the same controversial issues at the Olympics? How was the issue solved?
3. What did the researcher from the University of Michigan suggest?
4. (Something to think about) Can everyone buy the Nike Vaporfly at retail stores easily today?

Note

Feel free to write down other notes that interested you here!

Part II

Walk around and talk to 1~2 people who are not in your group to exchange your thoughts on whether the Olympics should ban the Nike Vaporfly shoes. (10min)

Guiding questions

1. Do you think Vaporfly should be banned? Why or why not?
2. What are the possible consequences of your choice?
3. What are some ways to solve the problems that people are worrying about?

Name of your classmate	Opinions and notes

Part III

Organize your 3min group presentation (See guidance below) (15min)

***You DO NOT need to include every argument. Choose the ones that interest you

- **Opening:** According to the surveys we made, we found that
- **1st Result:** more students in this classroom would prefer to ban the Nike Vaporfly because first of all, _____. Also, _____.
- **2nd result:** However, other students think we should not ban the Olympic Vaporfly because _____.
- If everyone agreed with one side: All students agreed that _____. The reasons are _____.
- **Conclusion & your/other opinions:** To conclude, more students agreed with banning the shoes. However, our group opposes that idea and think that it should not be banned but regulated, because _____.

section	name	note
opening		
1 st result		
2 nd result		
Conclusion and your/ other opinions		