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The  
Robert  
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# 15 MINUTE webinar series

ENGAGING YOUTH IN LANGUAGE AND LITERACY

## Score! Engaging Out-of-School Time Youth in Language and Literacy through Sports

APRIL 23, 2015 | 1:30 - 1:45PM EST

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Many youth in out-of-school time programs are interested in sports. This interest can be used to engage them in literacy activities, including reading, writing, speaking and technology. Engaging youth in these activities develops 21st Century skills and supports the English Language Arts Common Core and other state standards.

**Following are two sets of linked lessons and two independent lessons (approximately 12 hours total, but easily spread over more sessions) that use youth interest in sports as a springboard for language and literacy development.**

# Sports Debates<sup>1</sup>

## LEARNING OBJECTIVES AND OUTCOMES

### Youth will:

- collaborate
- engage in debate around controversial topics
- engage in civil discourse
- generate a range of writing in a variety of genres

## PREPARATION

- Determine what sports the youth are interested in.
- Research the sports, and identify several controversial sports topics such as:
  - ▶ Who is a better basketball player, Michael Jordan or LeBron James?
  - ▶ Do athletes get paid too much?
  - ▶ Should wearing bicycle helmets be a requirement for all?
  - ▶ Should the 2014 World Cup Game Mexico vs. Holland have been replayed due to referee error?
- Research debate roles and rules and create a handout to share with youth.
- Research cooperative learning group formers and pick one that will help divide youth into two teams.
- Research peer feedback protocol and create a handout for youth.

## MATERIALS NEEDED

- Large sheets of paper & markers
- Debate Roles and Rules Handout
- Debate examples video for elementary:
  - ▶ [www.youtube.com/watch?v=fv9zyOymPyI](http://www.youtube.com/watch?v=fv9zyOymPyI) | [www.youtube.com/watch?v=u2GJmxt-reA](http://www.youtube.com/watch?v=u2GJmxt-reA)
- Debate examples video for middle school:
  - ▶ [www.youtube.com/watch?v=Vv1S9QPblvo](http://www.youtube.com/watch?v=Vv1S9QPblvo)
- Computers with internet access and printers
- Newspaper articles about debate topics
- Paper

<sup>1</sup>Lessons based on work of Erika Sanchez, Program Director, Queens Community House, [esanchez@queenscommunityhouse.org](mailto:esanchez@queenscommunityhouse.org)

- Writing tools
- If possible:
  - ▶ Microphones
  - ▶ Lecture stand
  - ▶ Long tables

## LESSON #1: INTRODUCING SPORTS DEBATES

- Introduce the term debate. Have youth brainstorm everything they know about debates.
- Explain that sports have many controversial topics that might invite debate.
- Ask youth to share any controversial sports topics they're familiar with.
- Share some of the ideas researched prior to introducing the lesson.
- List debate topic choices along with the two sides of the argument. Hold a group vote to determine final debate topic.
- Use a cooperative learning group former to separate the group into two teams.
- Have youth meet in their teams. If necessary do a few community building exercises to facilitate teamwork.
- Invite teams to review the debate rules and roles handout and determine the roles each person will assume. Have staff member plan to be the moderator.
- Encourage each team to come up with a list of group promises, e.g. what they promise to do to make the team work well together.

## LESSON #2: LEARNING MORE ABOUT DEBATES

- Review and reflect on debate rules and roles handout from the last lesson and then watch a video of a debate in action.
- Have youth write answers to the following questions:
  - ▶ How were the rules for debate demonstrated?
  - ▶ What questions do you have about the debate?
  - ▶ What surprised you about the debate?

## LESSON #3: DEBATE RESEARCH

- Invite teams to research their side of the argument and identify relevant or main points.
- If needed, do mini-lessons on note-taking, how to identify main points, or how to create a discussion web.

## LESSON #4: DEBATE PREPARATION

- Encourage youth to write opening and closing statements, questions, or rebuttals depending on role.
- Have youth share with teammates using a peer feedback protocol and revise as necessary.

## LESSON #5: DEBATES

- Hold the debate.
- Have youth write a reflection about the debate. Questions might include:
  - ▶ Which side made the best case? Why?
  - ▶ How did the evidence or argument change my thinking?
  - ▶ What did I learn?
- Invite volunteers to share their reflections with the group.

# Sports Mini-Film Festival<sup>2</sup>

## LEARNING OBJECTIVES AND OUTCOMES

### Youth will:

- understand a topic from multiple points of view and perspectives
- become familiar with the structure of film narrative, including character and plot
- write using a variety of genres, such as essays and film reviews

## PREPARATION

- Find out what types of sports the youth are involved in or interested in.
- Research films on sports, famous sports players or more educationally oriented films that explore the science of sports. It may be desirable to focus on one sport, such as football, soccer, or basketball, so that students are exposed to a range of information and points of views on the topic. Length of the film, access to films or videos, and technology access may limit options.
- Select films that portray multiple angles and points of view about the same sport. For example, female players and teams, black and minority inclusion into an all-white sport, comedies about sports teams, etc.
- Be aware of the film ratings and view all films in advance. Some films may have inappropriate content for younger viewers.
- Select one feature film and a shorter film and/or documentary.
- Become familiar with Venn diagrams.

## MATERIALS NEEDED

- Movie projection method
- Paper, notebooks, or journals
- Writing tools
- Online reviews written by youth from journals such as Teen Ink
- Computers with internet access, printer, and paper (youth may want to write a blog or publish online film reviews)
- Large sheets of paper & markers

## LESSON #1 SPORTS FILM FESTIVAL INTRODUCTION

- Explain to youth that they will be participating in a Sports Film Festival. Describe the concept and introduce the sports that will be featured in the chosen films. Let the youth know that the films were selected based on their interests.
- Have youth respond in writing to one of the following prompts:
  - ▶ What do you know about the sport already?
  - ▶ What questions do you have about the sport?
  - ▶ How is the game played? What are the rules?
  - ▶ Who are your favorite players and teams and why?
  - ▶ What questions do you have about the sport?
  - ▶ Have you ever played on a team? If so, on what position? Describe your team experience.
- Invite youth to share their thoughts with a partner or with the group.

<sup>2</sup> Lesson adapted from [www.edutopia.org/blog/five-minute-film-festival-science-sports](http://www.edutopia.org/blog/five-minute-film-festival-science-sports)

- Explain to youth that they will be viewing two films and while they are watching they will be taking notes about the characters, setting, and plot.
- Review film vocabulary.
- Invite youth to read one or two movie reviews written by other youth.

## LESSON #2 MOVIE VIEWING PART 1

- Review the information from the previous lesson.
- View the first film having youth take notes on characters, setting, and plot.
- Save notes for next lesson.

## LESSON #3 MOVIE REVIEW PART 1

- Encourage youth write movie reviews.
- Introduce or review peer feedback protocol. Invite youth share their reviews in partners or small groups and then revise their reviews as necessary.

## LESSON #4 MOVIE VIEWING PART 2

- Have youth view the second film, taking notes on characters, setting, and plot.
- Save notes for next lesson.

## LESSON #5 MOVIE REVIEW PART 2

- Have youth write a review of the second movie and share with partners or small groups
- Encourage youth to analyze the two previously viewed films through one of the following:
  - ▶ Pair up to complete a Venn diagram with the film's similarities and differences (compare and contrast)
  - ▶ Individually write a short piece that analyzes the films
  - ▶ Invite youth share their reviews with a partner or in small groups.
- Consider putting the reviews together into a program movie review book.

# Sports Stats

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## LEARNING OBJECTIVES AND OUTCOMES

### Youth will:

- become familiar with new vocabulary
- learn how to calculate averages
- work collaboratively and articulate and present their work to others

## PREPARATION

- Find out what types of sports and teams youth are involved or interested in.
- Access statistics for the previous or current sports season (both group and individual player stats) for a particular team.
- Create a handout that lists the stats.

## MATERIALS NEEDED

- Large sheets of paper
- Writing Tools
- Paper

## LESSON

- Ask youth what they know about the particular sport and teams that you'll be focusing on. Chart answers.
- Explain that:
  - ▶ Data is collected during each game.
  - ▶ The data is then averaged over time to determine success and progress of players and teams.
- Tell youth that they will be learning how to figure out the averages of a player or team. Introduce any new vocabulary.
- Pass out statistics handout.
- Use one set of statistics and demonstrate how averages are calculated.
- Use a cooperative learning group former to divide youth into pairs.
- Have pairs use stats to calculate averages for their favorite player or team.
- Encourage pairs to write about the player or team using the averaged stats.
- Invite pairs to present their writing to another pair or to the whole group.

# Sports News

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## LEARNING OBJECTIVES AND OUTCOMES

### Youth will:

- become familiar with new vocabulary
- write using a variety of genres
- work collaboratively and articulate and present their work to others

## PREPARATION

- Ensure enough materials for all youth to participate.
- Gather newspaper sports sections.

## MATERIALS NEEDED

- Newspaper sports sections
- Paper
- Writing tools
- Dice
- Timers or stopwatches

## LESSON

- Explain that many sporting events are covered by the news. Share copies of newspapers with sports coverage.

- Describe the following about a typical newspaper article:
  - ▶ Includes who, what, when, where, why, and how of the subject
  - ▶ Most articles are between 200 and 500 words.
- Use a cooperative learning grouping former to divide youth into pairs.
- Teach youth the following game rules:
  - ▶ Begin the game with a “coin toss” to determine which player goes first. Conduct the “coin toss” by having each player roll a die. The player with the highest roll goes first.
  - ▶ Set the timer for 15 minutes and begin play.
  - ▶ Players take turns rolling a die four times (downs) to try to roll either a six or a three.
  - ▶ If a player rolls a six, he or she scores six points for a touchdown and may roll the die again to try to roll a one to represent the extra point. Play continues with the next player.
  - ▶ If a player rolls a three, he or she scores three points for a field goal and play continues with the next player.
  - ▶ If a player does not roll a six or three during his or her four tries (downs), the next player takes his or her turn.
  - ▶ Play continues in 15-minute quarters until four quarters have been played.
  - ▶ The player with the highest score at the end of four quarters wins the game.
- Modify the game as necessary by:
  - ▶ Changing the rules to reflect another sport the youth are interested in.
  - ▶ Completing play at the end of 15 minutes.
  - ▶ Having youth play each quarter in 5 minute intervals instead of 15 minute intervals.
  - ▶ Once youth have learned the rules have them divide into groups of three and designate two players and one reporter. Explain that the reporter will take notes during the game and then the roles will switch.
- After all games are complete, have each youth write short news stories of the game he or she observed as a reporter.
- When articles are finished invite reporters to share their articles in pairs or with the whole group.

## Notes & Additional Resources

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### VARIATIONS

- Introduce vocabulary:
- Create a word wall of specialized sports vocabulary
- Incorporate vocabulary from lessons into games and puzzles such as concentration
- Pair more skilled writers with less skilled writers
- Use less formal, lower-stakes four corner debate approach [www.educationworld.com/a\\_lesson/03/lp304-04.shtml](http://www.educationworld.com/a_lesson/03/lp304-04.shtml)

### GENERAL

- **Peer Feedback Protocol**  
[www.kingstoncityschools.org/files/1036588/Peer%20Critique%20Protocol.pdf](http://www.kingstoncityschools.org/files/1036588/Peer%20Critique%20Protocol.pdf)
- Akiva, T. & McGovern, G. (2011) **Building Community**. Weikart Center for Youth program Quality  
[www.cypq.org/sites/cypq.org/files/Building\\_Community\\_GuidebookSample.pdf](http://www.cypq.org/sites/cypq.org/files/Building_Community_GuidebookSample.pdf)
- Ramaswami, R, Gersh, A., McGovern, G., & Akiva, T. (2011) **Cooperative Learning**. Weikart Center for Youth Program Quality.  
[www.cypq.org/sites/cypq.org/files/Cooperative\\_Learning\\_GuidebookSample.pdf](http://www.cypq.org/sites/cypq.org/files/Cooperative_Learning_GuidebookSample.pdf)

## SPORTS DEBATES

- Hall, G. (2006). **Civic Connections. Urban Debate and Democracy in Action during Out-of-School Time.** Afterschool Matters, 07, Fall.
- **More Resources for Classroom Debates**  
[www.educationworld.com/a\\_lesson/lesson/lesson304b.shtml](http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml)
- **Hilton Elementary Students Debate Team**  
[www.youtube.com/watch?v=u2GJmxt-reA](http://www.youtube.com/watch?v=u2GJmxt-reA)

## SPORTS MINI-FILM FESTIVAL

- **Writing Movie Reviews**  
[www.scholastic.com/teachers/lesson-plan/exploring-genre-review-writing](http://www.scholastic.com/teachers/lesson-plan/exploring-genre-review-writing)
- **Teen Ink**  
[www.teenink.com](http://www.teenink.com)
- **Sports Films**
  - ▶ Soccer
    - Bend it Like Beckham
    - Kicking It
    - Goal!
    - Shaolin Soccer
  - ▶ Football (American)
    - Horse Feathers
    - Remember the Titans
    - Junction Boys
    - The Blind Side
    - Straight Outta L.A.
    - 4th & GOAL
    - Undefeated
  - ▶ Baseball
    - 42
    - Baseball
    - Field of Dreams
    - A League of Their Own
    - Moneyball
  - ▶ Basketball
    - Hoop Dreams
    - That Championship Season
    - The Heart of the Game
    - Game of Change
    - The Announcement
    - Medora



## SPORT STATS

- **Mathematics and Sports WebQuests**  
[www.mathgoodies.com/Webquests/sports](http://www.mathgoodies.com/Webquests/sports)
- **Math in Basketball Lesson Plan**  
[www.thirteen.org/get-the-math/teachers/math-in-basketball-lesson-plan/overview/199](http://www.thirteen.org/get-the-math/teachers/math-in-basketball-lesson-plan/overview/199)
- **Mathematics in Basketball**  
[www.bigwest.org/fastbreak/files/3\\_math.pdf](http://www.bigwest.org/fastbreak/files/3_math.pdf)

Notes