

## ANYONE FOR SPORT?: MODULE OUTLINE

**Field:** Leisure and Recreation **Band:** Lower Secondary



### Purpose

Students investigate the relative importance of sport in the daily lives of Australian and **target culture** students at the secondary school level.

### **Core learning outcomes**

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage. Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1](#), [5.2](#), [5.3](#), [6.1](#), [6.2](#), [6.3](#)

Composing [5.4](#), [5.5](#), [5.6](#), [6.4](#), [6.5](#), [6.6](#)

Some students could be in either the beginner or elementary stages of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

To see the detailed descriptions, click on the relevant level.

### **Content**

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

### [Sociocultural understanding](#)

Students understand the role of sport in the life of **target culture** teenagers and learn about the lives of famous **target culture** sports people.

## Functions and language elements

- [affirming or negating statements](#): Yes, I play sport, no, I don't play sport
- [comparing](#): structures for comparatives and superlatives
- [describing and asking about habits](#)
- [describing and asking about activities and events](#): healthy, fun, friendly, difficult, easy
- [describing people](#): age, weight, height, interests, preferences
- [expressing opinions](#): I think ...
- [expressing and asking about likes and dislikes](#): favourite sports and sporting heroes
- [expressing ability and inability](#): I can run fast, I can jump 3 metres
- [giving reasons](#): because it's fun, friendly, social, healthy
- [identifying and asking about people and things](#): names of sports, sporting equipment, prices
- [identifying and asking when](#): days, times, adverbs of frequency
- [giving and responding to instructions](#): skills for games
- [congratulating and praising](#): Well done!
- [expressing agreement and disagreement](#): Okay, no
- [offering and responding to suggestions](#): Do you want to ... ?
- [identifying and asking about activities and events](#)

## Assessment strategy

In Unit 1, [Task 4](#), [Task 5](#) and [Task 6](#), and Unit 2, [Task 8](#) the teacher can collect samples of written work and record performance notes on speaking. Students choose samples. At what [level](#) can students use language to talk or write about sporting heroes and sporting venues?

In Unit 2, [Task 2](#) and [Task 8](#) the teacher can record anecdotal observations of oral interactions in the survey task and discussion. At what [level](#) can students use language when interacting with others?

In Unit 2, [Task 6](#) and [Task 7](#) the teacher can assess students' reading abilities. At what [level](#) can students comprehend language providing information about sporting events and sports people?



## Teaching considerations

### Sample units

Two work units are provided for this module:



#### [Unit 1: Benefits of sport](#)



#### [Unit 2: Sport in the community](#)

## BENEFITS OF SPORT: UNIT OVERVIEW

### Aim

Students develop an understanding of the benefits of sport.



### Orientating task

- 1 Discuss a poster that depicts beneficial aspects of sport. Rank reasons for playing sport and plot the results on a bar graph.



### Enhancing tasks

- 2 Describe, read about and discuss the strategies and rules of volleyball in order to play a friendly match in **target language**.
- 3 Read the requirements for a Youth Sport Certificate. Prepare a certificate that shows personal bests in chosen activities.
- 4 Prepare a sporting hero's profile to find out more about particular **target culture** or Australian sporting heroes.
- 5 Create an advertisement that associates a famous

sports star with a product that might be incompatible.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



### Synthesising task

- 6 Organise a dinner and decide which sporting identities would be invited. Give reasons for the choices. Write a report on the dinner.

## SPORT IN THE COMMUNITY: UNIT OVERVIEW

### Aim

Students develop an understanding of how sporting participation and sports facilities affect the community.



### Orientating task

- 1 Introduce and discuss statistics about participation in sport in Australia and **target country**.



### Enhancing tasks

- 2 Take a survey and use the results to compile a pie graph that represents the sporting involvement of a local group, friends or family members.
- 3 Analyse and compare TV guides to find the weekly percentage of viewing time given to sport.
- 4 Select a sport and find out what it costs and how much time it takes up.
- 5 Participate in a social activity associated with sport such as a sport-tipping competition or devising a horse-racing sweep. (Note that the emphasis should be on the language of suggesting, not on

gambling.)

- 6 Look at a case study of a town or community that is associated with a particular sporting event.
- 7 Investigate community opportunities for disabled sports people.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



### Synthesising tasks

- 8 Prepare a promotional poster or brochure for participation in a particular sport.
- 9 Discuss the role of sport in people's lives.