

Active Languages 2009/2010

Linking Sport & Languages in Schools

Resources

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Introduction

Linking languages and sport can engage and motivate learners.

In partnership with the Youth Sport Trust, Routes into Languages Yorkshire & The Humber (Routes Y&H) coordinated this cross-curricular project aiming to take languages out of the classroom and combine fun language learning with sports and exercise.

Schools were able to bid for a £1000 grant, funded by Routes Y&H. With this they had to implement their language and sport project in their school, and embed it into the syllabus to enable the project to be sustainable going forward.

The following booklet contains resources used by the teachers during their Active Languages projects. These can be used alongside the Power Point presentations available in the 'resources' section on our website.

Good luck with your project and have fun!

The Routes into Languages Yorkshire and The Humber Team

The schools involved in Active Languages 2009/2010 were:

- All Saints Catholic High School
- Barlby Carr Community Sports & Science College
- Lady Lumley's School
- King Edward VII School
- Wisewood Sports and Community College

Useful websites:

Routes into Languages
www.routesintolanguages.ac.uk

Links into Languages
www.linksintolanguages.ac.uk

Youth Sport Trust
www.youthsporttrust.org

The Routes into Languages programme is funded by the Higher Education Funding Council for England.

The programme was developed by three organisations working in partnership: the University Council of Modern Languages (UCML), the HE Academy Subject Centre for Languages, Linguistics and Area Studies (LLAS), and CILT, the National Centre for Languages.

Resources

Using Active Languages to Raise Interest in Language Uptake at GCSE Resources



Foreign Language Basketball Game

A Fun, Immersion Activity for Spanish, French and ESL Classes

© Diane Farrug

Jan 20, 2008

Motivate your foreign language or ESL students with a friendly classroom game of basketball. Learn English, French, Spanish, German, or any other language through play.

Motivating students to interact in a new language can be a difficult task. But a spirit of play and competition can turn a typical lesson into immersion magic. Play this versatile version of basketball in your classroom to foster language proficiency, enthusiasm, and communication. Because of the nature of competition in this game, it is recommended for students 10 and up.

Materials

You will need:

- A soft ball that is safe to be thrown inside
- A basket, box, or even a trashcan
- Masking tape
- A coin, preferably from the target culture
- A board and markers/chalk for scorekeeping

Set-Up

Physically divide the class into two teams. In the space between the teams, create your basketball court. Place the basket near the front of the room where everyone can see it, and place three lines of masking tape on the floor. The one-point line will be closest to the basket for the easiest shot, followed by the two-point line, and finally, the most distant three-point line.

Object of the Game

Students will try to earn as many points as possible for their team by answering questions or identifying pictures in the target language and shooting baskets for additional points. But the teacher knows that the real object of the game is to get every student involved in a fun, immersion activity using only the target language.

How to Play

1. Divide the class into two teams.
2. Ask the teams to come up with a team name using the target language.
3. Brainstorm a list of expressions that basketball fans would use at a real game. Consider words of encouragement like: Great, Fantastic, Way to Go, Excellent, Good Luck, Nice Try, Too Bad.

4. Flip a quarter (or euro or peso) to determine which team will go first. From this moment on, no language other than the target language is allowed.
5. Choose one player from the first team to answer a question or identify a picture or a number. If the student does so correctly, award one point to the team. The student then throws the basketball from the one-, two-, or three-point line. If successful, add the appropriate number of points to the team's score.
6. Constantly encourage cheering, suggestions, and encouragement in the target language from the class as a whole. Any language other than the language of the game will result in one lost point. Ditto for poor sportsmanship.
7. Continue choosing students to give responses and shoot baskets. Play until a certain number of points are reached, or until your time is up. Count and total the points in the target language.
8. A small candy, stamp, or sticker can be awarded to the winning team, but that is entirely up to the teacher's discretion.

For a special treat when the weather is nice, consider taking your students outside to a real basketball court for this activity. This language learning basketball game is sure to become a favorite of your students. You'll be amazed by the amount of immersion and enthusiasm in your classroom.

Foreign Language Tic Tac Toe Games

A Vocabulary Activity for Learning French, Spanish, ESL and More

© Diane Farrug

Jan 25, 2008

"Tic tac toe, three in a row!"

Encourage children to practice foreign language vocabulary and communication skills with these interactive variations on the classic game.

Children of all ages will be motivated by a game of tic tac toe in French, Spanish, ESL, or any other language.

Instead of a blank grid, use vocabulary pictures, verbs, letters, numbers, or questions in each square. Your students will need to speak in order to place an X or O in a box.

Beginners might just provide a single-word answer; while more advanced students can use the word in a sentence, describe it using only the target language, or answer higher-level questions. Be sure to teach game-playing expressions, too, such as:

- My turn/Your turn
- I win/You win
- Tied game
- Good game
- Play again?

Tic tac toe can be played in teams or partners.

Team Game

Create a large tic-tac-toe grid on the board. Draw or attach visuals in each square of the grid. Divide the class into X's and O's. Choose players from each team to identify or describe the picture of their choice. If successful, they tape an X or O over that square.

Team Game with Beanbags

Create a tic tac toe grid on the floor with masking tape and laminated pictures. Divide the class into two teams. Instead of X's and O's, give each team different colored bean bags. After identifying or describing the picture, students must be able to toss the beanbag on the correct square. Adding the element of the toss makes the game more active and the outcome less predictable.

Team Game with Human X's and O's

Like the beanbag version of the game, create a large grid on the floor. Players from each team hold a large X or O and physically stand in the square they identify. Partner Activity with Paper and Pencil Prepare a picture tic tac toe grid for two players to share.

First, call out or describe items on the grid while the players race to point to it on the paper.

Once the students have done this listening comprehension practice, they may play the game with their partner by writing an X or O over the picture they identify. If you want your students to play more than one game, prepare a handout with several grids, or try the next version with manipulatives.

Partner Activity with Manipulatives

Prepare a classroom set of tic tac toe games in plastic freezer bags. Each freezer bag should contain ten bingo chips, poker chips, or bottle caps-five of one color and five of another. Whenever you want a communicative, hands-on partner activity, simply insert a small picture tic-tac-toe grid in each bag and distribute one game to each set of partners. Change the grid according to your lesson.

Example Activity Table

Week	Language	Suggested Activity	Resources
1	Activities with jouer and faire.	Relay races in teams. Students race from 1 side to their bucket at the other side where they collect a word. Race dribbling ball, skipping, bouncing ball etc. Then put words in order to create phrase.	Relay batons. Buckets. Balls etc. Word cards.
2	Using faire with de la / du / de l'	Orienteering – as week 7.	Cones. Labels. Maps + pens
3	Opinions +infinitive.	Basketball – as week 6	Basketballs. Buckets. Word cards.
4	Il y a... où on peut...	Hoops + beanbags. 2 teams answer questions for a chance to throw a beanbag into a hoop. Hoops are worth different points. Teams collect points.	Hoops. Beanbags. Questions.
5	Future tense.	Football. Students to score through 4 different goals, 1 on each side of pitch. Each goal has a sentence. Tick off sentences as they score. Translate at either start or end of game. Winning team scores in each goal first.	Footballs. Cones. Mini whiteboards + pens. Coloured bibs.
6	Perfect tense.	Basketball. 4 teams shoot at 4 different nets. Upon scoring students collect a word from a bucket to make a sentence. The winning team collects all words and creates sentence in French + English 1st.	Basketballs. Buckets. Word cards.
7	Comparing future + perfect tenses.	Orienteering – equal length sentences split onto cones. Teams hide their cones and mark positions on map. Opposition to find cones, bring back and recreate sentence.	Cones. Labels. Maps + pens.
8	Body parts.	Teams race to collect word cards to stick on 1 member of their team. Could incorporate any suggested or other activity as teachers deem appropriate.	Word cards.
9	Imperative.	Creating + performing a dance routine.	Instruction list. Mini-whiteboards + pens.
10	Jobs (masc. + fem.)	Rounders – collecting job cards at 2nd or 4th base. Collect as many jobs as possible. Have to decide if masculine / feminine by putting into correct piles.	Posts. Buckets. Bats + ball. Word cards.
11	Compass places + weather.	Putting word cards into order to make sentences. Then translate. Teams race each other. In between each word ordering race students get up and race to a point nearby and back again.	Word cards in envelopes. Mini-whiteboards
12	Countries + nationalities.	Rounders. Collect corresponding countries + nationalities from 2nd and 4th bases. Match country to nationality	Posts. Buckets. Bats + ball. Word cards.

Active Languages Project
Pre-project Questionnaire

French group: _____

Name: _____

Q. 1 - On a scale of 1 to 5 below (1 being "really like" and 5 being "really dislike) circle a number to indicate how much you enjoy your French lessons:

Really Like 1 2 3 4 5 Really Dislike

Q. 2 - On a scale of 1 to 5 below (1 being "really like" and 5 being "really dislike) circle a number to indicate how much you enjoy your PE lessons:

Really Like 1 2 3 4 5 Really Dislike

Q. 3 - What do you like most about your French lessons
(you can give more than one detail)?

Q. 4- What do you like least about your French lessons
(you can give more than one detail)?

Q. 5 Would you consider studying a language (French / Spanish / German) in Year 10?

Yes / No / Don't know _____

Active Languages Project

Post-project Questionnaire

French group: _____

Name: _____

Q. 1 - On a scale of 1 to 5 below (1 being "really like" and 5 being "really dislike) circle a number to indicate how much you enjoy your French lessons:

Really Like 1 2 3 4 5 Really Dislike

Q. 2 – Have you enjoyed Active Language lessons more than your normal language lessons? (Please circle)

Yes / No / Don't Know

Q. 3 Would you consider studying a language (French / Spanish / German) in Year 10? (Please circle)

Yes / No / Don't know _____

Y9 Trampolining in French

L'équipe de France de trampoline

L'équipe de France est composé de différents gymnastes. Ces derniers participent, selon les années, aux Championnat d'Europe, du Monde, à divers tournois internationaux et aux Jeux Olympiques

Mickaël Jala :

Il fait ses débuts en Trampoline en 1989 aux côtés de Cyril Cloud, son 1er entraîneur. Athlétique, explosif et endurant, il est entré en équipe de France en 2000, il remporte pour la première fois le titre européen par équipe au mois d'octobre de la même année et devient, en 2004, champion de France.

Sébastien Martiny :

Sébastien, membre de l'équipe de France Trampoline, s'entraîne au Pôle d'Antibes. Il est récemment parti au Jeux Mondiaux avec son coéquipier de toujours Grégoire Pennes, ils ont obtenu la médaille d'argent en synchronisé. Sébastien est en pleine préparation pour les Championnats du Monde à St Petersbourg où il y participera en individuel et en synchronisé.

David Martin :

David est suivi depuis toujours par l'entraîneur national, Franck Bardy. Il s'entraîne à Antibes 12 à 20 heures par semaine selon la période. Il s'est battu jusqu'au bout pour obtenir son billet pour Sydney en 2000, où il fut le premier trampoliniste français à concourir lorsque le trampoline est devenu discipline olympique. Malheureusement, pour une erreur d'appréciation technique, il échoue au pied du podium olympique. Perfectionniste, sociable, un peu jaloux et quelques fois entêté, David n'en reste pas moins un bon vivant.

Grégoire Pennes

Gymnaste grand et filiforme, brun aux yeux marrons, Grégoire s'entraîne à Bois-Colombes. Il a récemment représenté la France aux Jeux Olympiques de Pékin et aux Jeux Mondiaux où il termine 2ème en synchronisé avec son coéquipier Sébastien Martiny. Grégoire s'entraîne au Pôle d'Antibes.

Interdit aux enfants de moins de 6 ans.
L'utilisation du trampoline par les enfants doit se faire sous la surveillance d'un adulte, même si un filet est installé.

Une seule personne à la fois!
La présence de plusieurs sauteurs augmente considérablement les risques de blessures.

Sauts périlleux interdit!
L'atterrissement sur le cou ou sur la tête vous expose à un risque de paralysie ou à un accident mortel.

Maitrisez les sauts de base et apprenez à vous arrêter.
Pour vous arrêter; pliez les genoux au contact du tapis pour amortir le saut. Gardez votre regard sur le tapis de saut (cela vous aide à conserver votre équilibre).
Ne sautez pas trop haut et revenez toujours au centre du trampoline.

Ne sautez pas en dehors du trampoline!
Pour descendre, asseyez vous sur le bord puis descendez prudemment.
N'utilisez pas le trampoline comme tremplin pour sauter vers d'autres objets

Ne pas se mettre sous le tapis de saut!
Vous pourriez être écrasé par le sauteur.
Aucun objet ne doit se trouver sous le trampoline

Retirez tous les objets coupant de vos poches et du trampoline.
Retirez tout débris se trouvant sur le tapis de saut

Ne pas utiliser avec des chaussures!
Sautez pieds nus ou avec des chaussons adaptés.
Portez des vêtements permettant une liberté de mouvements, sans qu'ils soient trop amples.
Enlevez bijoux ou montre.

La surface du trampoline doit être sèche et propre.
Ne pas utiliser après une averse, avec les pieds mouillés ou si le tapis de saut est glissant.
Ne pas utiliser en cas de vents forts.

Respectez vos limites!
Faites des séances courtes!
Évitez de sauter quand vous êtes fatigué.

Déconseillez pour les personnes souffrant d'hypertension ou de maladies cardiaques.

Ne pas utiliser sous l'emprise d'alcool, de drogues ou de médicaments.

Ces substances provoquent des pertes de l'équilibre et augmentent le risque de mauvaise réception.

Ne pas utiliser pendant la grossesse.

Interdit de fumer

Zone de sécurité

Le trampoline doit être installé sur une surface plane, dans un endroit éclairé, loin de tout autres jeux, objets, installations ou végétaux. La zone de sécurité doit être de 3 mètres autour du trampoline et de 6 mètres au dessus.

Ne pas mettre d'échelle

Ne pas mettre d'échelle ou d'autre moyen d'accès (les jeunes enfants pourraient grimper sur le trampoline sans surveillance). Si une échelle est utilisée, celle-ci doit être retirée par le surveillant lorsqu'il quitte les lieux.

Le coussin de protection doit recouvrir entièrement les ressorts et la structure.

Lorsque vous attendez votre tour, ne restez pas debout sur le coussin de protection.

Le filet de sécurité peut éviter les accidents dûs aux chutes en dehors du trampoline, mais ne prévient pas contre les collisions entre sauteurs ou les mauvaises réceptions.

L'usage du trampoline est bon pour la santé.

Questions Trampoline

L'équipe de France de trampoline

Answer in full sentences

1. Combien y-a-t il de gymnastes dans l'équipe de France de trampoline ?

2. Combien y-a-t il de femmes dans l'équipe de France de trampoline ?

3. Est-ce qu'il y a plus d'hommes que de femmes dans l'équipe de France de trampoline?

4. Quelle fille est issue d'une école de trampoline russe ?

5. Décrivez Grégoire Pennes.

6. Quels sont les traits de caractère de David Martin ?

7. Qui devient champion de France en 2004 ?

8. What are the different tournaments these gymnasts compete in?

9. When does Mickaël Jala win his first European Championship?

10. Where does Sébastien Martiny like to train? What is he preparing himself for?

11. Who is Franck Bardy?

12. What is special about David Martin?

13. Is Marina Ducroux originally French?

14. What does Camille Dru do except trampolining?

15. What is "to train oneself" in French?

16. What is "team-mate" in French?

17. What is "first" in French?

18. What is "unfortunately" in French?

19. What is "to compete" in French?

20. What is "recently" in French?



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