**Activity Design 1: 10.4 Cheerleading**

**Name: Derek Jackson**

**Communicative Modes: Reading**

**Intercultural Elements**: *Knowledge/Reflection Interpreting & relating Critical cultural awareness*

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| **Overview:** |
| Source Activity: | 10.4 Cheerleading (Corbett, 2010, p. 187) |
| Description: | Students investigate the history of cheerleading including their perceptions on whether or not it is considered a sport. Then, they can make connections to the presence of audience participation in sporting events in their culture as well as a Spanish-speaking culture of their choosing.  |
| Context: | Intermediate Level (Spanish III), HS students in 3rd or 4th year of learning TL in the US |
| **Objectives:** |
| * Students will be able to compare the presence of audience participation in sporting events in their own culture as well as in a Spanish-speaking country through a graphic organizer.
* Students will be able to formulate an opinion based on real-world resources, communicate that opinion in an educational setting, and provide a counter-argument toward an opposing opinion in the TL using authentic resources.
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| **Plan:** |
| Class Time: | Two Fifty-minute class periods (one for investigation / one for the presentation and mini-debate). \*\*Can allow for more time depending on overall goals for the course\*\* |
| Materials: | * Cheerleading photos from the CD-ROM 10.4a
* Questionnaire from Box 10.4b: Cheerleading (Corbett, 2010, p. 188)
* History of Cheerleading article (Corbett, 2010, p. 189)

~Could be in English as a reference or translated into the TL~Translation could provide interpretive skills practice for students\*\*Make copies of the materials from Corbett (2010) text book\*\** YouTube Videos:

 Cheer Stunts & Tumbling <https://youtu.be/kdsioXA9rAQ>  Team Mexico ICU 2015 World Championship  <https://youtu.be/HCUSLOMimqM> * Vocabulary Document [here](http://bit.ly/2EdRKpf)
* Paper and Pencil to complete the survey and develop their thoughts and opinions on the content.
* Graphic Organizer (Venn Diagram, T-Chart, or similar document)
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| Preparation: | Students should have background knowledge of sporting terms (win, lose, to workout, muscles, athletes, skills / talents, etc.) and cheerleading terms (stunt, tumble, motions, routine, chants, etc.) or provide a worksheet where these terms are already given as a quick reference. The teacher should also prepare a reference guide for introductory statements used when giving an opinion. (ex. I believe…, In my opinion…, (reference) shows that…) |
| Procedure: | **DAY ONE**1. Start the activity with a small discussion on cheerleading. (5 – 10 minutes)* Who are cheerleaders? What do the look like / act like?
* What do cheerleaders do?
* What sports do we associate cheerleaders with?
* What clothing do cheerleaders wear? (Corbett, 2010, p 187-188)

2. Divide students into small groups (3-4) of 4-5 students each.* Give each student a handout of the history of cheerleading and the questionnaire
* Give students about 5 minutes to read the article and another 10 minutes to discuss the questionnaire in their groups. This can be done in English (provided) or a translated version (you need to create this).
* Students can write their thoughts / feelings on the paper in English or the TL. Students could also dictate their thoughts orally and have one student record the information.

3. Next, give students time to watch the suggested YouTube videos and ask them to discuss if their opinions/ answers to the questionnaire changed. (5-10 minutes)4. Then, ask students to research a Spanish-speaking country and their views/ practices with cheerleading in various sporting events and compare those findings with their own.  A. Students could choose to look at fan-bases for a particular sport such as soccer in order to discuss the presence of audience engagement / cheerleading within the sporting event atmosphere.  B. Something that could also generate a more personal response is to survey student athletes in the classroom about having an active “student section” at a competition. What are the pros / cons? They could include this investigation in their overall presentation of their stance on cheerleading as a sport. 5. Finally, have students create a stance on the presence of cheerleading in sports: is it an additive to traditional sports or does it stand on its own? This stance will be written on a clean sheet of paper and a word-web will be used to organize their support from their resources. They should generate enough support for their argument from given resources as well as from their own findings. **DAY TWO**1. Ask students to get back into their groups from Day One and review the material collected from the day before. (10 minutes)2. Students will then be asked present their opinions and stances on whether they believe cheerleading is a sport (in both the US and their Spanish-speaking country). \***You may survey the groups beforehand and pre-select the pairs for the mini-debate**\* (about 5-8 minutes per grouping)3. Allow time for questions from the audience. Continue the mini-debates until all groups have presented their findings and views. (25-30 minutes)4. With the remaining time, ask students to reflect on their ideas around cheerleading prior to the lesson, throughout the investigation, and now at the end of the exercise. |
| Assessment: | The teacher can assess students based on the completion of the task, the execution of the mini-debates, and the completion of the questionnaire before, during, and after the investigation. Simple checklists can be used to assess if the students incorporated enough opinion statements, required vocabulary, included the resources in their justifications of their opinions, etc.  |
| Recommendations / Variations:  | \*Maybe ask a cheer coach to come into the classroom to give an example of a cheerleading workout, practice, competition, etc. \*If applicable, ask if any of your students are cheerleaders and see if they can perform a cheer/chant/stunt for your students. This would make the context more “real-world” for your students as they can directly relate the topic to someone they may know.  |
| **Rationale:** |
| This lesson will allow students to explore a concept often debated in the world of sports: is cheerleading considered a sport or not. Students will read and analyze various resources to formulate an opinion regarding cheerleading as a sport. Then, they will draw connections to their communities and those of a Spanish-speaking community. This interpretive and presentational activity relates to ACTFL’s Standards for Language Proficiency. This is also an advanced intercultural communicative activity as students will be able to “understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed (ACTFL)”. This activity is important for students because it discusses the importance and value of a group of individuals often overlooked in sports. Even if students do not believe cheerleading is a sport, they can still engage in the reading and watching of cheerleading history and performances which can open their minds to new ideas. The objectives can be transferrable to other sports or even other concepts; analyzing various resources to formulate an opinion is something that educators constantly reiterate to students.  |