

The Paralympic Games: Making a Difference!



Teacher's Guide



A Learning and Evaluation Situation to Help
with the Teaching of the Related Content

Secondary Cycle One ESL Core Program

Documents for the Learning and Evaluation Situation

For the teacher

- A **Teacher's Guide (TG)** that includes:
 - A general overview of the LES and a guided step-by-step procedure for each task
 - *Program Focus* sections after each task providing specific links to the Secondary Cycle One ESL Core Program
 - A *Related Websites Section*
 - A *Teacher's Regulation of the LES* section
- An **Important to Know** document that includes useful background information to be read before certain tasks.
- A **Pedagogical Talk** document that helps with the teaching of the *Related Content* through pedagogical capsules, modelling procedures and specific links to the Secondary Cycle One ESL Core Program.
- **Teacher Tools (TT)** that include visual aids, handouts, transparencies, videos, an audio file, Paralympic sports sheets, correction keys and evaluation grids needed to complete the tasks.
- Four Correction keys for the **Response Booklets (RB)** and one blank **RB**.

Note:

The Secondary Cycle One ESL Core Program is available at:

www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/pdf/prform2004/chapitre100v2.pdf

The three first chapters of the Quebec Education Program (QEP) are available at:

www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/pdf/qep2004/qepsecfirstcycle.pdf

For students

- A **Student Booklet (SB)**
- Four **Response Booklets (RB)**
- A **Final Task Booklet (FTB)**: Draft Copy

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General Overview of the Learning and Evaluation Situation

Introduction

The learning and evaluation situation (LES) *The Paralympic Games: Making a Difference!* is to be used in Secondary Cycle One as a tool to foster and support learning. This LES is but one model of how to implement the Programme de formation de l'école québécoise (PFÉQ) in an ESL classroom. Primarily, it helps teachers with the teaching of the *Related Content* of the Secondary Cycle One ESL Core Program. It also gives a detailed procedure for the three steps of the pedagogical act: *Preparing for Learning*, *Carrying Out the Tasks* and *Integrating Learning*.

Why a LES on the Paralympic Games?

The Paralympic Games are about sport, achievement, sportsmanship and elite athletes striving for personal best. They are also about showing the world that people with disabilities can be role models for our society. In a society where physical attributes and financial success are highly prized, the Paralympic Games symbolise values like hope and determination. Physical imperfection does not hinder people from reaching great achievements, from being less of a person. Yet, Paralympic athletes have been struggling to get their due recognition. Compared to Olympic and professional athletes, Paralympic athletes benefit very little from media coverage.

In addition to helping students learn English as a second language, this LES will allow them to reflect on the issues related to Paralympic athletes and to take action in having these athletes get more recognition for their great achievements.

Paralympic Games Terminology

As linguistic and cultural models, it is important for teachers and students to use the right terms when teaching and learning about the Paralympic Games and people with disabilities. Here are some important terms to be used throughout the LES:

- **Athlete with a disability** instead of disabled, handicapped, crippled athlete, etc. The emphasis is on the athlete (person), not on the disability.
- **Condition** instead of "disease". Many disabilities, such as cerebral palsy and spinal cord injuries are not caused by illness or disease.
- **Able-bodied athlete** is used when differentiation is required, instead of "normal"/"regular" athlete.
- **Paralympic sport** is used when talking about a sport sanctioned for competition at the Paralympic Games, e.g. *Wheelchair Tennis*.

Source: www.paralympic.ca

The Paralympic Games: Making a Difference!

One Guiding Question

How can we help Paralympic athletes
get more recognition for their achievements?

Two Goals

Goal 1: To develop respect for people with a disability and recognize their rights and achievements

Goal 2: To take individual action to help a person with a disability, a local Paralympic athlete



Three Steps

First, we will learn more about the Paralympic games and disabilities.

Then, we will learn more about Paralympic sports and some local Paralympic athletes.

Finally, we will create a brochure to help a local Paralympic athlete get more recognition for his/her achievements.

PFÉQ Components of the LES

Level	Duration
Secondary Cycle One ESL Core Program (Year One or Two)	Approximately 14 periods of 75 minutes
Guiding Question	
How can we help Paralympic athletes get more recognition for their achievements?	
Broad Area of Learning	Educational Aim
Citizenship and Community Life (QEP, pp. 28-29)	To enable students to develop an attitude of openness to the world and respect for diversity by reflecting on the achievements and qualities of athletes with disabilities.
	Focus of Development
	<p>Participation, cooperation and solidarity</p> <ul style="list-style-type: none"> • Involvement in community (individual action) <p>Contribution to a culture of peace</p> <ul style="list-style-type: none"> • Equal rights • Negative consequences of stereotypes and other forms of discrimination or exclusion
Cross-Curricular Competency	Evaluation Criteria
Cooperates with others (CCC8) (QEP, pp. 50-51)	<ul style="list-style-type: none"> • Appropriate attitudes and behaviours
ESL Competencies	Evaluation Criteria
Interacts orally in English (C1) (PFÉQ, pp. 590-591)	<ul style="list-style-type: none"> • Participation in oral interaction • Articulation of the message
Reinvests understanding of texts (C2) (PFÉQ, pp. 592-593)	<ul style="list-style-type: none"> • Evidence of comprehension of texts • Use of knowledge from texts appropriate to the task • Use of communication and learning strategies
Writes and produces texts (C3) (PFÉQ, pp. 594-595)	<ul style="list-style-type: none"> • Formulation of the text

Targeted Elements of the Related Content

(PFÉQ, pp. 597-603)

Language Repertoire

- Functional language related to the tasks
- Functional language and vocabulary related to the processes
- Vocabulary related to the Paralympic Games (sports, athletes, competition, etc.) and to disabilities
- Language Conventions/Focus on Form: Pronunciation of *–ed* (simple past tense)

Strategies

- Cognitive strategies: activate prior knowledge, infer, use semantic mapping
- Metacognitive strategy: self-evaluate

Processes

- Response Process
- Production Process

Texts

- Text Components: titles, subtitles, photos, captions, sidebars, logo, glossary

Other Elements of the Related Content

Culture

- Aesthetic aspect (rap song, biographies)
- Sociological aspect (values, beliefs, sports, heroes and idols, historical events)

Texts

- Text Types
 - popular: *–ed* rap song; literary text: athletes' biographies
 - information-based: Paralympic sports sheets, video clips, athletes' brochures, *The Paralympic Games* text, Websites

The LES at a Glance

Total duration: Approximately 14 periods of 75 minutes

Step 1: Preparing for Learning (<i>Pedagogical Talk, The Three Steps of the Pedagogical Act, p. 3</i>)	Targeted Element of the Related Content
Opening Ceremony (1 period)	<ul style="list-style-type: none"> Strategy <i>activate prior knowledge</i>

Step 2: Carrying Out the Tasks (<i>Pedagogical Talk, The Three Steps of the Pedagogical Act, p. 3</i>)	
Event 1 Learning More about ... the Paralympic Games	Targeted Elements of the Related Content
Task 1 (a) The Paralympic Games (1 period)	<ul style="list-style-type: none"> Strategy <i>infer</i> Text Components
Task 1 (b) Olympic Games and Paralympic Games: More Similar than Different! (1 period)	<ul style="list-style-type: none"> Strategies <i>infer</i> and <i>self-evaluate</i> Functional Language related to the task
Task 1 (c) Athletic Competition (1 period)	<ul style="list-style-type: none"> Strategy <i>use semantic mapping</i> Vocabulary related to the task
Task 1 (d) The –ed Warm-Up (1 period)	<ul style="list-style-type: none"> Language Conventions: Pronunciation of –ed (simple past tense) Functional Language related to the task
Event 2 Learning More about ... Disabilities	Targeted Elements of the Related Content
Task 2 (a) Easier Said Than Done! (1 period)	<ul style="list-style-type: none"> Functional Language and Vocabulary related to the task
Task 2 (b) Shooting for the Right Words! (35 minutes)	<ul style="list-style-type: none"> Vocabulary related to the task

Event 3 Learning More about ... Paralympic Sports	Targeted Elements of the Related Content
<p>Task 3 (a) Paralympic Sports Pictograms (1 period)</p> <p>Task 3 (b) Paralympic PA-SPORT (1 period)</p>	<ul style="list-style-type: none"> • Functional Language and Vocabulary related to the task • Functional Language and Vocabulary related to the task
Event 4 Learning More about ... Local Paralympic Athletes	Targeted Elements of the Related Content
<p>Task 4 (a) Chantal Petitclerc: An Athlete, a Model (1 period)</p> <p>Task 4 (b) Local Heroes (1 period)</p>	<ul style="list-style-type: none"> • Functional Language and Vocabulary related to the Response Process • Response Process • Functional Language and Vocabulary related to the Response Process • Response Process
Final Event Making a Difference!	Targeted Elements of the Related Content
<p>Final Task (a) Brochure Basics (50 minutes)</p> <p>Final Task (b) <i>Creating the Brochure</i> (1 period)</p> <p>Final Task (c) A Brochure that Makes a Difference! (1 period)</p>	<ul style="list-style-type: none"> • Text Components of a brochure • Functional Language and Vocabulary related to the Production Process • Production Process • Vocabulary related to the Production Process • Production Process

Step 3: Integrating Learning <i>(Pedagogical Talk, The Three Steps of the Pedagogical Act, p. 3)</i>	Targeted Element of the Related Content
Closing Ceremony (45 minutes)	<ul style="list-style-type: none"> • Strategy <i>self-evaluate</i>

Opening Ceremony

Approximate duration: 1 period of 75 minutes

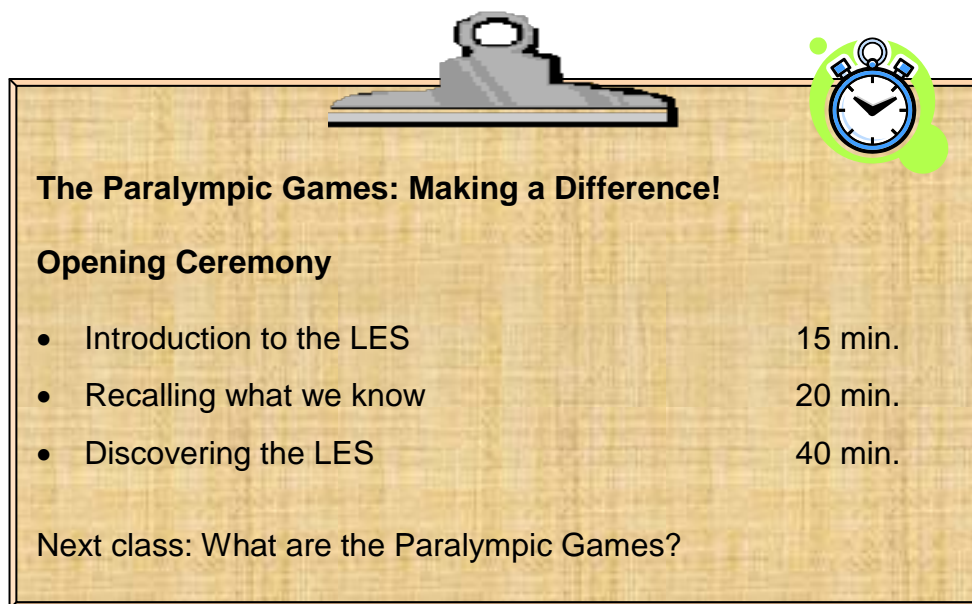


Materials

- *Important to Know*, pp. 2-11
- *Pedagogical Talk*, p. 3
- Student Booklet (SB), p. 2, pp. 4-7, p. 37
- Posters of C1, **TT 1a**, C2, **TT 1b**, C3, **TT 1c**, and CCC8, **TT1d**
- Strategy poster *Activate Prior Knowledge*, **TT1e**
- Banner of the guiding question, **TT2**
- Transparency of *One Guiding Question, Two Goals and Three Steps* poster, **TT3**
- Video clip *Feel the Rush* (1minute 32 seconds), see attached wmv file, **TT46**
- Video clip *Two Athletes, Two Games* (30 seconds), see attached mpeg file, **TT47**
- Transparency of Professional and Olympic Athletes, *Who Are They?*, **TT4**
- Transparency of Paralympic Athletes, *Who Are They?*, **TT6**
- Transparencies of correction key for Professional and Olympic Athletes, *Who Are They?*, **TT5** and for Paralympic Athletes, *Who Are They?*, **TT7**
- Olympic logo poster in colour, **TT8**
- Paralympic logo poster in colour, **TT9**
- TV and DVD player or computer with projector and speakers
- Overhead projector and coloured markers

Before starting the LES

- Print copies of the SB (one per student).
- Read *Important to Know*, pp. 2-11.
- Read *Pedagogical Talk, The Three Steps of the Pedagogical Act, Step 1: Preparing for Learning* (p. 3, PDF version).
- Make transparencies of **TT3**, **TT4**, **TT5**, **TT6** and **TT7**.
- Prepare the classroom environment with posters (or large pictures) of different Paralympic athletes in action and set up DVD player and TV or computer with speakers.
- Print and put up the banner of the guiding question **TT2**.
- Print and put up posters of the ESL (C1-C2-C3) and the cross-curricular (CCC8) competencies **TT 1a**, **1b**, **1c**, **1d**, Strategy *Activate Prior Knowledge*, **TT1e**, the Olympic and Paralympic logos **TT8** and **TT9**, and *One Guiding Question, Two Goals and Three Steps* poster, **TT3**.
- Write the agenda of the day on the board, as suggested in the clipboard.



Procedure

1. Introducing the LES (15 min.)

- Inform students that you are going to introduce the learning and evaluation situation and present the final reinvestment task (see *Pedagogical Talk, The Three Steps of the Pedagogical Act, Step 1: Preparing for Learning*, p. 3).
- Tell students that they will work on the Paralympic Games, an international event that occurs every two years, alternating between summer and winter games.
- Present the Student Booklet (SB) and have students write their name and group on the cover page. Let students leaf quickly through the pages.
- SB, p. 2.
- Explain the special features of the SB.
- Use the posters to explain briefly C1, C2, C3 and CCC8, **TT 1a, 1b, 1c, 1d**.

2. Activating prior knowledge (20 min.)

- Ask students to look at the posters of the Paralympic sports and describe what they see.
- Show the first video clip *Feel the Rush*, **TT46** to introduce students to the Paralympic Games.
- Ask students to share their initial reactions and replay video as necessary.
- Point to the strategy poster *Activate prior knowledge*, **TT1e** and identify the name of the strategy the students use to recall what they already know about a topic.
- Tell students that the strategy *Activate prior knowledge* will be used throughout the LES at the beginning of every task.
- SB, p. 4.
- Have students activate their prior knowledge by filling in the first part of the graphic organizer (*What do I know?*) with words they associate with the video clip and/or posters.
- Ask them to write five key words to indicate what they would like to learn more about the Paralympic Games in the second section, *What more do I want to know?*
- Go over students' answers as a large group to gauge their general knowledge and learning interests about the Paralympic Games.

3. Presenting an overview of the LES (40 min.)

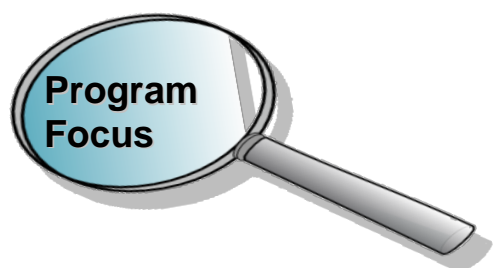
- SB, p. 5.
- Use transparency **TT4** to present famous professional and Olympic athletes.
- Ask students to write the names of the athletes and sports they recognize and to say why they know them (e.g.: names, sports, achievements, etc.).
- Use transparency **TT5** to verify answers with students.
- SB, p. 6.
- Repeat the procedure with transparency **TT6** of the Paralympic athletes.
- Have students react with specific questions about the Paralympic athletes:
 - *What do you notice?*
 - *Where do you think these images are taken from?*
 - *When did these events take place?*
 - *Did you recognize anybody, any sport? Why? Why not?*
 - *What have these athletes accomplished (won)?*
- Use transparency **TT7** to verify answers with students.
- Show the second video, *Two Athletes, Two Games*, **TT47** and stop it at exactly 15 seconds, before we can see the physical difference between the two athletes.
- Ask students to identify which athlete is the Paralympic swimmer and which one is the Olympic one.
- Show the rest of the video and have students verify their prediction.
- Explain to students that this LES is not about specific disabilities Paralympic athletes may have, but about how they are highly competitive and how they can achieve world-class performances.
- SB, p. 7.
- Read the text out loud, explaining Pierre de Coubertin's dream and why all athletes should compete in all fairness and be recognized for their achievements.
- Make sure students understand the Olympic mottos (on both sides of de Coubertin's picture) and how these also relate to Paralympic athletes.
- Read and explain the guiding question on the banner **TT2** on the wall and tell students that this LES will focus on this guiding question throughout the tasks, including the brochure they will create as a final reinvestment task.
- Point to the Question, Goals and Steps poster **TT3**.
- Use transparency **TT3** to help students recall the guiding question.
- Explain the two goals related to the Broad Area of Learning (QEP, *Citizenship and Community Life*, pp. 28-29) and the tasks from the three steps that will lead them to create the local Paralympic athlete's promotional brochure.
- Inform students that at the end of the LES they may possibly send their brochure to the Canadian Minister of State for Sport and to the Paralympic athlete. They can also distribute their brochures in the school or in their families.
- SB, p. 37
- Present the *Paralympic Glossary* (PG) to students by reading the short introduction. Read the definitions and examples of *achievement* and *recognition*. Ask students to think of other examples related to both words.
- SB, p. 7.
- Ask students to colour the Olympic and Paralympic logos at the bottom of the page.
- Have them refer to the coloured posters of the logos **TT8** and **TT9**.
- Explain that the colours of both logos are most widely represented in national flags around the world. Also, explain the *Agitos* (meaning "I move" in Latin) symbols of the Paralympic logo representing the skills and performances of Paralympic athletes.

4. Next Class

- Tell students that they will learn more about the Paralympic Games during next class by reading a text.

5. Teacher Regulation

- Teacher's Guide, p. 70.
- Take time to reflect on pedagogical practices.
- Write down what went well during the Opening Ceremony and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about the broad area of learning *Citizenship and Community Life* (QEP, pp. 28-29), the cross-curricular competency 8, *Cooperates with others* (QEP, pp. 50-51), *Resources for a rich learning environment* (p. 585), learning and evaluation situations (pp. 586-589), the three ESL competencies (pp. 589-595), and the strategy *activate prior knowledge* (p. 599).

The **Secondary Cycle One ESL Core Program** is available at:

www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/pdf/prform2004/chapitre100v2.pdf

Event 1 - Learning More about . . . the Paralympic Games

Task 1 (a): The Paralympic Games

Approximate duration: 1 period of 75 minutes

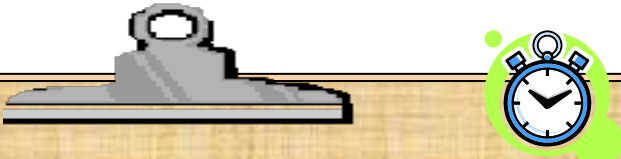
Materials	Evaluation Tool
<ul style="list-style-type: none"> • <i>Important to Know</i>, pp. 3-6 • <i>Pedagogical Talk</i>, p. 3, p. 4, pp. 5-7, p. 9 • SB, pp. 8-9 and p. 37 • Strategy poster <i>Infer</i>, TT10 • Transparencies of <i>The Paralympic Games</i> text, TT11a - TT11b • Transparencies for the explicit teaching of the strategy <i>infer</i>, TT12a - TT12f • Overhead projector and coloured markers 	<ul style="list-style-type: none"> • <i>Observation Grid for the Strategy Infer</i>, TT13a

Competency	Evaluation Criterion
C2 Reinvests understanding of texts	<ul style="list-style-type: none"> • Use of communication and learning strategies

Related Content
<p>Strategies: Activate Prior Knowledge, Infer</p> <p>Texts: Text Type: Information-based text</p> <p>Text Components: title, subtitles, photos, captions, sidebars, logos, glossary</p>

Before starting Task 1 (a)

- Refer to *Important to Know*, pp. 3-6.
- Read *Pedagogical Talk: The Three Steps of the Pedagogical Act, Step 2: Carrying Out the Tasks*, p. 3; *Helping Students Become Competent L2 Readers*, p. 4; *Explicit Teaching of the Strategy Infer: Three Steps*, pp. 5-7, *Evaluation as Support for Learning*, p. 9.
- Make transparencies of **TT11a-TT11b**, **TT12a-TT12f**.
- Print and put up the strategy poster *Infer*, **TT10**.
- Print the *Observation Grid for the Strategy Infer*, **TT13a**.
- Write the agenda of the day on the board, as suggested in the clipboard.



Event 1 - Learning More about ...the Paralympic Games

Task 1 (a): The Paralympic Games

• Recalling what we know	10 min.
• Preparing to read using the strategy infer	55 min.
• Paralympic Glossary (PG)	10 min.

Next class: Reading about the Paralympic Games

Procedure

1. Intention of Task 1 (a)

- Tell students that they are starting *Event 1: Learning More about...the Paralympic Games*.
- Inform them that the intention of this task is to learn how to infer, one of the strategies that will help them prepare to read a text about the Paralympic games.

2. Activating prior knowledge (10 min.)

- Ask students what they know and remember about the Paralympic Games and write their answers on the board.

3. The strategy *Infer* (55 min.)

- Place the transparency **TT11a** on the overhead projector and tell students that this is the first page of *The Paralympic Games* text they will read.
- Tell students that to prepare to read this text, you are going to model how to use the strategy *infer*.
- Point to the strategy poster *Infer*, **TT10** and give a brief explanation of the strategy *infer*.
- Remove transparency **TT11a**.
- Refer to *Explicit Teaching of the Strategy Infer: Three Steps in Pedagogical Talk*, pp. 5-7. Follow the modelling procedure in *Step 1* and the guided student practice procedure in *Step 2*.

4. Paralympic Glossary (PG) (10 min.)

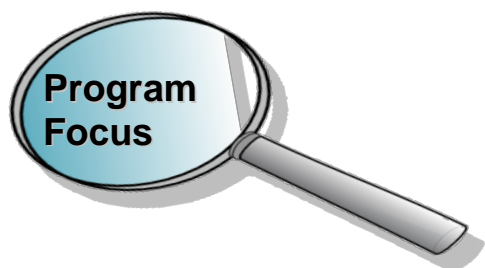
- SB, p. 37.
- Ask students where they can find the definition of the word “motto” (from the glossary SB, p. 9).
- Have them write the definition for “motto” in their PG and provide an example (e.g. *Spirit in motion; All sports for all people; Faster, higher, stronger; their school motto; etc.*). Then, read the definition of “elite” and have students write a sentence using this word.

5. Next class

- Tell students that they will continue learning more about the Paralympic Games during next class. They will read the same text and compare the Paralympic Games to the Olympic Games.

6. Teacher Regulation

- Teacher's Guide, p. 70.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 1 (a) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about teacher modelling (*Role of the Teacher*, p. 586), C2 - *Reinvests understanding of texts* (p. 592-593), strategies (p. 599), the strategy *activate prior knowledge and infer* (p. 599), text types and text components (p. 603) and *Evaluation, an Integral Part of Learning* (p. 586).

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www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/pdf/prform2004/chapitre100v2.pdf

Event 1 - Learning More about . . . the Paralympic Games

Task 1 (b): Olympic Games and Paralympic Games: More Similar than Different!

Approximate duration: 1 period of 75 minutes



Materials	Evaluation Tools
<ul style="list-style-type: none"> • <i>Important to Know</i>, pp. 3-7 • <i>Pedagogical Talk</i>, p. 4, p. 8 and p. 9 • SB, pp. 8-11 • Olympic logo poster in colour, TT8 • Strategy posters <i>Infer</i>, TT10 and <i>Self-evaluate</i>, TT16 • Transparencies of <i>The Paralympic Games</i> text, TT11a - TT11b • Paralympic logo poster in colour, TT9 • Transparency of correction key for SB, p. 10, TT17 • Overhead projector and coloured markers 	<ul style="list-style-type: none"> • Transparency of C1 and CCC8 rubrics, TT14 • <i>C1 and CCC8 Observation Grid</i>, TT15a • Student's versions of C1 and CCC8 rubrics, SB, p. 3 • <i>Reflecting on My Performance</i>, SB, p. 11

Competencies	Evaluation Criteria
C1 Interacts orally in English C2 Reinvests understanding of texts CCC8 Cooperates with others	<ul style="list-style-type: none"> • Participation in oral interaction • Evidence of comprehension of texts • Appropriate attitudes and behaviours

Related Content
Language Repertoire: Functional language: Fillers, Rejoinders and connectors, Agreement/disagreement, Requests for information, Offers of assistance Strategies: Activate Prior Knowledge, Infer, Self-evaluate Texts: Text Type: Information-based text Text Components: title, subtitles, photos, captions, sidebars, logos, glossary

Before starting Task 1 (b)

- Read *Important to Know*, pp. 3-7.
- Read *Pedagogical Talk, Helping Students Become Competent L2 Readers*, p. 4; *Empowering Students to Become Lifelong Learners*, p. 8; *Evaluation as Support for Learning*, p. 9.
- Make transparencies of **TT8**, **TT9**, **TT11a-TT11b**, **TT14** and **TT17**.
- Print and put up posters of the strategies *Infer* **TT10** and *Self-evaluate* **TT16**.
- Print *C1 and CCC8 Observation Grid*, **TT15a**.
- Write the agenda of the day on the board, as suggested in the clipboard.

Event 1 - Learning More about ...the Paralympic Games

**Task 1 (b): Olympic Games and Paralympic Games:
More Similar than Different!**

• Recalling what we know	10 min.
• Reading the text	30 min.
• Sharing our answers	20 min.
• Reflecting on My Performance	15 min.

Next class: Expanding your vocabulary on the Paralympic Games and athletic competition

Procedure

1. Intention of Task 1 (b)

- Inform students that the intention of this task is for them to read the text on the Paralympic Games and to use their knowledge of the Olympic and Paralympic Games to draw a parallel between the two events.

2. Activating prior knowledge (10 min.)

- Refer to *Pedagogical Talk, Helping Students Become Competent L2 Readers, Before reading*, p. 4.
- Point to the strategy poster, *Infer*.
- Ask students to recall the strategy they practised last class and to explain its purpose (*Infer to make intelligent guesses about the meaning of the text before they read it*).
- SB, pp. 8-9.
- Have students name the text components (*title, subtitle, caption, illustration, sidebar, glossary, logo*) and the other cues (*cognates, English words they already know*) used to infer.

3. Exploring the text individually (30 min.)

- Refer to *Pedagogical Talk, Helping Students Become Competent L2 Readers, While reading and Classroom reading environment*, p. 4.
- Use the first paragraph to model the following two reading techniques using a transparency of the text **TT11a**:
 - Write the symbol “!” next to information you find interesting.
 - Write the symbol “?” next to information you don’t understand.
- SB, pp. 8-9.
- Read the instructions for Task 1(b) and make sure students understand the task.
- Explain to students that a quiet environment is necessary to read and understand a text.

- Circulate and monitor, providing feedback on the use of the reading techniques, if needed (see *Evaluation as Support for Learning: Interactive regulation in Pedagogical Talk*, p. 9).
- SB, pp. 10.
- Refer to number one in the chart as an example.
- Ask students to individually complete the chart using the information from the text on the Paralympic Games and their prior knowledge of the Olympic Games.

4. Demonstrating understanding of the text with others (20 min.)









- Refer to *Pedagogical Talk, Helping Students Become Competent L2 Readers, After reading*, p. 4.
- Inform students they will turn to a partner to share their answers from the chart on p. 10.
- SB, p. 11, *Saying it Right* 🗣️.
- Model the functional language needed for the oral interaction with the help of students.
- SB, p. 3.
- Use transparency **TT14** to explain the C1 and CCC8 rubrics that will be used to evaluate students and provide feedback on both oral interaction and cooperation throughout the entire LES.
- SB, p. 10.
- Have students turn to a partner and share their answers using a red pen to keep traces of their corrections without erasing their initial answers.
- Circulate and observe students' participation in oral interaction and cooperative attitudes and behaviours with the help of the *C1 and CCC8 Observation Grid*, **TT15a**.
- Observe and take notes of the group's overall *Evidence of comprehension of texts* based on students' answers in the chart.
- Use the transparency **TT17** to go over the answers with the whole group, making sure they understand the characteristics and importance of the Paralympic Games, as well as the similarities with the Olympic Games.

5. Self-evaluation (15 min.)

- Refer to *Empowering Students to Become Lifelong Learners: The metacognitive strategy Self-evaluate* in *Pedagogical Talk*, p. 8.
- Point to the strategy poster of *Self-evaluate* **TT16** and explain that the strategy means to reflect on what has been learned and how and inform them that they will use the strategy *self-evaluate* to reflect on their learning after certain tasks.
- Elicit from students what they have learned from tasks 1(a) and 1(b) (e.g. *I learned about the Paralympic Games, the logo, the origins and the founder, titles and subtitles, new words like caption and sidebar, etc.*).
- Ask students to say how they have learned this new knowledge (e.g. *I read a text, watched a video, used the strategy infer, completed a chart, participated in my teacher's modelling, shared my answers with my partner, used the functional language, etc.*).
- Use transparency **TT14** (C1 and CCC8 rubrics) to guide students in their self-evaluation.
- Think out loud and express the reasons of a possible choice of a medal (level) for their participation in oral interaction (C1): *Did I participate during class today? Yes, you bet! Did I always speak English? Of course! Did I use the functional language to share my answers?*

Yes. *I deserve a silver medal for my participation in oral interaction because I always spoke English and used most of the functional language for the task.*

- Think out loud and express the reasons of a possible choice of a medal (level) for their cooperation with others (CCC8): *Did I cooperate today? Yes, all the way! Did I always listen to my classmates' answers? Sometimes, not always. Did I help my classmate to complete the task? So-so... This time I will give myself a bronze medal.*
- SB, p. 11.
- Draw students' attention to the section *Reflecting on My Performance*.
- Model how to fill out the self-evaluation grid using the following examples.
- Have students self-evaluate their performance (A, B, C, D, or E) and complete the grid.

 Reflecting on My Performance					
	 Gold A	 Silver B	 Bronze C	 Wooden D	 Paper E
C1  B	Speaking English My strong point: <u><i>I spoke English with my partner for task 1(b).</i></u> My challenge: <u><i>To speak English with everyone in the class</i></u> My training program: <u><i>I will ask my teacher questions in English.</i></u>				
CCC 8  C	Cooperating with my partner My strong point: <u><i>I shared my ideas during task 1(b).</i></u> My challenge: <u><i>To accept my partner's ideas</i></u> My training program: <u><i>I will listen to my partner's ideas.</i></u>				

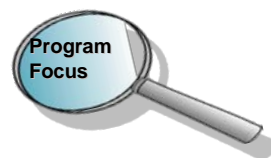
6. Next class

- Tell students that they will continue learning about the Paralympic Games during next class by expanding their vocabulary on the Paralympic Games and athletic competition.

7. Teacher Regulation

- Teacher's Guide, p. 70.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 1 (b) and record the adjustments that need to be made for future planning.

Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about the cross-curricular competency 8, *Cooperates with others* (QEP, pp. 50-51), competency C1 - *Interacts orally in English* (pp. 590-591), C2- *Reinvests understanding of texts* (pp. 592-593), functional language (p. 597), the strategies *activate prior knowledge, infer and self evaluate* (p. 599), text types and text components (p. 603) and *Evaluation, an Integral Part of Learning* (p. 586).



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Event 1 - Learning More about . . . the Paralympic Games

Task 1 (c): Athletic Competition

Approximate duration: 1 period of 75 minutes



Materials	Evaluation Tool
<ul style="list-style-type: none"> • <i>Pedagogical Talk</i>, p. 9 and pp. 10-11 • SB, p. 12 • Olympic logo poster TT8 • Paralympic logo poster TT9 • Strategy Poster <i>Use semantic mapping</i>, TT18 • Transparency of semantic map layout, TT19 • Transparency of an example of a completed semantic map, TT20 • Overhead projector and coloured markers 	<ul style="list-style-type: none"> • <i>Observation Grid for the Strategy Use Semantic Mapping</i>, TT13b

Competency	Evaluation Criterion
C2 Reinvests understanding of texts	<ul style="list-style-type: none"> • Use of communication and learning strategies

Related Content
<p>Language Repertoire: Vocabulary related to athletic competition</p> <p>Strategies: Activate Prior Knowledge, Use semantic mapping</p>

Before starting Task 1 (c)

- Read *Pedagogical Talk*, *Evaluation as support for learning: Retrospective regulation*, p. 9 and *Explicit Teaching of the Strategy Use Semantic Mapping: Three Steps*, pp. 10-11.
- Make transparencies of **TT19** and **TT20**.
- Print and put up posters of Olympic logo **TT8**, Paralympic logo **TT9** and the strategy *Use semantic mapping*, **TT18**.
- Print a copy of *Observation Grid for the Strategy Use Semantic Mapping*, **TT13b**.
- Write the agenda of the day on the board, as suggested in the clipboard.

Event 1 - Learning More about ...the Paralympic Games

Task 1 (c): Athletic Competition

• Recalling what we know	10 min.
• Learning vocabulary with the strategy: use semantic mapping	45 min.
• Comparing Semantic Maps	15 min.
• Paralympic Glossary (PG)	5 min.

Procedure

1. Intention of Task 1 (c)

- Inform students that the intention of this task is for them to learn new vocabulary on athletic competition by organizing it in a meaningful way through the strategy *Use semantic mapping*.

2. Activating prior knowledge (10 min.)

- Point to the posters of the Olympics and Paralympics logos.
- Ask students to recall some differences and similarities between the two events.
- Provide feedback and complete the information.
- Write *Athletic Competition* on the board and elicit from students its meaning.
- Have students brainstorm words or expressions that are related to athletic competition and write these alongside.
- Elicit from students how athletic competition is different or similar between Olympic and Paralympic games. Conclude by stating that the athletic competition for both games is very similar.

3. Organizing vocabulary with the strategy *use semantic mapping* (45 min.)

- Tell students that you are going to model a way to organize graphically/visually vocabulary in a meaningful way around the concept of athletic competition.
- Point to the strategy poster *Use semantic mapping*, **TT18** and explain that the strategy means to group words (ideas) into personal and meaningful categories using arrows to show links between words (ideas).
- Refer to *Explicit Teaching of the Strategy Use Semantic Mapping: Three Steps in Pedagogical Talk*, pp. 10-11. Follow the modelling procedure in *Step 1* and the guided student practice procedure in *Step 2*.
- SB, p. 12.

- Read the instructions and make sure students understand the task.
- Give students time to complete the task individually.

4. Comparing semantic maps (15 min.)

- Use transparency **TT20** on the OHP to show students an example of a completed semantic map.
- Explain some of the links. For example: *I linked discipline with training. I connected practice with discipline because athletes need lots of discipline to practise their sport each day. I associated coach with training because a coach helps elite athlete to train.*
- Write the following prompts on the board: *I connected..., I associated..., I linked..., I put..., I wrote...*
- Choose two students to explain parts of their maps to the class using the prompts.
- Tell students to pair up and explain their map to their partner.
- Circulate and provide feedback to pairs as they explain their semantic maps.
- Wrap up by conducting a short class discussion on practising the strategy *use semantic mapping* and complete the Observation Grid for the Strategy *Use Semantic Mapping TT13b*, if needed. For example: *Did pairing up with a partner and describing your maps help you better remember the words? Did it help you get new ideas?* (Refer to *Evaluation as support for learning: Retrospective regulation*, p. 9.)

5. Paralympic Glossary (PG) (5 min.)

- SB, p. 37.
- Have students write the definition of the word “training” in their PG and provide an example.

6. Next class

- Tell students that they will continue learning more about the Paralympic Games during next class. Tell them they will practise using the *–ed* pronunciation of past tense verbs in order to talk about Paralympic athletes in the upcoming tasks and when doing the final task, the athlete’s brochure.

7. Teacher Regulation

- Teacher’s Guide, p. 70.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 1 (c) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about teacher modelling (Role of the Teacher, p. 586), *Evaluation, an Integral Part of Learning* (p. 586), C2- *Reinvests understanding of texts* (pp. 592-593), related vocabulary (p. 598) and the strategies *activate prior knowledge* and *use semantic mapping* (p. 599).

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Event 1 - Learning More about . . . the Paralympic Games

Task 1 (d): The –ed Warm-Up

Approximate duration: 1 period of 75 minutes

Materials	Evaluation Tools
<ul style="list-style-type: none"> • <i>Pedagogical Talk</i>, pp. 8- 9, and p.12 • SB, pp. 13-14 • Strategy Posters <i>Use semantic mapping TT18</i> and <i>Self-evaluate TT16</i> • <i>The –ed Rap</i> mp3 audio file (song), TT48 • Transparency of <i>The –ed Rap</i> lyric sheet, TT21 • Transparency of Correction key for SB, p.14, TT22 • Interactive crossword puzzle, TT23a, TT24a • Interactive crossword puzzle, Correction Keys, TT23b, TT24b, TT24c • <i>Verb List: Simple Past Tense –ed Pronunciation</i>, TT25 • Mp3 player and speakers • Overhead projector and coloured markers 	<ul style="list-style-type: none"> • Student's version of C1 and CC8 rubrics, SB, p.3 • <i>Reflecting on My Performance</i>, SB, p. 14

Competencies	Evaluation Criteria
C1 Interacts orally in English CCC8 Cooperates with others	<ul style="list-style-type: none"> • Articulation of the message • Appropriate attitudes and behaviours

Related Content	
Language repertoire:	Functional language: Requests for information, Rejoinders and connectors, Agreement/disagreement Language conventions: pronunciation of –ed in past tense
Strategies:	Activate Prior Knowledge, Self-evaluate

Before starting Task 1 (d)

- Read *Pedagogical Talk*, *Empowering Students to Become Lifelong Learners*, p. 8; *Evaluation as a Support for Learning: Interactive regulation*, p. 9 and *Pronunciation of the Final –ed of Verbs in the Simple Past Tense*, p. 12.
- Make transparencies of **TT21**, **TT22**, **TT23b**, **TT24b** and **TT24c**.
- Print enough copies of the interactive crossword puzzle, **TT23a** (Student A) and **TT24a** (Student B).
- Print a copy of **TT25**, *Verb List: Simple Past Tense –ed Pronunciation*, for each student.
- Print and put up posters of the strategies *Use semantic mapping TT18* and *Self-evaluate TT16*.
- Listen to *The –ed Rap*, **TT48** and set mp3 player and speakers for classroom use.
- Write the agenda of the day on the board, as suggested in the clipboard.



Event 1 - Learning More about ...the Paralympic Games

Task 1(d): The –ed Warm-Up

- | | |
|---------------------------------------|---------|
| • Recalling what we know | 10 min. |
| • Pronunciation of –ed in past tense | 55 min. |
| • Reflecting on My Performance and PG | 10 min. |

Suggested homework: –ed pronunciation review

Next class: Event 2 - Learning more about...disabilities

Procedure

1. Intention of Task 1 (d)

- Inform students that this task consists of activities that will help them learn how to pronounce the –ed ending of verbs in the regular past tense in order to talk about Paralympic athletes and sports.

2. Activating prior knowledge (10 min.)

- SB, p. 12.
- Have students recall the central concept, the five categories and some of the vocabulary words from their semantic maps.
- Point to the strategy poster *Use semantic mapping*, **TT18**.
- Ask them what the advantages of using this strategy are (e.g. retention, developing vocabulary, etc.).

3. Pronunciation of –ed in simple past tense (55 min.)

- Refer to *Pedagogical Talk, Pronunciation of the Final –ed of Verbs in the Simple Past Tense*, p. 12 to model the three different pronunciations.
- SB, p. 13.
- Read the instructions and make sure students understand the task.
- Tell students that they will listen to a rap song that will help them learn the three different pronunciations of the –ed ending (simple past tense).
- Place transparency of *The –ed Rap*, **TT21** on the OHP.
- Play the *The –ed Rap*, **TT48** once and have students listen to the different pronunciations.
- Play the song a second time and invite students to join in to practise pronouncing the –ed endings.
- Repeat the song as required, drawing students' attention to more difficult pronunciations.

- SB, p. 14.
- Read the instructions with the students and have them individually do the exercise.
- Circulate and monitor, helping out where needed.
- Use transparency of Correction key **TT22**. Have volunteer students provide the answers to verify their pronunciation.
- Explain the *–ed* interactive crossword puzzle, using a copy of each handout, **TT23a** and **TT24a**.
- SB, p. 14, *Saying it Right* 🗣️.
- Model the functional language needed for the oral interaction with a student.
- Pair up students and distribute copies of **TT23a** (Student A) and **TT24a** (Student B).
- Have students complete the interactive crossword puzzle, alternating turns.
- Circulate and monitor students' pronunciation as they complete the crossword puzzle using one of the following corrective feedback techniques: *Elicitation*, *Clarification Requests*, *Metalinguistic Feedback* and *Repetition*. (See PFÉQ, *Focus on Form*, p. 598).
- Write down anecdotal notes of your observations, if needed.
- Use transparency of the Correction Keys of the interactive crossword puzzle **TT23b**, **TT24b**, **TT24c** and model the correct pronunciation for students to verify their answers.

4. Self-evaluation and Paralympic Glossary (PG) (10 min.)

- Inform students that they will use the strategy *self-evaluate* to reflect on their performance for this task (See *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8).
- Point to the strategy poster, *Self-evaluate* **TT16** and briefly review the strategy.
- SB, p. 3.
- Refer students to the two rubrics and have them self-evaluate their oral interaction (C1) and cooperative attitudes and behaviours (CCC8).
- SB, *Reflecting on My Performance*, p. 14.
- Model how to fill out the self-evaluation grid using the suggested examples below.
- Have students self-evaluate their performance (A, B, C, D, or E) and complete the grid.
- SB, p. 37.
- Have students write down a verb they didn't know before and ask them to use it in a sentence as an example in their PG.

🔍 Reflecting on My Performance



C1 	Speaking English My strong point: <u>I asked my partner questions during the crossword puzzle.</u> My challenge: <u>To use new vocabulary and expressions</u> My training program: <u>I will reuse some of the vocabulary in my Paralympic Glossary.</u>
CCC 8 	Cooperating with my partner My strong point: <u>I helped my partner to complete the crossword puzzle.</u> My challenge: <u>To give my partner enough time to answer</u> My training program: <u>I will wait for my partner to finish speaking.</u>

5. Suggested homework

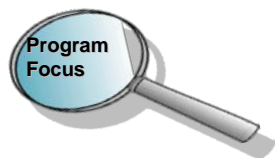
- Have students practise pronouncing the –ed ending using the *Verb List: Simple Past Tense –ed Pronunciation*, TT25.

6. Next class

- Tell students that, next class, they will learn more about disabilities in Event 2 of the LES.

7. Teacher Regulation

- Teacher's Guide, p. 70.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 1 (d) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about the cross-curricular competency 8, *Cooperates with others* (QEP, pp. 50-51), teacher modelling (Role of the Teacher, p. 586), *Evaluation, an Integral Part of Learning* (p. 586), C1 - *Interacts orally in English* (pp. 590-591), Functional Language (pp. 597-598), Language Conventions: pronunciation (p. 598), Focus on Form (Grammar): Corrective Feedback Techniques (p. 598) and the strategies *activate prior knowledge* and *self-evaluate* (p. 599).

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Event 2 - Learning More about ... Disabilities

Task 2 (a): Easier Said Than Done!

Approximate duration: 1 period of 75 minutes



Materials	Evaluation Tools
<ul style="list-style-type: none"> • <i>Important to Know</i>, p. 8 • <i>Pedagogical Talk</i>, p. 8 and p. 9 • SB, pp. 15-16 • Blindfolds (one for each pair of students) • Strategy poster <i>Self-evaluate</i>, TT16 	<ul style="list-style-type: none"> • Transparency of C1 and CCC8 rubrics, TT14 • <i>Observation Grid for C1 and CCC8</i>, TT15a • Student's versions of C1 and CCC8 rubrics, SB, p. 3 • <i>Reflecting on My Performance</i>, SB, p. 16

Competencies	Evaluation Criteria
C1 Interacts orally in English CCC8 Cooperates with others	<ul style="list-style-type: none"> • Participation in oral interaction • Appropriate attitudes and behaviours

Related Content
Language Repertoire: Functional language: Teamwork and encouragement, Instructions, Opinions Vocabulary related to disabilities Strategies: Activate Prior Knowledge, Self-evaluate

Before starting Task 2 (a)

- Read *Important to Know*, p. 8.
- Read *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8 and *Evaluation as Support for Learning: Interactive Regulation*, p. 9.
- Gather enough blindfolds for half of the class.
- Make transparency of C1 and CCC8 rubrics, **TT14**.
- Print *Observation Grid for C1 and CCC8*, **TT15a**.
- Print and put up poster of the strategy *Self-evaluate*, **TT16**.
- Write the agenda of the day on the board, as suggested in the clipboard.

Event 2 - Learning More about ... Disabilities

Task 2 (a): Easier Said Than Done!

• Recalling what we know	10 min.
• Experiencing disabilities	55 min.
• Reflecting on My Performance and PG	10 min.

Next class: Using the right words when talking about disabilities

Procedure

1. Intention of Task 2 (a)



- Inform students that the intention of this task is for them to experience what it might feel like to have a disability.

2. Recalling what we know (10 min.)


- Ask students if they know anybody with a disability and to share the information with the class.

3. Experiencing disabilities (55 min.)

Part 1: (35 min.)



- SB, p.15.
- Explain to students that they will experience two types of disabilities: visual impairment and being amputee.
- Read the instructions for Part 1 to make sure students understand the task.
- SB, p. 16.
- Draw students' attention to Part 1 of the *Saying it Right*  section and go over both columns (*Coaching your partner* and *Reacting to your partner*).
- Model the two activities *Living every day in the dark...* and *Something is missing...* with volunteer students, using the functional language presented in the *Saying it Right*  section.
- Pair up students and have them complete the two activities, alternating roles.
- Tell students they will be evaluated for their participation in oral interaction (C1) and their cooperative attitudes and behaviours (CCC8). Refer students to SB, p. 3 for the rubrics.
- Circulate and observe students in action with the help of the Observation Grid, **TT15a** and provide immediate feedback (See *Pedagogical Talk, Evaluation as a Support for Learning: Interactive regulation*, p. 9).

Part 2: (20 min.)

- SB, pp. 15-16.
- Read the instructions for Part 2 to make sure students understand the task.
- Invite students to imagine how their lives would change if they had a disability.
- Have them read the questions and then answer using key words.
- Model the interaction with a student, using the sentence starters in the section *Saying It Right!* .
- Have students share their answers with their partner.
- Remind students that they are still being evaluated for their participation in oral interaction (C1) and their cooperative attitudes and behaviours (CCC8).
- Circulate and observe students in action with the help of the Observation Grid, **TT15a** and provide immediate feedback (See *Pedagogical Talk, Evaluation as a Support for Learning: Interactive regulation*, p. 9).

4. Self-evaluation and Paralympic Glossary (PG) (10 min.)

- Inform students that they will use the strategy *self-evaluate* to reflect on their performance for this task (See *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8).
- Point to the strategy poster, *Self-evaluate* **TT16** and briefly review the strategy.
- Use **TT14** to remind students that they will evaluate themselves on their oral interaction (C1) and their cooperative attitudes and behaviours (CCC8) based on the rubrics in SB, p. 3.
- SB, *Reflecting on My Performance*, p. 16.
- Model how to fill out the self-evaluation grid using the suggested examples below.
- Have students self-evaluate their performance (A, B, C, D, or E) and complete the grid.
- SB, p. 38.
- Have students write the definition of the word “blindfold” in their PG and a sentence as an example.

 Reflecting on My Performance	
	 Gold A  Silver B  Bronze C  Wooden D  Paper E
C1 	Speaking English My strong point: <u>I used the functional to coach my partner.</u> My challenge: <u>To use new vocabulary words</u> My training program: <u>I will use the dictionary to look up words.</u>
CCC 8 	Cooperating with my partner My strong point: <u>I encouraged my partner.</u> My challenge: <u>To be patient with my partner.</u> My training program: <u>I will wait for my partner to finish the task</u>

5. Next class

- Tell students that next class they will find out more about disabilities and learn some respectful vocabulary to talk about people with disabilities.

6. Teacher Regulation

- Teacher's Guide, p. 71.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 2 (a) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about the cross-curricular competency 8, *Cooperates with others* (QEP, pp. 50-51), *Evaluation, an Integral Part of Learning* (p. 586), C1- *Interacts orally in English* (pp. 591-592), functional language (p. 597), related vocabulary (p. 598), the strategies *activate prior knowledge* and *self-evaluate* (p. 599).

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Event 2 - Learning More about ... Disabilities

Task 2 (b): Shooting for the Right Words!

Approximate duration: 35 minutes

Materials	Evaluation Tool *
<ul style="list-style-type: none"> • <i>Important to Know</i>, pp. 8-9 • <i>Pedagogical Talk</i>, p. 9. • SB, p. 17 • Transparency of the correction key, SB, p.17 TT26 	* Immediate feedback is provided to students without the use of an evaluation tool.

Competency	Evaluation Criterion *
C2 Reinvests understanding of texts	* Non-applicable

Related Content
Language Repertoire: Vocabulary related to disabilities Strategy: Activate Prior Knowledge

Before starting Task 2 (b)

- Read *Important to Know*, pp. 8-9.
- Read *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9.
- Make a transparency of the correction key **TT26**.
- Write the agenda of the day on the board, as suggested in the clipboard.




Event 2 - Learning More about ... Disabilities

Task 2 (b): Shooting for the Right Words

- Recalling what we know 5 min.
- Respectful vocabulary on disabilities 25 min.
- Paralympic Glossary 5 min.

Next class: Event 3 - Learning about...Paralympic Sports

Procedure

1. Intention of Task 2 (b)

- Inform students that the intention of this task is for them to learn the right words to use in order to show respect for people with disabilities.

2. Activating prior knowledge (5 min.)

- Ask students to recall how they felt last class when they experimented having a disability for a moment.
- Ask them to share how they react when they see or meet a person with a disability.

3. Respectful vocabulary on disabilities (25 min.)

- SB, p. 17.
- Explain that the title of the task, *Shooting for the Right Words!*, means using respectful words to refer to people with disabilities.
- Read the instructions with students and go over the *Right Words Bank*.
- Ask students to individually complete the sentences with the correct words and expressions from the word bank.
- Refer students to number one as an example.
- Circulate and provide immediate feedback. (See *Pedagogical Talk, Evaluation as a Support for Learning: Interactive regulation*, p. 9).
- Go over students' answers with the class, using the transparency of the correction key **TT26**, making sure they understand the vocabulary related to disabilities.
- Read the note at the bottom of p.17 in SB to encourage students to use the words and expressions throughout the LES and in their everyday lives.
- Discuss the impact of using these words when talking about people with disabilities.

4. Paralympic Glossary (PG) (5 min.)

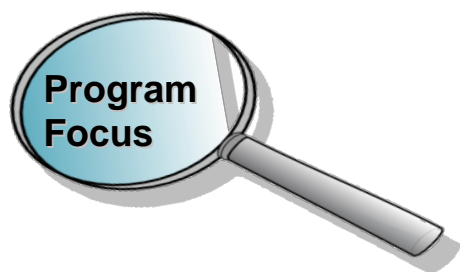
- SB, p. 38.
- Have students write the definition of the word “respect” in their PG and a sentence as an example.

5. Next class

- Tell students that they will learn more about Paralympic sports during next class and discover various Paralympic sports pictograms.

6. Teacher Regulation

- Teacher’s Guide, p. 71.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 2 (b) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about *Evaluation, an Integral Part of Learning* (p. 586), *C2- Reinvests understanding of texts* (pp. 592-593), the strategy *activate prior knowledge* (p. 599) and related vocabulary (p. 598).

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Event 3 - Learning More about ... Paralympic Sports

Task 3 (a): Paralympic Sports Pictograms

Approximate duration: 1 period of 75 minutes

Materials	Evaluation Tools
<ul style="list-style-type: none"> • <i>Important to Know</i>, pp. 10-11 • <i>Pedagogical Talk</i>, pp. 8-9 • SB, pp. 18-21 • Transparency of <i>The Paralympic Sports Pictograms</i>, Correction Key, TT27 • Strategy poster <i>Self-evaluate</i>, TT16 • Overhead projector and coloured markers 	<ul style="list-style-type: none"> • Transparency of C1 and CCC8 rubrics, TT14 • <i>Observation Grid for C1 and CCC8</i>, TT15b • Student's versions of C1 and CCC8 rubrics, SB, p. 3 • <i>Reflecting on My Performance</i>, SB, p. 21

Competencies	Evaluation Criteria
C1 Interacts orally in English CCC8 Cooperates with others	<ul style="list-style-type: none"> • Participation in oral interaction • Appropriate attitudes and behaviours

Related Content
Language Repertoire: Functional language: Requests for information, Identification, Agreement/disagreement Vocabulary related to Paralympic sports Strategies: Activate Prior Knowledge, Self-evaluate

Before starting Task 3 (a)

- Read *Important to Know*, pp. 10-11.
- Read *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8 and *Evaluation as Support for Learning: Interactive regulation*, p. 9.
- Make transparencies of **TT14** and correction key **TT27**.
- Print the *Observation Grid for C1 and CCC8*, **TT15b**.
- Print and put up strategy poster *Self-evaluate*, **TT16**.
- Write the agenda of the day on the board, as suggested in the clipboard.




Event 3 - Learning More about ... Paralympic Sports

Task 3 (a): Paralympic Sports Pictograms

• Recalling what we know	10 min.
• Paralympic Sports Pictograms	55 min.
• Reflecting on My Performance and PG	10 min.

Next class: More details about Paralympic sports

Procedure

1. Intention of the Task 3(a)

- Inform students that the intention of this task is introduce them to the 24 summer and winter Paralympic sports.

2. Activating prior knowledge (10 min.)

- Ask students to name and describe some Paralympic sports.
- Have them point to the posters in the classroom to help them share their knowledge. They can also mention similarities and differences between Paralympic sports and Olympic or professional sports.









3. Paralympic Sports Pictograms (55 min.)

- SB, pp. 18-20.
- Tell students that pictograms are images (pictures) representing ideas or objects (refer to Task 2 (a) with the wheelchair pictogram). The pictograms used for this task are the official ones from the International Paralympic Committee (IPC).
- Go over the instructions with students on SB, p. 18 and have them individually match the 24 Paralympic sports with the pictograms and also label if they are summer (S) or winter (W) sports.
- Use the first pictogram as an example: *Table Tennis (S)*.
- Set a time limit of 35 minutes for students to match the pictograms with the Paralympic sports.
- SB, p. 21.
- Go over the instructions on p. 21.
- Model the oral interaction for this activity with a volunteer student using the functional language presented in the *Saying it Right* section.
- Remind students that they will be evaluated for their participation in oral interaction (C1) and their cooperative attitudes and behaviours (CCC8). Refer students to SB, p. 3 for the rubrics.
- Have students turn to a partner and compare their answers using the functional language provided.

- Circulate and provide immediate feedback when needed. (See *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).
- Observe students' use of functional language and participation in oral interaction (C1) and cooperative attitudes and behaviours (CCC8) with the help of the observation grid, **TT15b**.
- Use transparency of the Correction Key **TT27** for students to verify and adjust their answers.

4. Self-evaluation and Paralympic Glossary (PG) (10 min.)

- Point to the strategy poster *Self-evaluate*, **TT16** and inform students that they will use the strategy *self-evaluate* to reflect on their performance for this task (See *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8).
- Use **TT14** to remind students that they will evaluate themselves on their participation in oral interaction (C1) and their cooperative attitudes and behaviours (CCC8).
- SB, *Reflecting on My Performance*, p. 21.
- Model how to fill out the self-evaluation grid using the suggested examples below.
- Have students self-evaluate their performance (A, B, C, D, or E) and complete the grid

 Reflecting on My Performance					
	 Gold A	 Silver B	 Bronze C	 Wooden D	 Paper E
C1 	Speaking English My strong point: <u>I used the expressions to answer my partner's questions.</u> My challenge: <u>To use the expressions to ask questions</u> My training program: <u>I will try to ask questions more often.</u>				
CCC 8 	Cooperating with my partner My strong point: <u>I listened to my partner's answers.</u> My challenge: <u>To help my partner complete the task</u> My training program: <u>I will encourage my classmates to finish the tasks.</u>				

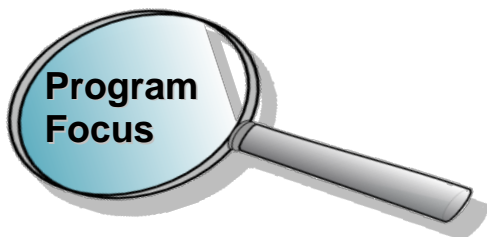
- SB, p. 38.
- Have students write the name of a Paralympic sport they discovered in their PG.

5. Next class

- Tell students that next class they will read about some specific sports and share information with others to continue learning more about Paralympic sports.

6. Teacher Regulation

- Teacher's Guide, p. 71.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 3 (a) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about the cross-curricular competency 8, *Cooperates with others* (QEP, pp. 50-51), *Evaluation, an Integral Part of Learning* (p. 586), C1- *Interacts orally in English* (pp. 590-591), functional language (p. 597), related vocabulary (p. 598) and the strategies *activate prior knowledge* and *self-evaluate* (p. 599).

The **Secondary Cycle One ESL Core Program** is available at:

www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/pdf/prform2004/chapitre100v2.pdf

Event 3 - Learning More about ... Paralympic Sports

Task 3 (b): Paralympic PA-SPORT

Approximate duration: 1 period of 75 minutes



Materials	Evaluation Tools
<ul style="list-style-type: none"> • <i>Important to Know</i>, pp. 10-11 • <i>Pedagogical Talk</i>, pp. 8-9 • 22 different Paralympic Sport Sheets, TT28 A-V • Strategy posters <i>Infer</i>, TT10 and <i>Self-evaluate</i>, TT16 • SB, pp. 22-26 • Paralympic Sports Report (homework) TT29 • Overhead projector and coloured markers 	<ul style="list-style-type: none"> • Transparency of C1 and CCC8 rubrics, TT14 • <i>C1 and CCC8 Observation Grid</i>, TT15b • <i>Observation Grid for the strategy Infer</i>, TT13a • Student's versions of C1 and CCC8 rubrics, SB, p. 3 • <i>Reflecting on My Performance</i>, SB, p. 24

Competencies	Evaluation Criteria
C1 Interacts orally in English CCC8 Cooperates with others	<ul style="list-style-type: none"> • Participation in oral interaction • Appropriate attitudes and behaviours

Related Content
Language Repertoire: Functional language: Requests for information, Agreement/disagreement Vocabulary related to Paralympic sports Strategies: Activate Prior Knowledge, Infer, Self-evaluate Texts: Text Type: Information-based text Text Components: title, subtitles, photos, captions, sidebars, pictograms

Before starting Task 3 (b)

- Read *Important to Know*, pp. 10-11.
- Read *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8 and *Evaluation as Support for Learning: Interactive regulation*, p. 9.
- Read *Swimming and Sledge Hockey* (SB, pp. 25-26) and skim through the 22 different Paralympic Sport Sheets, **TT28 A-V**.
- Print two series of the 22 Paralympic Sport Sheets, **TT28 A-V**.
- Print *C1 and CCC8 Observation Grid*, **TT15b** and *Observation Grid for the strategy Infer*, **TT13a**.
- Print a copy of the Paralympic Sports Report (homework) **TT29** for each student.
- Make a transparency of C1 and CCC8 rubrics, **TT14**.
- Print and put up the posters of the strategies *Infer*, **TT10** and *Self-evaluate*, **TT16**.
- Write the agenda of the day on the board, as suggested in the clipboard.

Event 3 - Learning More about...Paralympic Sports

Task 3 (b): Paralympic PA-SPORT

- Recalling what we know 10 min.
- Paralympic PA-SPORT 55 min.
- Reflecting on My Performance and PG 10 min.

Homework: Watching Paralympic sport videos

Next class: Event 4 - Learning more about...Paralympic local athletes

Procedure

1. Intention of the Task 3 (b)

- Inform students that the intention of this task is for them to learn more about Paralympic sports. They will read about two sports, swimming and sledge hockey, and share information about another Paralympic sport with a classmate.


2. Activating prior knowledge (10 min.)

- Ask students to recall some of the Paralympic sports from the previous task (e.g. *How many summer sports are there? (20) Winter sports? (4) What are the names of some Paralympic sports? Etc.*).
- Brainstorm with students the type of information they might discover when reading about Paralympic sports. (e.g. *the rules and techniques of the sport, athletes who can compete, necessary equipment, etc.*).
- Ask students if they own a passport and what information is usually included in this official document.

3. Paralympic PA-SPORT (55 min.)

Paralympic PA-SPORT- Page ①

- Tell students that the information they will gather about Paralympic sports will be organized in a passport format.
- SB, pp. 22-23.
- Explain that the PA-SPORT has two pages: Page①, to be completed with information about swimming and sledge hockey (the two sports needed to create their final brochures) and Page②, to be completed with information about another Paralympic sport.

- Refer students to the *Paralympic Sports Skills Box* (bottom of SB, p. 22) and tell them they will use this box to complete the *Skills needed* sections in the PA-SPORT.
- SB, p. 22.
- Go over the instructions with students and inform them that, in teams of two, one student will read about *Swimming* (SB, p. 25) and the other one about *Sledge Hockey* (SB, p. 26) in order to gather information for their final brochures.
- Assign one of the two sports to students.
- Tell students that once they have completed the chart for their assigned sport, they will share this information in order to allow their partner to discover the other sport and complete the corresponding chart in the PA-SPORT.
- SB, pp. 25-26.
- Draw students' attention to the pictogram of the hurdler (top right corners of both pages) and elicit from students the strategy which will help them read the Paralympic sport texts, i.e. *infer*.
- Point to the strategy poster *Infer*, **TT10** and have students give a brief explanation of the strategy *infer*.
- Before students read about their Paralympic sport, ask them to infer the content by labelling the text components (e.g. *title*, *sidebar*, *illustrations*, etc.), writing "C" above cognates and underlining/highlighting English words they already know.
- Remind students to use the following two reading techniques:
 - "!" next to information they find interesting
 - "?" next to information they don't understand
- Give students about 15 minutes to read their assigned sport and complete the corresponding chart on Page ① of their PA-SPORT.
- Circulate and observe students in action with the help of the *Observation Grid for the Strategy Infer*, **TT13a** and provide immediate feedback. (See *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).
- SB, p. 24.
- Tell students that for Page ① and Page ② of their PA-SPORT, they will be evaluated for their participation in oral interaction (C1) and their cooperative attitudes and behaviours (CCC8). Refer students to SB, p. 3 for the rubrics.
- Model the oral interaction for Page ① with a student using the functional language presented in the *Saying it Right*  section.
- Have students turn to a partner and share their answers using the functional language so that they can complete the information that is missing in the other chart, SB, p. 22.
- Circulate and observe students in action with the help of the *C1 and CCC8 Observation Grid*, **TT15b** and provide immediate feedback (See *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).





Paralympic PA-SPORT- Page ②

- SB, p. 23.
- Go over the instructions with students.
- Hand out the Paralympic Sport Sheets **TT28 A-V** to students ensuring that pairs of students have the same sport. For example, a class of 36 students would receive 18 different sports so that at least two students receive the same Paralympic Sport Sheet.

- Have students individually read their Paralympic Sport Sheet.
- Tell students to individually complete Page ② of the PA-SPORT using the information from their Paralympic Sport Sheet.
- Match students with the same Paralympic sport and have them compare their answers using the functional language in the *Saying it Right* section, SB, p. 24.
- Circulate and observe students in action with the help of the *C1 and CCC8 Observation Grid*, **TT15b** and provide immediate feedback.

4. Self-evaluation and Paralympic Glossary (PG) (10 min.)

- Inform students that they will use the strategy *self-evaluate* to reflect on their performance for this task (See *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8).
- Point to the strategy poster *Self-evaluate*, **TT16** and briefly review the strategy.
- Use transparency **TT14** to remind students that they will evaluate themselves on their participation in oral interaction (C1) and their cooperative attitudes and behaviours (CCC8) based on the rubrics in SB, p. 3.
- SB, p. 24, *Reflecting on My Performance*.
- Model how to fill out the self-evaluation grid using the suggested examples below.
- Have students self-evaluate their performance (A, B, C, D, or E) and complete the grid.

 Reflecting on My Performance				
 Gold A	 Silver B	 Bronze C	 Wooden D	 Paper E
C1 	Speaking English My strong point: <u>I spoke English during the entire task.</u> My challenge: <u>To use the new vocabulary words I learned</u> My training program: <u>I will refer to the Paralympic Sports Skill Box.</u>			
CCC 8 	Cooperating with my partner My strong point: <u>I compared my answers with my partner.</u> My challenge: <u>To listen more to my partner</u> My training program: <u>I will listen to my partner's answers.</u>			

- SB, p. 38.
- Have students write the name of one of the three Paralympic sports they learned about and use this sport in a sentence in their PG.

5. Homework

- Hand out copies of the Paralympic Sports Report, **TT29** to students.

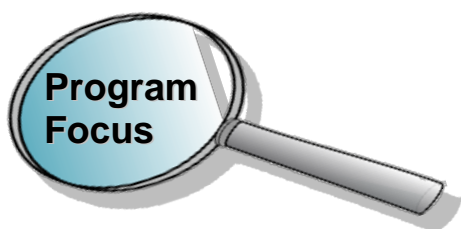
- Ask students to watch the video clips of Swimming and Sledge Hockey from the Canadian Paralympic Committee (CPC) website <http://www.paralympiceducation.ca/> in order to complete the report.

6. Next class

- Tell students that they will learn more about a local Paralympic athlete during next class.

7. Teacher Regulation

- Teacher's Guide, p. 71.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 3 (b) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about the cross-curricular competency 8, *Cooperates with others* (QEP, pp. 50-51), *Evaluation, an Integral Part of Learning* (p. 586), C1 - *Interacts orally in English* (pp. 590-591), functional language (p. 597), related vocabulary (p. 598), the strategies *activate prior knowledge*, *infer* and *self-evaluate* (p. 599), and text types and text components (p. 603).

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Event 4 - Learning More about ... Local Paralympic Athletes

Task 4 (a): Chantal Petitclerc: An Athlete, a Model

Approximate duration: 1 period of 75 minutes

Materials	Evaluation Tool *
<ul style="list-style-type: none"> • <i>Pedagogical Talk</i>, p. 9 and pp. 13-14 • SB, pp. 27-30 • Strategy poster <i>Infer</i>, TT10 • Transparency of <i>The Response Process</i>, TT30 • Transparency of <i>Chantal Petitclerc's Biography</i>, TT31 • Transparencies of <i>Chantal Petitclerc's Response Journal</i>, TT31a-b • <i>Chantal Petitclerc's Response Journal Correction Key</i>, TT32a-b • Overhead projector and coloured markers 	<p>* Immediate feedback is provided to students without the use of an evaluation tool.</p>

Competency	Evaluation Criteria *
C2 Reinvests understanding of texts	* Non-applicable

Related Content	
Language Repertoire:	Functional language and vocabulary related to the Response Process, Vocabulary related to athletes
Strategies:	Activate Prior Knowledge, Infer
Process:	Response Process
Texts:	Text Type: Information-based text Text Components: title, subtitles, photos

Before starting Task 4 (a)

- Read *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9 and *Step-by-step Modelling of the Response Process*, pp. 13-14.
- Read *Chantal Petitclerc's Biography*, SB, p. 28.
- Make transparencies of *The Response Process* **TT30**, *Chantal Petitclerc's Biography* **TT31**, *Chantal Petitclerc's Response Journal* **TT31a-b**.
- Print *Chantal Petitclerc's Response Journal Correction Key* **TT32a-b**.
- Print and put up the poster of the strategy *Infer*, **TT10**.
- Write the agenda of the day on the board, as suggested in the clipboard.



Event 4 - Learning More about ... Local Paralympic Athletes

Task 4 (a): Chantal Petitclerc: An Athlete, a Model

- | | |
|-----------------------------------|---------|
| • Recalling what we know | 10 min. |
| • Practising the Response Process | 60 min. |
| • Paralympic Glossary | 5 min. |

Next class: Discovering local Paralympic athletes

Procedure

1. Intention for task 4 (a)

- Inform students that the intention of this task is for them to discover one of the best Canadian Paralympic athletes of all time, Chantal Petitclerc, by reading her biography. They will also learn to use the Response Process.

2. Activating prior knowledge (10 min.)

- Elicit from students the names, sports and countries of some of athletes from their PA-SPORT (SB, pp. 22-23).
- Ask students what they know about Chantal Petitclerc and her Paralympic sport (Athletics) and specific track event (Wheelchair Racing). Have them share what they know about Athletics and Wheelchair Racing.

3. Modelling the *Response Process* (60 min.)

- SB, p. 27.
- Use transparency **TT30** to explain the *Response Process*.
- SB, pp. 28-30.
- Explain to students that the purpose of this response journal is to leave traces of their understanding of *Chantal Petitclerc's Biography* by writing short answers in order to construct meaning (individually and with others).
- Use the transparency of *Chantal Petitclerc's Biography* **TT31** to model the Exploring the Text Phase (*Preparing to Read* and *Reading in Pedagogical Talk, Step-by-step Modelling of the Response Process*, p. 13). Read each step aloud and elicit students' participation after each one.
- SB, p. 28.
- Point to the strategy poster *Infer*, **TT10**, and remind students to use the strategy.
- Tell students they are now ready to read *Chantal Petitclerc's Biography* individually and annotate the text.

- Ask them to infer by labelling the text components (e.g. *title, subtitles, illustrations, etc.*), writing “C” above cognates and underlining/highlighting English words they already know. Have students also use the following symbols:
 - “!” next to information they find interesting
 - “?” next to information they don’t understand.
- Allow 15 minutes for this task.
- Circulate and provide immediate feedback to students who need help. (See *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).
- SB, pp. 29-30.
- Continue to model the Exploring the Text Phase, Establishing a Personal Connection Phase and Generalizing beyond the Text Phase (from Demonstrating Initial Understanding until Generalizing beyond the Text in *Pedagogical Talk, Step-by-step Modelling of the Response Process*, pp. 13-14 using the transparencies of *Chantal Petitclerc’s Response Journal TT31a-b*.
- Write down the answers on the transparencies with the coloured markers and have students participate simultaneously by answering the questions aloud for each phase and writing their responses in their SB. Refer to *Chantal Petitclerc’s Response Journal Correction Key, TT32a-b*.

4. Paralympic Glossary (PG) (5 min.)

- SB, p. 38.
- Have students write a short definition of the expression “push myself” and also write a sentence using this expression in their PG.

5. Next class

- Tell students that they will continue learning more about some local Paralympic athletes during next class. They will read a text and discover another local Paralympic athlete and use the *Response Process* on their own.

6. Teacher Regulation

- Teacher’s Guide, p. 71.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 4 (a) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about C2- *Reinvests understanding of texts* (pp. 592-593), functional language (p. 597), related vocabulary (p. 598), the strategies *activate prior knowledge* and *infer* (p. 599), the *Response Process* (p. 600) and text types and text components (p. 603).

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Event 4 - Learning More about ... Local Paralympic Athletes

Task 4 (b): Local Heroes

Approximate duration: 1 period of 75 minutes



Materials	Evaluation Tools
<ul style="list-style-type: none"> • <i>Pedagogical Talk</i>, pp. 8-9 • SB, p. 31 • Response Booklets for four local Paralympic athletes, RB 1-4 • Strategy posters <i>Infer</i>, TT10 and <i>Self-evaluate</i>, TT16 • Blank Response Booklet, RB Blank (if needed, see note in <i>Procedure: Intention of Task</i>) • Correction Keys, RB 1-4 • Overhead projector and coloured markers 	<ul style="list-style-type: none"> • <i>Evaluation Rubric: Student's Answers in the Response Journal</i>, TT33 • <i>Observation Grid: Student's Answers in the Response Journal</i>, TT34 • <i>Evaluation Rubric: Student's Participation in the Response Process</i>, TT35 • <i>Observation Grid: Student's Participation in the Response Process</i>, TT36 • <i>Observation Grid for the Strategy Infer</i> TT13a • Student's version of C2 rubric, SB, p. 31 • <i>Reflecting on My Performance</i>, SB, p. 31

Competency	Evaluation Criterion
C2 Reinvests understanding of texts	<ul style="list-style-type: none"> • Evidence of comprehension of texts

Related Content	
Language Repertoire:	Functional language and vocabulary related to the Response Process Vocabulary related to athletes
Strategies:	Activate Prior Knowledge, Infer, Self-evaluate
Process:	Response Process
Texts:	Text Type: Information-based text Text Components: title, subtitles, photos

Before starting Task 4 (b)

- Read *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8 and *Evaluation as Support for Learning: Interactive and Retrospective regulation*, p. 9.
- Print between 8-10 copies of each athlete's Response Booklet **RB 1-4**, depending on class size.
- Print the *Observation Grid for the Strategy Infer*, **TT13a** (one copy per class), **TT34** (one copy per student), and **TT36** (one copy per class).
- Make transparencies of *Evaluation Rubric: Student's Answers in the Response Journal*, **TT33** and *Evaluation Rubric: Student's Participation in the Response Process*, **TT35**.
- Print and put up the posters of the strategies *Infer*, **TT10** and *Self-evaluate*, **TT16**.
- Write the agenda of the day on the board, as suggested in the clipboard.

Event 4 - Learning More about ... Local Paralympic Athletes

Task 4 (b): Local Heroes

• Activating prior knowledge	10 min.
• Discovering a local Paralympic athlete	60 min.
• Reflecting on My Performance	5 min.

Next class: Final event – Creating a brochure

Procedure

1. Intention of Task 4 (b)

- Inform students that the intention of this task is for them to respond to a short biography about a local Paralympic athlete from Québec. This Paralympic athlete will be the focus of the brochure (final reinvestment task).

N. B. Please note that the four local Paralympic athletes in Task 4 (b) are currently part of the Canadian Paralympic team. In order for the promotional brochure to be authentic and relevant, it is important to verify that these athletes are still actively competing. If this is not the case, other local athletes may be selected for this task. Consequently, a blank Response Booklet (**RB Blank**) is provided in the materials and can be used to create a new Response Booklet for another Paralympic athlete.

2. Activating prior knowledge (10 min.)

- Ask students what they remember about Chantal Petitclerc.
- Elicit from them a brief explanation of the three phases of the Response Process.

3. Discovering a local Paralympic athlete (60 min.)

- Tell students that they will discover four different Quebec Paralympic athletes. Each student will read a short biography on one of these local heroes.
- Inform students that the brochure they will create will be based on that athlete, so it is important that they understand the content of the text very well.
- Distribute the Response Booklets **RB 1-4**, making sure each different athlete's Response Booklet has been equally distributed to the entire class (approximately 8-10 copies).
- Have students write their names and group, and give them time to leaf through their Response Booklets.
- Draw students' attention to the photos on the cover page. Read the introductory paragraph, the names of the four local Paralympic athletes, the sports they practise and the quote at the bottom of the page.

Phase 1: Exploring the text **individually** (15 min.)

- **RB**, pp. 2-3.
- Draw students' attention to the pictogram of the hurdler (top right corner of page 2) and elicit from students the strategy which helps them read i.e. infer.
- Point to the strategy poster *Infer*, **TT10** and remind students that they will use the strategy before they read about the local Paralympic athlete.
- Before students read about their local Paralympic athlete, ask students to infer the content by labelling text components (e.g. *title, subtitles, illustrations, etc.*), writing "C" above cognates and underlining/highlighting English words they already know in the athlete's biography.
- Tell students that they will be evaluated on their answers in the *Response Journal* and use transparency **TT33** to explain the *Evaluation Rubric: Student's Answers in the Response Journal*.
- Have students read the questions in the *Response Journal, Exploring the text individually*, **RB**, p. 3.
- Have students read the athlete's biography and write short answers for the questions.
- Circulate and observe students in action with the help of the *Observation Grid for the Strategy Infer*, **TT13a** and provide immediate feedback. (See *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).

Phase 1: Exploring the text **with others** (15 min.)

- **RB**, p. 3.
- Tell students they will be evaluated on their participation in the *Response Process* and use transparency **TT35** to explain the *Evaluation Rubric: Student's Participation in the Response Process*.
- Match students with the same Paralympic athlete (teams of 2-4 students).
- Have students share their answers, reminding them to use the provided prompts. Ask them to complete their answers by taking into account what their partners say and writing in additional information with a different coloured pen. This new information will serve to evaluate student's adjustment of their initial understanding.
- Circulate and observe students' participation in the *Response Process* with the help of the *Observation Grid: Student's Participation in the Response Process*, **TT36**.
- Provide interactive feedback where needed. (See *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).

Phase 2: Connecting with the text (20 min.)








- **RB**, p. 4.
- Ask students to read the questions and the provided prompts.
- Have students individually answer the questions.
- Have students share their answers, reminding them to use the provided prompts. Ask them to complete their answers, if needed, by taking into account what their partners say and writing in additional information with a different coloured pen.
- Provide interactive feedback where needed (See *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).

Phase 3: Generalizing beyond the text (10 min.)

- **RB**, p. 4.
- Ask students to read the provided prompt as well as the key words for the mottos and make sure they understand the task.
- Have students individually complete the prompt and create two mottos for their athlete.
- Invite students, as a whole group, to share their generalizations, as well as their mottos.
- Collect all the Response Booklets in order to evaluate students' answers in the Response Journal, **RB**, pp. 3-4 using the *Observation Grid: Student's Answers in the Response Journal*, **TT34**. Refer to Correction Keys **RB 1-4**, as needed. The completed observation grid can be stapled to each student's Response Booklet with feedback.

4. Self-evaluation (5 min.)

- Point to the strategy poster *Self-evaluate*, **TT16** and inform students that they will use the strategy *self-evaluate* to reflect on their performance for this task. (See *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8).
- **SB**, p. 31.
- Tell students that they will evaluate themselves on their participation in the *Response Process* based on the C2 rubric.
- Model how to fill out the self-evaluation grid *Reflecting on My Performance* using the suggested examples below.
- Have students self-evaluate their performance (A, B, C, D, or E) and complete the grid.

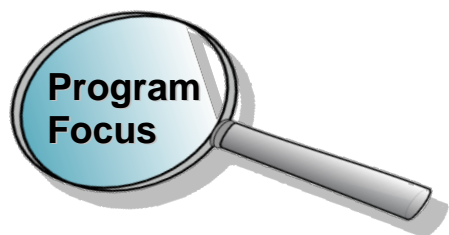
 Reflecting on My Performance	
 <p>Gold A</p>	 <p>Silver B</p>
 <p>Bronze C</p>	 <p>Wooden D</p>
 <p>Paper E</p>	
<p>C2</p> 	<p>Participating in the Response Process</p> <p>My strong point: <u>I completed most of the Response Journal.</u></p> <p>My challenge: <u>To contribute more to the discussion</u></p> <p>My training program: <u>I will use the provided prompts more.</u></p>

5. Next class

- Tell students that they will start the final task during next class. They will look at what makes a good brochure with the help of a model.

6. Teacher Regulation

- Teacher's Guide, p. 72.
- Take time to reflect on pedagogical practices.
- Write down what went well during Task 4 (b) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about *Evaluation, an Integral Part of Learning* (p. 586), C2- *Reinvests understanding of texts* (pp. 592-593), functional language (p. 597), related vocabulary (p. 598), the strategies *activate prior knowledge*, *infer* and *self-evaluate* (p. 599), the *Response Process* (p. 600) and text types and text components (p. 603).

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www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/pdf/prform2004/chapitre100v2.pdf

Final Event – Making a Difference!

Final Task (a): Brochure Basics

Approximate duration: 50 minutes

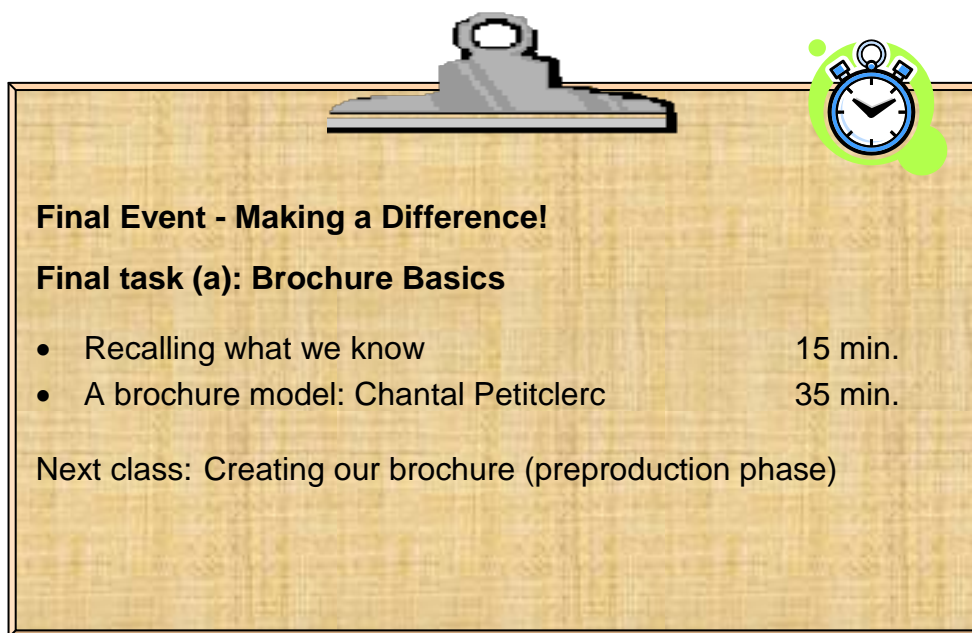
Materials	Evaluation Tool *
<ul style="list-style-type: none"> • <i>Pedagogical Talk</i>, p. 15 • SB, p. 32-34 • Sample brochures (authentic) • <i>Chantal Petitclerc's Model Brochure</i>, TT37 • Transparency of <i>Chantal Petitclerc's Model Brochure</i>, TT38 • <i>Chantal Petitclerc's Model Brochure, Correction Key</i>, TT39 • Banner of the guiding question, TT2 • Overhead projector and coloured markers 	* Non-applicable

Competency	Evaluation Criteria*
C3 Writes and produces texts	* Non-applicable

Related Content	
Strategy:	Activate Prior Knowledge
Texts:	Text Type: Information-based (brochure)
	Text Components: titles, subtitles, photos, captions, sidebars, logo

Before starting Final Task (a)

- Read *Pedagogical Talk*, *How to Make a Good Brochure*, p. 15.
- Get various sample brochures from local businesses and associations or ask students to bring brochures from home.
- Print a copy of *Chantal Petitclerc's Model Brochure* **TT37** in colour (folded as a six-panel brochure) and *Chantal Petitclerc's Model Brochure, Correction Key* (with completed bubbles), **TT39**.
- Make a transparency of *Chantal Petitclerc's Model Brochure* (with empty bubbles), **TT38**.
- Print and put up the banner of the guiding question, **TT2**.
- Write the agenda of the day on the board, as suggested in the clipboard.



Final Event - Making a Difference!

Final task (a): Brochure Basics

- Recalling what we know 15 min.
- A brochure model: Chantal Petitclerc 35 min.

Next class: Creating our brochure (preproduction phase)

Procedure

1. Intention of Final Task (a)

- Point to the banner of the guiding question **TT2** and remind students that for the final task they will create a brochure to promote the local Paralympic athlete they discovered previously in Task 4 (b). This final task concludes the LES and is linked to all the previous tasks.
- Inform students that the intention of this first part of the final task is for them to learn about the essential components of a good brochure and to identify these components in a model brochure about Chantal Petitclerc.

2. Activating prior knowledge (15 min.)

- SB, p. 32.
- Show some examples of brochures and ask students what they know about brochures: *What is this brochure about? Who is the targeted audience? What are some of the brochure text components? How many panels does the brochure have? Etc.*
- Read the question at the top of SB, p. 32 and the purpose of a brochure.
- Divide the board in three sections (brochure formats, brochure components and targeted audiences) and, for each section, elicit students' responses. Write their answers on the board as students take down the information in the correct panel:
 - Brochure formats (e.g. 2-panel, 3-panel, 6-panel, folded, flip-sided, etc.)
 - Brochure text components (e.g. pictures, catchy title, subtitles, captions, photos, etc.)
 - Targeted audiences (e.g. families, teenagers, the elderly, general audience, etc.)

3. A brochure model: Chantal Petitclerc (35 min.)

- SB, pp. 33-34.
- Use the transparency of *Chantal Petitclerc's Model Brochure* (with empty bubbles), **TT38** to explain the required text components that students will need to create their brochure for the final task. As you write down the answers with coloured markers, have students write the components in the SB as you go from panel to panel. Refer to *Chantal Petitclerc's Model Brochure, Correction Key* (with completed bubbles), **TT39**.
- Demonstrate how to fold a six-panel brochure using *Chantal Petitclerc's Model Brochure*, **TT37**. Make sure students understand how the six panels are numbered.

4. Next class

- Tell students that they will pair up and write a draft copy of their brochure during next class.

5. Teacher Regulation

- Teacher's Guide, p. 72.
- Take time to reflect on pedagogical practices.
- Write down what went well during Final Task (a) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about C3 – *Writes and produces texts* (pp. 594-595), the strategy *activate prior knowledge* (p. 599) and text types and text components (p. 603).

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Final Event – Making a Difference!

Final Task (b): Creating the Brochure

Approximate duration: 1 period of 75 minutes



Materials	Evaluation Tools
<ul style="list-style-type: none"> • <i>Pedagogical Talk</i>, p. 8 • SB, pp. 35-36 • Strategy poster <i>Self-evaluate</i>, TT16 • Transparency of <i>Brochure Planner</i>, TT40 • Response Booklets, RB 1-4 (with teacher's feedback, TT34) • <i>Final Task Booklet: Draft Copy (FTB)</i> • Banner of the guiding question, TT2 • Overhead projector and coloured markers 	<ul style="list-style-type: none"> • <i>C1 and CCC8 Observation Grid</i>, TT15c • Transparency of C1 and CCC8 rubrics, TT14 • Student's version of C1 and CCC8 rubrics, SB, p.3 • <i>C2 and C3 Final Brochure Rubrics</i>, TT41 • <i>Reflecting on My Performance</i>, SB p. 36

Competencies	Evaluation Criteria
C1 Interacts orally in English	<ul style="list-style-type: none"> • Participation in oral interaction
C2 Reinvests understanding of texts	<ul style="list-style-type: none"> • Use of knowledge from texts appropriate to task
C3 Writes and produces texts	<ul style="list-style-type: none"> • Formulation of the text
CCC8 Cooperates with others	<ul style="list-style-type: none"> • Appropriate attitudes and behaviours

Related Content	
Language Repertoire:	Functional language: Making suggestions, Agreement/disagreement Vocabulary related to the Paralympic Games and the Production Process
Strategies:	Activate Prior Knowledge, Self-evaluate
Process:	Production Process: Preproduction phase
Texts:	Text Type: Information-based (brochure) Text Components: titles, subtitles, photos, pictures, captions, logos, mottos

Before starting Final Task (b)

- Read *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8.
- Read PFÉQ, *Production Process: Preproduction phase*, p. 602.
- Print and put up the banner of the guiding question, **TT2** and the poster of the strategy *Self-evaluate*, **TT16**.
- Print *C1 and CCC8 Observation Grid*, **TT15c**.
- Print one copy of *Final Task Booklet: Draft Copy (FTB)* per student.
- Have the corrected Response Booklets, **RB 1-4** on hand to be returned to students including the *Observation Grid: Student's Answers in the Response Journal*, **TT34** that has been completed with your feedback.
- Make transparencies of C1 and CCC8 rubrics, **TT14**, *Brochure Planner*, **TT40** and *C2 and C3 Final Brochure Rubrics*, **TT41**.
- Write the agenda of the day on the board, as suggested in the clipboard.

Final Event - Making a Difference!

Final Task (b): Creating the Brochure

• Recalling what we know	5 min.
• Planning the draft copy of the brochure	60 min.
• Reflecting on My Performance	10 min.

Next class: Creating our brochure (preproduction phase)

Procedure

1. Intention of Final Task (b)

- Inform students that the intention of this part of the final task is for them to use a brochure planner in order to create the draft copy of their brochure (Preproduction phase).

2. Activating prior knowledge (5 min.)

- Ask students to recall what they learned about brochures (purpose, audience, essential text components, etc.).
- Provide feedback to complete their answers.


3. Preproduction of brochure (60 min.)

Brochure Planner

- SB, p. 35.
- Point to the banner of the guiding question, **TT2** and tell students that they will answer this question by creating a brochure to promote the local Paralympic athlete they discovered previously in Task 4 (b).
- Explain that the brochure is a reinvestment task of what was learned throughout the LES and remind students that each brochure will serve the initial goal of “making a difference”.
- Go over the *Brochure Planner* using transparency **TT40** and explain that students will use this planning tool, in pairs, to prepare the draft copy of the brochure.
- Describe the first part of the *Brochure Planner* and have students write down the following:
 - Type of medium: *A six-panel folded brochure*
 - Targeted audience: *The Minister of State for Sports and the general public*
 - Purpose: *To promote a local Paralympic athlete*
 - Focus sentence: *Name of local Paralympic athlete* (The *Focus Sentence* guides the team throughout the production of the brochure so that team members work towards a common goal.)

- Go over the six panels in the *Brochure Planner* and inform students that they contain the required elements for their final brochure. Tell students that the *Brochure Planner* is both a planning tool and a checklist to verify that the final product is complete.









Brochure Draft Copy

- Inform students how the final copies of their brochures will be evaluated. Use transparency of *C2 and C3 Final Brochure Rubrics*, **TT41** to explain the evaluation criteria and the notes under each rubric. Answer students' questions to make sure they understand how their brochures will be evaluated.
- Distribute the *Final Task Booklet: Draft Copy (FTB)* to students.
- Ask students to write their name and group on the cover page of the **FTB** and put a checkmark under the name of the local Paralympic athlete they discovered in Task 4(b).
- Go over the different panels of the brochure template. Draw students' attention to the note at the bottom of each panel which identifies the necessary resources (SB and RB) needed to complete the brochure. Mention other possible resources that students should use: the Paralympic Glossary and Chantal Petitclerc's model brochure in the SB, dictionary, thesaurus, grammar reference and irregular verb list.
- Distribute the evaluated Response Booklets (**RB1-RB2-RB3-RB4**) to students and have them look at their individual feedback on the *Observation Grid: Student's Answers in the Response Journal*, **TT34**.
- SB, p. 36, **FTB**, pp. 3-4 and **RB 1-4**.
- Tell students that they are individually responsible for writing down ideas on each of the six panels of their **FTB**, pp. 3-4. Inform them that this is very important because each student will have to hand in a final copy of the brochure.
- Tell students that they are now ready to brainstorm and discuss ideas with their partner in order to plan the draft copies of their brochures.
- Model the oral interaction needed for the task with a volunteer student using the functional language presented in the *Saying it Right*  section, SB, p. 36.
- Tell students that during the planning of the brochure, they will be evaluated for their participation in oral interaction (C1) and their cooperative attitudes and behaviours (CCC8). Refer students to SB, p. 3 for the rubrics.
- Pair up students with the same Paralympic athlete. If possible, match students who did not collaborate together in Task 4(b) so as to exchange new ideas for the brochure.
- Have students work with their partner to brainstorm ideas for the brochure.
- Circulate and observe students in action with the help of the *C1 and CCC8 Observation Grid*, **TT15c** and provide immediate feedback as needed (See *Pedagogical Talk, Evaluation as Support for Learning: Interactive regulation*, p. 9).
- Take notes on each student's participation and collaboration during the preproduction phase using *C1 and CCC8 Observation Grid*, **TT15c**.
- Collect students' **FTBs** and provide corrective feedback directly on the draft copies of the brochure. Use the space provided at the bottom of the student rubric, **FTB**, p. 2 to write comments.

4. Self-evaluation (10 min.)

- Inform students that they will use the strategy *self-evaluate* to reflect on their performance for this task (See *Pedagogical Talk, Empowering Students to Become Lifelong Learners*, p. 8).

- Point to the strategy poster *Self-evaluate*, **TT16** and briefly review the strategy
- Use transparency C1 and CCC8 rubrics, **TT14**, to remind students that they will evaluate themselves on their participation in oral interaction (C1) and cooperative attitudes and behaviours (CCC8) based on the rubrics in SB, p. 3.
- SB, p. 36, *Reflecting on My Performance*.
- Model how to fill out the self-evaluation grid using the suggested examples below.
- Have students self-evaluate their performance (A, B, C, D, or E) and complete the grid.

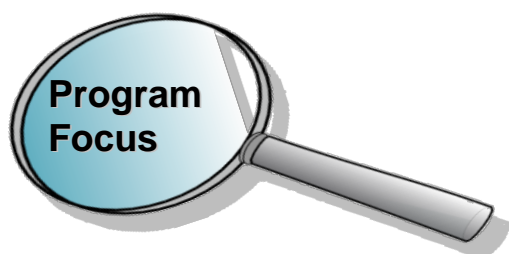
 Reflecting on My Performance	
	 Gold A  Silver B  Bronze C  Wooden D  Paper E
C1 	Speaking English My strong point: <u>I spoke English with my partner to plan the brochure.</u> My challenge: <u>To maintain the discussion</u> My training program: <u>I will ask my partner more questions.</u>
CCC 8 	Cooperating with my partner My strong point: <u>I compared my ideas from the Response Booklet with my partner's ideas.</u> My challenge: <u>To accept my partner's ideas</u> My training program: <u>I will write down new ideas that my partner suggests.</u>

5. Next class

- Tell students that they will use their corrected draft copies to produce a final version of their brochure during next class.

6. Teacher Regulation

- Teacher's Guide, p. 72.
- Take time to reflect on pedagogical practices.
- Write down what went well during Final Task (b) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about the cross-curricular competency 8, *Cooperates with others* (QEP, pp. 50-51), *Evaluation, an Integral Part of Learning* (p. 586), C1- *Interacts orally in English* (pp. 590-591), C2- *Reinvests understanding of texts* (pp. 592-593), C3- *Writes and produces texts* (pp. 594-595), functional language (p. 597), related vocabulary (p. 598), the strategies *activate prior knowledge* and *self-evaluate* (p. 599), the *Production Process* (p. 602) and text types and text components (p. 603).

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Final Event – Making a Difference!

Final Task (c): A Brochure that Makes a Difference!

Approximate duration: 1 period of 75 minutes

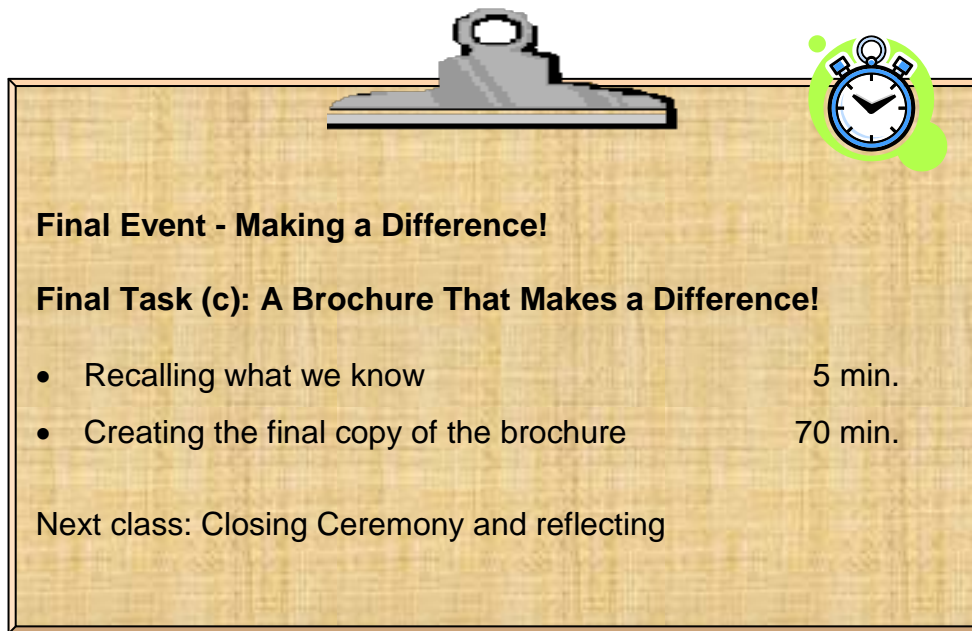
Materials	Evaluation Tool
<ul style="list-style-type: none"> SB (all tasks) <i>Pedagogical Talk</i>, p. 9 <i>Final Task Booklet: Draft Copy (FTB)</i> - with corrective feedback on the draft copy of the brochure <i>Final Brochure Template</i>, TT42 <i>Photos of the four local Paralympic athletes</i>, TT44 	<ul style="list-style-type: none"> <i>C2 and C3 Final Brochure Rubrics</i>, TT43

Competencies	Evaluation Criteria
C2 Reinvests understanding of texts	<ul style="list-style-type: none"> Use of knowledge from texts appropriate to the task
C3 Writes and produces texts	<ul style="list-style-type: none"> Formulation of the text

Related Content
<p>Language Repertoire: Vocabulary related to the Paralympic Games, brochure components and the Production Process</p> <p>Strategy: Activate Prior Knowledge</p> <p>Process: Production Process: Production phase</p> <p>Texts: Text Type: Information-based (brochure)</p> <p>Text Components: titles, subtitles, photos, pictures, captions, logos, mottos</p>

Before starting Final Task (c)

- Read PFÉQ, *Production Process: Production phase*, p. 602 and *Pedagogical Talk, Evaluation as Support for Learning: Retrospective regulation*, p. 9.
- Print a copy of the *Final Brochure Template*, **TT42** and of the *C2 and C3 Final Brochure Rubrics*, **TT43** per student.
- Print copies of the *Photos of the four local Paralympic athletes* (preferably in colour), **TT44** making sure there are enough copies for students to complete their brochures.
- Reserve the computer lab to have students produce the final version of their brochure using a computer using **TT42 (optional)**.
- Have the *Final Task Booklet: Draft Copy (FTB)*, with corrective feedback, on hand to be returned to students.
- Write the agenda of the day on the board, as suggested in the clipboard.



Final Event - Making a Difference!

Final Task (c): A Brochure That Makes a Difference!

- Recalling what we know 5 min.
- Creating the final copy of the brochure 70 min.

Next class: Closing Ceremony and reflecting

Procedure

1. Intention of Final Task (c)

- Inform students that the intention of this part of the final task is for them to create a final copy of their brochure (Production phase).

2. Activating prior knowledge (5 min.)

- Provide general comments about what you noticed in students' draft copies, if needed. (See *Pedagogical Talk, Evaluation as Support for Learning: Retrospective regulation*, p. 9).
- Have students recall the intended purpose (promoting a Paralympic athlete's achievements) and the targeted audience (general audience and the Minister of State for Sports) of the brochure.

3. Producing the brochure (70 min.)

- Explain the production phase of the Production Process.
- Return the corrected *Final Task: Draft Copy (FTB)* to students and have them look over the provided feedback on the draft copy of their brochures, pp. 3-4.
- Distribute a copy of the *Final Brochure Template, TT42* to each student.
- Ask students to individually create the final version of the brochure and make adjustments (edit) to their draft copy.
- Remind students to use the *Brochure Planner* (SB, p. 35) as a checklist to make sure the final copy of their individual brochure contains all the required elements. They should also refer to their *C2 and C3 Final Brochure Rubrics (FTB, p. 2)*.
- Tell them to use other possible resources such as: the Paralympic Glossary, a dictionary, thesaurus, grammar reference and irregular verb list to make sure their writing is accurate.

- Provide copies of the *Photos of the four local Paralympic athletes*, **TT44** to students so they can include them in their brochures or, if possible, have students search the internet to find other photos.
- Circulate and provide immediate feedback where needed.
- Collect all final copies of the brochures and evaluate them using the *C2 and C3 Final Brochure Rubrics*, **TT43**.

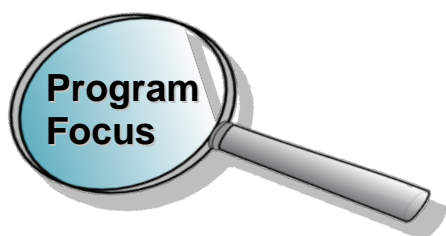
N. B. Have students produce the final brochure at the computer lab, if possible, with the provided *Word* version of the brochure template, **TT42 (optional)**.

4. Next class

- Tell students that they will continue working on their brochure during next class, if needed.
- Inform students that they will conclude this LES with the Closing Ceremony in order to reflect on their learning throughout the LES and self-evaluate themselves.

5. Teacher Regulation

- Teacher's Guide, p. 72.
- Take time to reflect on pedagogical practices.
- Write down what went well during Final Task (c) and record the adjustments that need to be made for future planning.



Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about *Evaluation, an Integral Part of Learning* (p. 586), *C2- Reinvests understanding of texts* (pp. 592-593), *C3- Writes and produces texts* (pp. 594-595), related vocabulary (p. 598), the strategy *activate prior knowledge* (p. 599), the *Production Process* (p. 602) and text types and text components (p. 603).

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Closing Ceremony

Approximate duration: 45 minutes

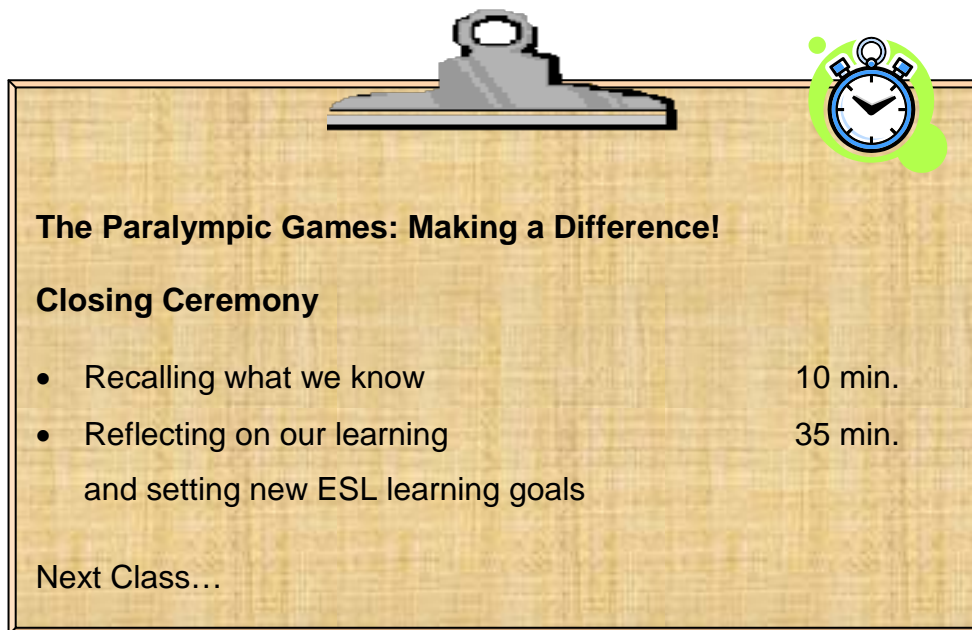


Materials	Evaluation Tool
<ul style="list-style-type: none"> SB, p. 39 <i>Pedagogical Talk</i>, p. 3 and p. 8 Transparency of <i>One Question, Two Goals and Three Steps</i>, TT3 Strategy poster <i>Self-evaluate</i>, TT16 Transparency of the <i>Final Self-evaluation</i>, TT45 Overhead projector and coloured markers 	<ul style="list-style-type: none"> <i>Final Self-evaluation</i>, SB, p. 39

Related Content	
Strategies:	Activate Prior Knowledge, Self-Evaluate
Process:	Production Process: Postproduction phase (optional)

Before the Closing Ceremony

- Read *Pedagogical Talk, The Three Steps of the Pedagogical Act, Step 3: Integrating Learning*, p. 3 and *Empowering Students to Become Lifelong Learners: At the end of the LES*, p. 8.
- Read the Production Process: Postproduction phase (PFÉQ, p. 602).
- Have the final copies of students' brochures on hand, including the completed *C2 and C3 Final Brochure Rubrics*, **TT42** with your feedback.
- Make transparencies of *One Question, Two Goals and Three Steps*, **TT3** and *Final Self-evaluation*, **TT45**.
- Print and put up strategy poster *Self-evaluate*, **TT16**.
- Write the agenda of the day on the board, as suggested in the clipboard.



Procedure

1. Intention of the Closing Ceremony

- Inform students that the intention of this final step is for them to reflect on what and how they have learned throughout this LES.

2. Activating prior knowledge (10 min.)

- Tell students that reflecting on their learning is an important part of the learning process.
- Elicit from students the type of reflection activities they did during this LES after certain tasks (*Reflecting on My Performance*).
- Remind students that this was the time when they self-evaluated their participation in oral interaction in English and during the Response Process, as well as their cooperation with others.

3. Reflecting on learning (35 min.)

- Use transparency of *One Question, Two Goals and Three Steps*, **TT3** and go over the information in the three different sections to remind students about the overall intention of the LES.
- SB, p. 39.
- Read **Part A** of the *Final Self-Evaluation*, **TT45** with students and, after each statement, give them time to place a checkmark next to their choice.
- Go over the six questions in **Part B** and elicit students' answers. Some possible answers may include:
 - *Paralympic Games, sports and athletes*
 - *pronunciation of simple past –ed*
 - *singing a rap to practise the pronunciation of the verbs at the past tense*
 - *practising the strategies Infer and Use semantic mapping*
 - *using the functional language to interact orally in English*
 - *how to create a brochure*

- *being respectful of people with disabilities*
 - *Paralympic athletes deserve as much recognition as any other athlete*
 - *people with disabilities can achieve great things*
 - *encouraging Paralympic athletes by talking about them to your friends, family, etc.*
 - *etc.*
- Write students' answers on the board and give them time to complete this part of the self-evaluation by choosing from the answers shared by the whole class.
 - Go over **Part C** and ask students to suggest possible future ESL goals for upcoming LESs. Some possible answers may include:
 - *trying to speak English all the time*
 - *using the provided functional language*
 - *helping my teammates*
 - *listening to my teammates*
 - *using the strategy Infer and Use semantic mapping*
 - *etc.*
 - Write students' answers on the board and give them time to complete this part of the self-evaluation by choosing from the answers shared by the whole class.
 - Have students self-evaluate their overall performance during the entire LES in **Part D** and sign their *Final Self-evaluation*.
 - Circulate and provide feedback to students who may need help with their self-evaluation.

4. Optional Postproduction phase

- Explain the Postproduction phase of the *Production Process*.
- Return the annotated brochures to students and invite them to make a polished copy to send to the Canadian Minister of State for Sport or directly to the Paralympic athlete.
- Invite them to distribute their brochures in their school and in their families.

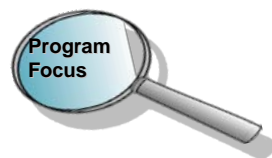
5. Next class

- Inform students on the content of the next class.

6. Teacher Regulation

- Teacher's Guide, p. 72.
- Take time to reflect on pedagogical practices.
- Write down what went well during Closing Ceremony and record the adjustments that need to be made for future planning.

Refer to the following pages in the **Secondary Cycle One ESL Core Program** for more information about student reflection (*Role of the Student*, pp. 585-586), *Evaluation, an Integral Part of Learning* (p. 586), the strategies *activate prior knowledge and self-evaluate* (p. 599) and the Production Process: Optional Postproduction Phase (p. 602).



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www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondeaire/pdf/prform2004/chapitre100v2.pdf

Related Websites

Paralympic Games (Host Cities)

Salt Lake City Paralympic Games 2002

<http://saltlake2002.paralympic.org/>

Vancouver Paralympic Games 2010

<http://www.vancouver2010.com/en>

London Paralympic Games 2012

<http://www.london-2012.co.uk/>

Sochi Paralympic Games 2014

<http://sochi2014.com/en/>

Paralympic Videos

Movie Bank

http://www.abilityvability.co.uk/index.php?option=com_content&view=article&id=26%3Amovie-bank&catid=2&Itemid=3&lang=en

Swimming

<http://www.paralympiceducation.ca/Images/Multimedia%20Lessons/Swimming/SwimmingLessonPlanner.htm>

Sledge Hockey

<http://www.paralympiceducation.ca/Images/Multimedia%20Lessons/Sledge%20Hockey/SledgeHockeyLessonPlanner.htm>

Blind Soccer (football)

http://news.bbc.co.uk/sport2/hi/tv_and_radio/inside_sport/7404705.stm

Paralympic TV (Live competitions and videos)

<http://player27.narrowstep.tv/assets/players/4304/html/player.html>

Playing to Win: Canada at the Paralympics (CBC Archives)

<http://archives.cbc.ca/sports/olympics/topics/1363-8446/>

Paralympic Hopes: (Teacher's TV)

<http://www.teachers.tv/video/30300>

Paralympic Games: Education Programs

It's the Real Deal: Paralympic Games School Program

<http://www.paralympiceducation.ca/Content/Home.asp?langid=1>

Vancouver 2010 Games: Education Programs

<http://www.vancouver2010.com/education-programs/>

Paralympics: Where Heroes Come 1

<http://www.melazerte.com/library/paralympics/>

Rick Hansen School Program

<http://www.rickhansen.com/code/navigate.aspx?Id=149>

Paralympic Organizations

Canadian Paralympic Committee

<http://www.paralympic.ca/>

US Paralympic Committee

<http://usparalympics.org/>

International Paralympic Committee (IPC)

<http://www.paralympic.org>

Paralympic Athletes

Canadian Paralympic athletes

<http://www.paralympic.ca/en/athletes.html?layout=form>

Québec Paralympic athletes

<http://sportcom.qc.ca/PROFILS/tabid/57/Default.aspx>

Chantal Petitclerc

<http://www.chantalpetitclerc.com/2008/>

Benoît St-Amand

<http://www.wix.com/sb003848/Benoit-St-Amand-En>

Benoît Huot

<http://www.benoithuot.com/news.aspx>

Jean Labonté

<http://www.jeanlabonte.ca/>

Disabilities

Overcoming Disabilities

<http://www.kidzworld.com/article/5280-overcoming-disabilities>

Office for Disability Issues in Canada

http://www.hrsdc.gc.ca/eng/disability_issues/index.shtml

ESL Resources for the Cycle One ESL Secondary Programs

<http://www.eslinsight.qc.ca/>

Teacher's Regulation of the LES

The Paralympic Games: Making a Difference!		
Opening Ceremony	What went well ...	Adjustments needed...
Task 1(a) The Paralympic Games	What went well ...	Adjustments needed...
Task 1(b) Olympic Games and Paralympic Games: More Similar Than Different!	What went well ...	Adjustments needed...
Task 1(c) Athletic Competition	What went well ...	Adjustments needed...
Task 1(d) The -ed Warm-Up	What went well ...	Adjustments needed...

The Paralympic Games: Making a Difference!		
Task 2(a) Easier Said than Done!	What went well ...	Adjustments needed...
Task 2(b) Shooting for the Right Words!	What went well ...	Adjustments needed...
Task 3(a) Paralympic Sports Pictograms	What went well ...	Adjustments needed...
Task 3(b) Paralympic PA-SPORT	What went well ...	Adjustments needed...
Task 4(a) Chantal Petitclerc: An Athlete, a Model	What went well ...	Adjustments needed...

The Paralympic Games: Making a Difference!		
Task 4(b) Local Heroes	What went well ...	Adjustments needed...
Final Task (a) Brochure Basics	What went well ...	Adjustments needed...
Final Task (b) Creating the Brochure	What went well ...	Adjustments needed...
Final Task (c) A Brochure that Makes a Difference!	What went well ...	Adjustments needed...
Closing Ceremony	What went well ...	Adjustments needed...

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Student Booklet

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- *Swimming* and *Sledge Hockey* texts (pp. 25-26): adapted from the Canadian Paralympic Committee
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Pedagogical Talk

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Teacher Tools

- TT28 A-V: adapted from the Canadian Paralympic Committee

Response Booklets

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Final Task Booklet: Draft Copy

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