

Northwestern Ontario Sports Hall of Fame Sports Heritage Education Program

Lesson Ideas for Grades 9 to 12

History

Lesson: Research Essay and/or presentation: Have students present and/or write an essay about various aspects of sports history from the local to the world level. Examples of possible topics include:

- How the Olympics have changed from the Ancient Greek period to the modern-day Olympics.
- A biographical study on an inductee from the NWO Sports Hall of Fame and how their journey reflected concepts and events taught in class.
- The origins of a particular sport and its development over the years.

Lesson: Olympic Scandals and Controversies: Students demonstrate how scandals and controversies have been a common theme in the Olympics. This will also demonstrate how local, national and global influences have helped shaped Canadian Identity.

Careers

Lesson: Career Exploration: Have students research a “builder” from the NWO Sports Hall of Fame inductee list to explore potential ways to pursue similar career paths.

English

Lesson: Media and Advertising for the Olympics: Have students demonstrate an understanding of a variety of media texts, audiences, and industry practices by analyzing representations, forms and techniques in media works. Students demonstrate an understanding of the relationships among form, purpose, audience, and production techniques by designing or creating media works, independently or collaboratively, based on ideas, themes and issues examined.

Geography

Lesson: Environmental Analysis and Mapping: Have students demonstrate an understanding of the effectiveness of geotechnologies in identifying environmental problems and finding solutions. Also, students demonstrate an understanding of the information and skills required to use a variety of conventional and geotechnology methods and tools in geographic investigations and to interpret findings.

Environmental Science

Lesson: Environmental Assessment on the Winter Olympic Sport of Nordic Skiing: Students will demonstrate an understanding of the nature and types of waste and strategies for its management. Students will analyze economic, political, and environmental considerations affecting waste management strategies.

French

Lesson: France and The Winter Olympics: Have students demonstrate oral communication using appropriate language structures (relative pronouns) in conversations to peers. Also, students demonstrate newly acquired vocabulary in conversations with peers.

Ancient Greek History Lesson

Olympics Games during the Ancient Greek period compared to the modern-day Olympics

Learning Expectations:

- The study of current events needs to be thought of not as a separate topic removed from the program but as an integral extension of the expectations found in the curriculum.
- Demonstrate an understanding of classical history.

Activity:

- Have the students present and/or write a research essay on one of the following research topics which illustrate how the Olympics Games have evolved from the Ancient Greek period to the modern day. Students must include, for example, information, pictures and resources.

Possible Research Topics:

- The oath
- The athletes
- The sports
- The country's participation
- The Olympic Committee
- Symbolic Representation
- Olympic Rings
- Olympics Torch

Related Curriculum Overall Expectations:

CHW3M: A1, A2, B1, B2, B3, C1, C2, C3, E1, E2

This lesson can be either modified or adjusted depending on grade level.

Sports History Lesson

NWO Sports Hall of Fame Inductee Historical Significance

Learning Expectations:

- Analyze how significant local individuals/groups have contributed to the development of identity in Canada from the twentieth century to the present.
- Link inductee achievement to local, national and international events.
- Apply the concept of historical significance to assess why particular people or achievements are remembered and commemorated
- Gather, organize and interpret evidence from a variety of primary and secondary sources.

Activity:

- Have students select one inductee from the Northwestern Ontario Sports Hall of Fame's roster whose active years connect to a broader historical period covered in the course.
- Research the inductee's achievements
- Research the broader historical context of that era in Canada
- template, students argue why their inductee is historically significant, addressing:
 - What did this person/team accomplish?
 - What was happening in Canada/the world at the same time?
 - How did their achievement reflect, respond to, or shape the mood of that era?
 - Why does this person still matter to local/national memory today?
- Students can present their findings in a variety of styles, up to the teacher's discretion

Link to NWO Sports Hall of Fame Inductee List:

<https://www.nwosportshalloffame.com/inductees>

Related Curriculum Overall Expectations:

CHC2D: A1, A2, B1, B2, B3, C1, C2, C3, D1, D2, D3, E1, E2, E3

This lesson can be either modified or adjusted depending on grade level.

History Lesson

Olympic Scandals and Controversies

Learning Expectations:

- Explain how local, national, and global influences have helped shape Canadian identity
- Formulate research questions on Canadian history since 1914 and use appropriate methods of historical research
- Communicate results of historical inquiries using appropriate terms and a variety of forms

Activity:

- Following an introduction defining "scandal," "controversy," and "boycott," students learn about the 1980 and 1984 Summer Olympic boycotts (Russia and USA).
- In groups of 3–4, students select a different Olympics (any year other than 1980–1984) and research a lesser-known scandal, controversy, or boycott, then deliver a short 2–5 minute presentation to the class.
- Evaluation is participation-based (checkmark), and the lesson can be extended to three periods for depth.
- Sample lesson plan detailed below

Related Curriculum Overall Expectations:

CHC2D: A1, A2, C1, C3, D1, D3, E1, E3

This lesson can be either modified or adjusted depending on grade level.

Lesson Plan (History) Grade 10, 11, 12

Topic: Olympic Scandals and Controversies

Location: Computer lab/ Field Trip to the Northwestern Ontario Sports Hall of Fame

Learning Expectations:

- Explain how local, national, and global influences have helped shape Canadian identity
- Assess how individual Canadians have contributed to the development of Canada and the countries emerging sense of identity
- Formulate questions on topics and issues in the history of Canada since 1914 and use appropriate methods of historical research to locate, gather, evaluate and organize relevant information from a variety of sources
- Interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry
- Communicate the results of historical inquiries using appropriate terms and concepts and a variety of forms of communication

Materials:

Teacher: Computers (computer lab), Pad of Paper (graphic organizers), Markers

Students: Binders, Paper, Writing Materials

Introduction (Hook):

- Explain the importance of the Olympics to sports and the importance it is to many athletes across the world
- Assess prior knowledge:
 - Define: Scandals, Controversy, Boycott
 - Ask any examples of boycotting?

Presentation Steps:

1. Introduction: See above (10-15 minutes)
2. Lesson on the 1980 and 1984 Summer Olympics in Russia and USA
3. Boycotting Activity
4. Boycotting Activity Presentations

Evaluation: No rubric needed, just checkmark for participation if information is said through presentation

Reflection: A series of checkmarks for what was successful during the lesson.

This lesson might want to be extended to three work periods (for the assignment to be well done by your students)

Class Activity with Lesson

Boycotting Activity

There have been many Olympics which have had controversy and scandals. It seems like every Olympics has had one problem, which is likely due to having such different cultures, religions and unique people participating on another world-wide event. Your job is to organize into groups of 3-4 and pick an Olympics (other than 1980-1984) and find interesting scandals, controversies or boycotts which your fellow students would not know about. Then with your information found in the 20 minutes given, give a short two-five minute presentation on your research.

Career Exploration Lesson

NWO Sports Hall of Fame Builder Career Exploration

Learning Expectations:

- Analyze the potential requirements for career development.
- Identify, skills, interests, education or training that helped builder make their career decisions.
- Investigate resources and networks that the students can use to pursue a similar career path.

Activity:

- Each student selects one Builder inductee from the Northwestern Ontario Sports Hall of Fame and researches the following:
 1. Builder background: Who are they? What sport(s) or organization(s) were they connected to? In what role (coach, administrator, official, trainer, etc.)?
 2. Career path: How did they get started in this role? Did it grow out of playing the sport themselves, a volunteer position, formal training, or something else?
 3. Education & training: What education, certification, or training does this type of role require in Ontario today? (e.g., coaching certification, a kinesiology or sport management degree, officiating licensing).
 4. Day-to-day skills: What skills (can be technical and interpersonal) does the role demand? (e.g., leadership, conflict resolution, organization, communication, budgeting.)
 5. Impact: How did this builder's work affect athletes, teams, or the broader community? What evidence shows their impact (programs started, athletes developed, events organized, years of service)?
 6. Reflection: Does this role interest you? What's one step you could take now (course selection, volunteering, coaching a younger team, joining a club executive) to start exploring a similar path?

Link to NWO Sports Hall of Fame Inducted Builders List:

<https://www.nwosportshalloffame.com/builders>

Related Curriculum Overall Expectations:

GLC2O: A2, B1, B2, B3

This lesson can be either modified or adjusted depending on grade level.

English Lesson

Voice, Audience and Purpose: Appealing to a Demographic

Learning Expectations:

- Demonstrate an understanding of a variety of media texts, audiences, and industry practices by analyzing representations, forms, and techniques in media works
- Demonstrate an understanding of the relationships among form, purpose, audience, and production techniques by designing or creating media works
- Explain how form, technique, style, and language create meaning across media forms

Activity:

- Students become employees of “MAGNUS ADVERTISING GROUP”, the fictional firm awarded a contract by the IOC to promote the fictional Canadian Winter Olympics coming to Thunder Bay.
- Working in crews listed in the activity, students will brainstorm, refine and produce media products aimed at the high school community as their target audience.
- The project will have a deadline structure (preliminary plan, rough copies, final product, public presentation, reflection) to provide checkpoints and concludes with a 2-3 page MLA-formatted reflection on how audience, purpose and medium shaped their advertising choices.

Related Curriculum Overall Expectations:

ENG3U: D1, D2, D3, D4

Lesson is based on the ENG3U University Preparation English Curriculum but can be either modified or adjusted depending on grade level/stream.

Assignment

MEDIA: Advertising the Canadian Winter Olympics

Course Title: ENG3U University Preparation English Grade: 11

Unit: Media Studies: The Media, Bias, and Audience

Teacher:

The Canadian Winter Olympics are coming to Thunder Bay. You are employees of Magnus Advertising Group, the agency awarded the Olympic advertising contract. Your job: build public awareness of the Games, shape their official image, and promote merchandise and sportsmanship — all in under two weeks.

Client: International Olympic Committee

Target Audience: The high school community

You'll be assigned to one crew below. Each crew brainstorms initial ideas, narrows to final concepts, and produces a finished product for public presentation.

The Crews:

Television Crew

Produces a TV ad (camera and editing equipment provided) to air for all classes about a week before the event.

- Director
- Camera Operator
- Editor
- Script Writer
- Researcher

Radio Broadcasting Crew (max 2 groups)

As a group, brainstorm 4–6 ideas centred on a specific theme (e.g., Canadian identity), then develop 2 into final broadcasts, each no longer than 2 minutes.

- Writer – scripts the broadcast(s)
- Researcher – gathers Olympics background info
- Recorder/Editor – records and edits the broadcasts
- Anchor – performs the broadcasts

Advertising/Marketing Crew

As a group, brainstorm 4–6 ideas centred on a specific theme, then develop 3 into final pieces — one poster, one merchandise ad, and one mascot design. At least one (max two) must be computer-generated.

- Artistic Director – designs the Olympic mascot
- Assistant Artistic Directors (x2) – create banners/billboards featuring the mascot
- Lead Computer Technician – produces the computer-generated ad
- Graphic Designer – produces the merchandise ad

Electronic Advertising Crew

Sets up secure social media accounts (e.g., a class blog or shared page) to promote the Games, with at least 4 posts. Other classes will be invited to view and comment.

- Writers/Researchers (multiple positions) – manage the accounts and content

Photography/Reporting Crew

Produces a feature article with photography for submission to a local paper.

- Photo Ops Lead(s) – plan the article's angle and coordinate coverage
- Photographer(s) – shoot, select, and edit photos; write 1–2 sentence captions
- Lead Writer(s) – write a 600-word article, revised until approved by the Editor-in-Chief

All students will assume their respective roles for the MAGNUS Advertising firm. Employees will follow the deadlines below. Deadlines include submissions date to the Editor-in-Chief (Teacher) for approval of concepts/designs/content/focus. Mock-ups must be handed in each deadline for approval and constructive feedback. Once mock-ups have been approved by the Editor-in-chief students will continue to advance their projects forward to each new deadline.

Deadline	What's Due
1	Preliminary plan (e.g., mascot concepts, merchandise ideas)
2	Rough copies of written work / graphic sketches
3	Good copy of final product — must be approved by [Teacher Name] before use
4	Public presentation
5	2–3 page reflection (MLA format)

Reflection

Write a 2–3 page reflection, in MLA format, answering: How did the medium you used, the audience you presented to, and the goal of your advertising shape how you marketed your product? Reference at least 3 concepts from the media studies unit.

Rubric:

1. Did your reflection demonstrate effective communication to portray how audience, motivation and medium influence how you marketed a product or idea?
2. Does your final marketing product effectively convey meaning, implement a variety of strategies to communicate with an audience?
3. Did you complete your tasks/meet your deadlines/behave accordingly.

Final Due Date:

Final Products must be clear, professional, proofread, and perfected.

Final Products should be as detailed as possible: remember you are working for a real (imaginary) advertising firm: nothing less than the best you can do.

All reflections must be 2-3 pages long and answer the above question.

Reflections should be written in MLA format.

Geography Lesson

Environmental Analysis and Mapping: Ski Resort Debate

Learning Expectations:

- Demonstrate an understanding of the effectiveness of geotechnologies in identifying environmental problems and finding solutions
- Utilize GIS to integrate physical and human factors in geographic inquiries
- Incorporate geotechnologies into outdoor recreational activities and human-environment risk management

Activity:

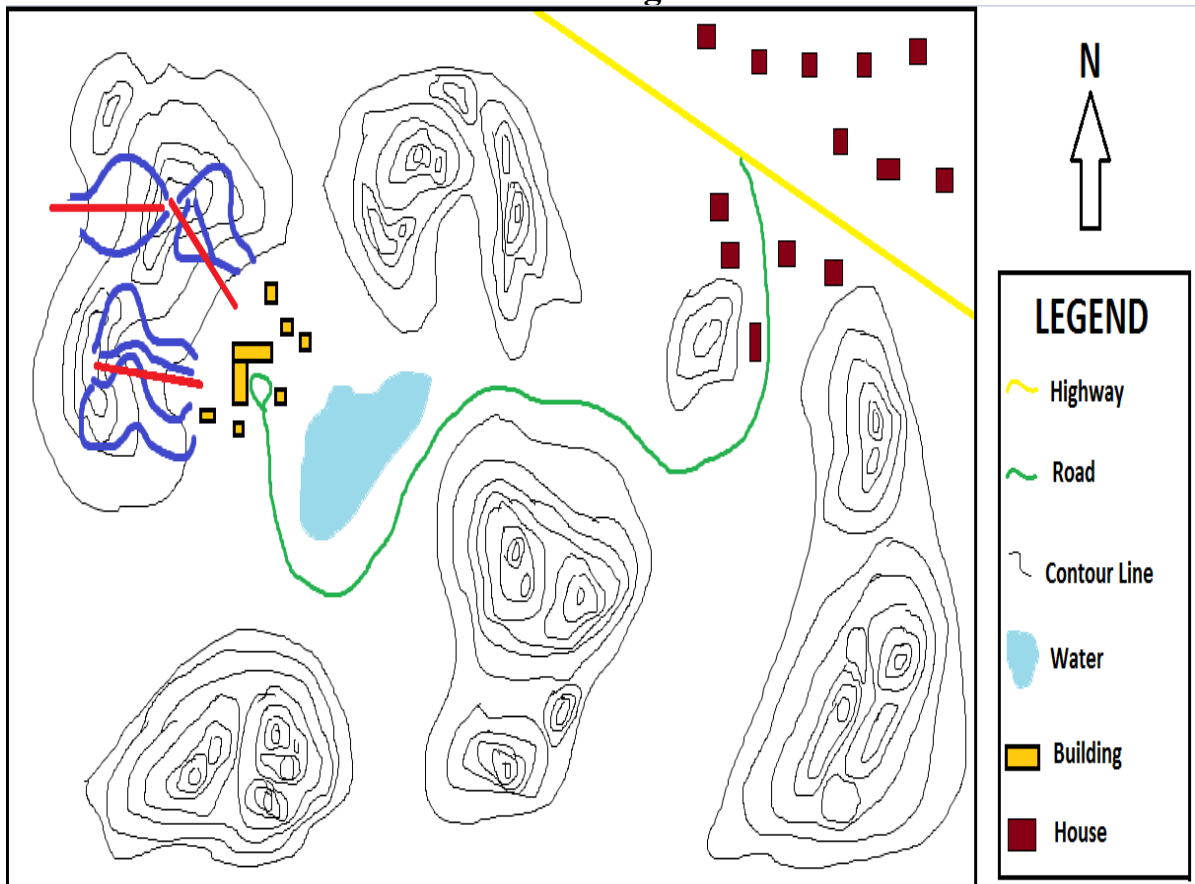
- Students split into two groups debating the expansion of a local ski resort: one representing the resort owner/developers arguing for expansion, the other representing local residents/environmentalists arguing against it.
- Each side will research and map alternative sites, routes, and environmental mitigation strategies using provided sketch maps and landscape/satellite images.
- Groups present their arguments and alternative solutions, followed by rebuttals, then work together to negotiate a compromise mapped solution to submit.
- Students complete a self/group assessment and a short written reflection on the outcome.

Related Curriculum Overall Expectations:

CHC2D: A1, B1, C1

Lesson is based on the CGO4M University/College Preparation Geography Curriculum but can be either modified or adjusted depending on grade level/stream.

Ski Resort Assignment



For Expansion	Against Expansion
You are working alongside with the owner of the ski resort in an attempt to grow their business. The owner wants to develop another one of the mountain locations, more specifically the largest mountain closest to the highway, and create a second ski resort since business is currently booming. Strong opposition from surrounding local residents has halted the development of the mountain thus far. Your job is to create a map showing the development and explain to the residents how the environmental impacts would be minimal. Be sure to have alternate plans since resident opposition is strong and without their support and acceptance the expansion of the ski resort will not be possible.	You are a local resident and avid environmentalist. Your fellow community members, with the assistance of other environmentalist, have protested against the expansion of the current ski resort and temporarily halted the expansion. However, your small community is slowly going into debt and the ski hill is the biggest contributor to bringing tourism and money into the community. You need to come up with alternative solutions to this expansion so that the owner of the ski resort does not close the current ski resort and go somewhere else to create another resort where he would not have to deal with this issue. Explain your environmental and community concerns, and guide the owner to a responsible solution.

Name _____
Date _____

[illegible]

Geography Lesson

Culminating: Mapping the Canadian Winter Olympics

Learning Expectations:

- Demonstrate an understanding of the effectiveness of geotechnologies in identifying environmental problems and finding solutions
- Demonstrate an understanding of the information and skills required to use conventional and geotechnology methods/tools in geographic investigations and to interpret findings
- Use geotechnologies in studying human-environment interaction and risk management

Activity:

- As a culminating task, students take on responsibility for planning the Winter Olympics coming to their community, coordinating locations for events listed in activity
- Using online data along with field observation of selected areas, students (working alone or with one partner) create a visually appealing, original map that visitors could use to navigate between events with minimal confusion.
- Alongside the map, students submit a 1–2 page summary explaining why each event was sited where it was, how environmental concerns factored into the decision-making process, and how geotechnologies were used.

Related Curriculum Overall Expectations:

CGO4M: A1, B1, C1

Lesson is based on the CGO4M University/College Preparation Geography Curriculum but can be either modified or adjusted depending on grade level/stream.

Culminating: Mapping the Canadian Winter Olympics

Geomatics: Geotechnologies in Action, CGO4M

Grade: 12

Topic: Environmental Assessment Utilizing Geotechnologies

Teacher:

The Canadian Winter Olympics are coming to Thunder Bay, and it is your responsibility to ensure that all the events can be successfully held here. Planning is one of the most important aspects of hosting the Olympics. Your job is to coordinate the locations of the various events. Utilizing online data, along with field observation and data of the selected areas you must plan and map the sites for:

- | | |
|-----------------------|----------------------|
| -snowshoe soccer | -toboggan races |
| -broomball | -snow/ice sculpture |
| -cross country skiing | -refreshment booths |
| -ultimate frisbee | -commentator centers |
| -tube races | |

The maps you create must be visually appealing, since they will be important to the guest to the Olympic events, as they will be given to visitors so that they may travel from event to event with little confusion. For this task, you may work alone or work with one partner, but your mark will be based on your final product, so ensure you choose wisely. This assignment allows you to be as creative as you desire, I encourage you to look at other examples to gather idea, but be original.

The second half of this assignment is a one to two page summary/explanation required from everyone, even if you are working in a group, which outlines why the each event was mapped in each area, and how environmental concerns played a factor in the decision making process. Lastly, how were geotechnologies utilized?



THUNDER BAY

Rubric

Olympic Map				
	Level 4	Level 3	Level 2	Level 1
Creativity	Exceptionally creative in all aspects	Creative elements utilized on map	Incorporates necessities of a map	Did not meet expectations for creativity
Events	All events included on the map	1 events missing	2-3 events missing	4+ events missing
Map Elements	All map elements included	1 map element missing	2-3 map elements missing	4+ map elements missing
Flow/Continuity	The map had great flow, and the layout of the events was excellent	The map had flow, and the layout of the events was well planned out	The map had some flow, and the layout of the events was clear	The map had little flow, the layout of the events was confusing
Use of geotechnologies	Demonstrated exceptional use of geotechnology	Demonstrated good use of geotechnology	Demonstrated some use of geotechnology	Demonstrated little use of geotechnology

/20

Summary/Explanation				
Content	Level			
Grammar	1	2	3	4
Demonstration of environmental awareness	1	2	3	4
Explanation of planning/ methodology	1	2	3	4
Description of geotechnology use	1	2	3	4
Knowledge of Content	1	2	3	4

/20

Environmental Science Lesson

An Environmental Assessment of Nordic Skiing

Learning Expectations:

- Demonstrate an understanding of the nature and types of waste and strategies for its management
- Analyze economic, political, and environmental considerations affecting waste management strategies
- Investigate the effectiveness of various waste management practices

Activity:

- After discussing how fluorocarbon ski wax is used in cross-country ski racing and watching a short video introducing its environmental impact, students are grouped via a cut-up photo puzzle of skiers (matching pieces to find their group).
- Each student plants a bean seed; some plants receive soil mixed with old fluorocarbon ski wax, while others are left unwaxed, with non-waxed and waxed plants clearly labelled.
- Students take responsibility for watering their plants and recording daily growth observations over several weeks.
- In the computer lab, students research to build a formal lab report (introduction, purpose, hypothesis, materials, methods, results, discussion), incorporating at least 4 additional resources into their discussion of findings.
- Video: https://www.youtube.com/watch?v=QdS8_IsXpt0

Related Curriculum Overall Expectations:

SVN3M: A1, B1, B2, B3, E1, E2, E3

Lesson is based on the SVN3M University/College Preparation Environmental Science Curriculum but can be either modified or adjusted depending on grade level/stream.

Classroom Activity

Jack the X-country Skier and the Beanstalk

Materials:

- enough pictures for the entire class to split into groups of 4
- a tiny pot per student
- a bean seed per student
- a bag of planting soil
- fluorocarbon ski wax
- a recording sheet for each group
- water

The Steps

1. Utilizing different pictures of skiers cut each picture into 4 pieces and hand them out randomly to the students within the class. It is then the student's responsibility to find their matching group mates. Once they put together their picture then that will determine the groups for this science experiment.
2. Hand out a bean seed, planting soil, and a cup to each student for their plant. In addition hand out enough ski wax for two of their plants to have it mixed into their soils.
3. The students will plant all of their plants separately and two of the students will spread and mix in old fluorocarbon ski wax into their plants. It is important that the students label the non waxed plants compared to the wax plants.
4. Have students water all of their plants. Students will then be responsible for watering and taking care of their plants for the upcoming weeks. Students will also be responsible for recording their daily observations about the growth of each plant.
5. Students will be delegated 5 minutes each period for every class to make daily observations on how their plants are growing.

Plant Daily Observations

Group Name: _____

Date	Non waxed plant A	Non waxed plant B	Waxed plant A	Waxed plant B
1				
2				
3				
4				
5				
6				
7				

Marking Scheme For Lab Report

Due Date: Week after culminating activity Group: _____

Student: _____

	Mark /100
Introduction: This portion of the report will introduce your topic and provide additional background information on the topic.	/10
Purpose: This outlines the purpose of your study and the reasoning for why you are completing it	/10
Hypotheses: Is the hypothesis if/then statement that looks at both independent/dependent variables	/5
Materials: Listed all of the materials needed for the experiment	/5
Methods: A step by step process of how you completed your experiment	/15
Results: Are their results accurate and true to your individual experiment?	/20
Discussion: This is where you talk about your findings, and whether you accept or reject your hypothesis. In addition you will also be responsible for incorporating at least 4 additional resources into your discussion about your results.	/30
Organization/Neatness: The lab report looks professional and is nicely organized	/5

Overall Comments:

Environmental Science Lesson

Culminating Activity: Canadian Winter Olympics

Learning Expectations:

- Analyze economic, political, and environmental considerations affecting waste management strategies
- Demonstrate an understanding of the nature and types of waste and strategies for its management
- Apply environmental awareness gained from the unit to real-world planning decisions

Activity:

- Students design an original winter activity for a "Thunder Bay Winter Olympics" event, applying what they've learned across the unit to keep the event environmentally friendly and sustainable.
- Groups close with a 5–10 minute presentation to the "Olympic Committee" (the class) for approval.

Lesson is based on the SVN3M University/College Preparation Environmental Science Curriculum but can be either modified or adjusted depending on grade level/stream.

The Canadian Winter Olympics Activity

Our goal:

Congratulations our class has the opportunity to participate in the first annual Thunder Bay Winter Olympics hosted by our class. It is our goal through the collaboration of teams/classes that we will have a complete afternoon dedicated to a variety of winter and Olympic activities to be held for the rest of the school.

The only issue as of right now is that we do not have any activities for anyone to play! It is our mission as a class to break up into groups and create a variety of winter games/activities for the students to participate in during the event. You must utilize and apply the knowledge that we have learned from the rest of our unit examining other Olympic events to ensure that our event is environmentally friendly and sustainable.

Groups:

Working with your original ski wax lab groups, each group will be responsible for developing a specific activity for the event.

What you need to complete: (50 marks)

1. Design a winter activity that could take place on our school grounds. Once you have this activity decided it must be approved by the teacher as we will have to ensure that it is appropriate and not the same as any other group's activity. You will be required to do a write up on how to play this activity and where the activity originated from whether it be your own or one you found. These games do not have to reflect traditional Olympic sports (for example: Quinzhee building competition could be one) (20 marks)

***A brief summary paragraph of your activity will also be required so other classes can sign up for the events.

2. You must acknowledge or address the area that you want to utilize for your event so we can pass that knowledge on to our geography class so that they can produce a map of the events that are occurring. Do a brief half a page write up on how much space you need to participate in your activity(5 marks)

3. You must address and recognize the potential environmental concerns for each activity and attempt to make a minimal impact on the region that you are utilizing. (For example: if you are having a ski race perhaps you look up an alternative ski wax that is less harmful than fluorocarbons) A one page write up will be required for this portion (15 marks). ***It is important that you include at least one environmental concern!

4. You will also be required to make a brief 5-10 minute presentation to the Olympic Committee (the class) in order to get it approved for the games! (10 marks)

French Lesson

France and the Winter Olympics

Learning Expectations:

- Make oral presentations on a variety of topics
- Use correct grammar and appropriate language conventions in written work
- Recognize and use appropriate language structures, with a focus on relative pronouns (qui, que, lequell, dont, où)

Activity:

- Students open with a French discussion on their favourite winter activity, then play a "Who Am I?" mixer game using profiles of French Winter Olympic athletes, asking each other questions in French to guess their identity.
- A short teacher presentation covers France's Winter Olympics history and prompts discussion of related political implications. Students then rotate through five "graffiti" stations, each built around a relative pronoun, generating French sentences about French Olympic participation at each stop.
- The class closes with an exit card written in French using a relative pronoun.
- Lesson breakdown detailed below

Related Curriculum Overall Expectations:

FSF3U: A1, A2, A3, B1, B2, C1, C2, C3, D1

Lesson is based on the FSF3U University Preparation Environmental Science Curriculum but can be either modified or adjusted depending on grade level/stream.

Introduction:

- 1.) 5 min - Welcome class in. Have a topic on the board for “discussion time” until the whole class is in and settled. The topic today will be “favourite winter activity”; students will discuss in French with their desk partners.

Body of Lesson:

- 2.) 15 min - Warm up: Using the following website, we will play a “Who Am I?” game. Go over the slideshow on the Smartboard, and tell students to pay particular attention to the athletes and their sports. The teacher will then hand out sheets of paper with the athletes’ names/sports on them. Students must walk around and speak French with their peers to figure out who they are. Their peers cannot tell them, but they must ask questions such as “Do I nordic ski? Am I a female?” to narrow down their options.

http://www.lemonde.fr/sport/portfolio/2010/02/11/vancouver-les-chances-de-medailles-francaises_1300931_3242.html

- 3.) 20 min – Teacher will have a short presentation after the oral warm up to supplement the activity. Within this presentation, teacher will go over France’s history of participation in Winter Olympics, and what their strongest sports have been. Questions teacher may ask: What sort of political implications do the Olympics bring? How do you think countries who were still under France’s power would feel/act during the Olympics?
- 4.) 30 min -We will be doing a “graffiti” activity that uses our knowledge of French Olympic participation and relative pronouns. Students will be split into groups and there will be 5 different stations (qui, que, le quel, dont, ou). There will be chart paper at each station, and on that paper a relative pronoun will be written. Teacher will ask them how we use relative pronouns in English. Using their new vocabulary and knowledge on France, students will work as a group to create as many sentences with that relative pronoun as possible. They will switch tables every 5 minutes. At the end, we will discuss all of the responses they created.

Consolidation

- 5.) 5 Min - At the end of the class, teacher will hand out a “carte de sortie” or exit card, and students will write in French something that interested them throughout the class, using one reflective pronoun. They will hand them into the teacher on their way out the door.