

Geography

- Place on a world map, the most popular sports practiced by pupils

Maths

- Double entry table
- Chart graph
- Percentages
- Data exploitation of pulse measurements

Civilization

- Discover the cultural practices in sports around the world (internet research)

Extensions

- Science and Mathematics:
Measure pulsations during the warming up and compare boys and girls

Gender equality in sports

- ✓ Muriel LEBLANCHE
- ✓ Adélaïde GAUTIER
- ✓ Béatrice DUGY
- ✓ Gaël LE MOULLAC
- ✓ Hélène JEANNEAU

Civic and moral education

- Debate on equality between boys and girls in sports.

Repeated activities

- Song: 'I like..., we like...' (on the 'Brother Jack' song)
- Flashcards 'I agree'/'I disagree'

Physical education

- Rugby sequence from 'LivretEdusarthe-
Scolarrugby' (https://www.pedagogieIda-nantes.fr/medias/fichier/livret-rugby-janvier-2019_1568383046273-doc?ID_FICHE=494279&INLINE=FALSE)

SESSION1: ENGLISH

- Skills: Learn sports vocabulary

From Keith Haring’s paintings, each pupil draw and cut the shape of the sport he/she practices or prefers.

Pupils show their shape and sing the song replacing the sport with their chosen one:

Song: I like football:

(Sing to the melody of ‘Brother John’ and have the class respond with text in italics in chorus)

I like football, *we like football,*

Why don’t you? *Why don’t we?*

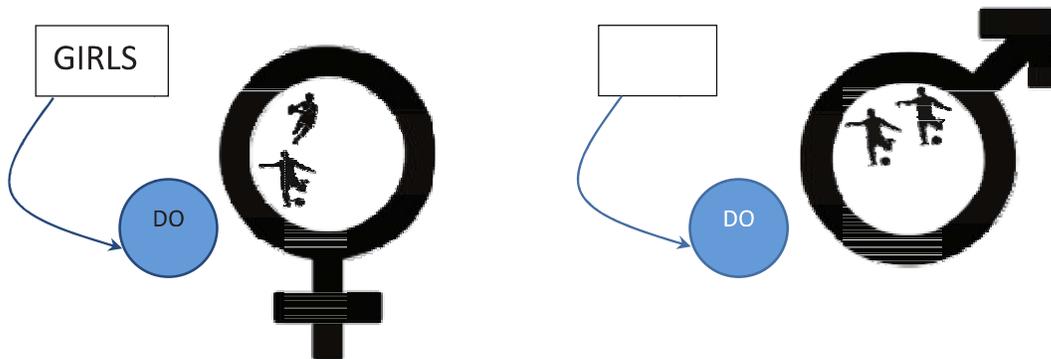
Let’s play together, *let’s play together.*

I agree, *we agree.*

SESSION 2: CIVIC AND MORAL EDUCATION

- Skills: learn vocabulary and language structure, numbers

Introduce the two symbols:



Each pupil sticks its shape on the right symbol.

At the end, question them “What do you think? What do you observe?”

- Examples: *Many boys do football, 4 girls do dance.*

SESSION 3: MATHS

- Skills: Organisation of the data in a table, language structure

In groups, pupils organize their data in a table.

Sports	GIRLS	BOYS
Football	3	5
Dance	4	1
Rugby	0	1
Gymnastic	6	2
TOTAL	13	9

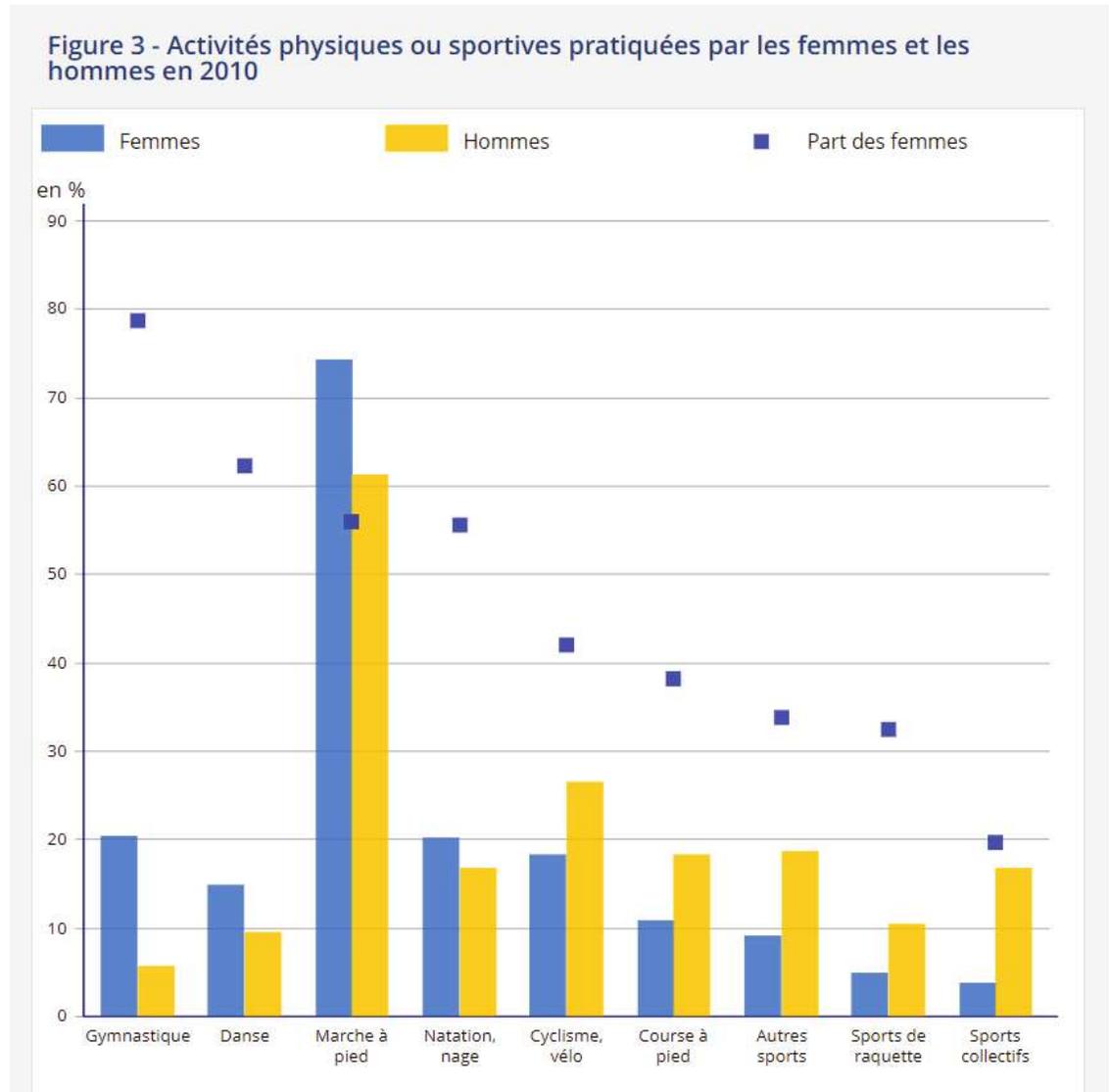
Ask to pupils ‘How many (GIRLS/BOYS)do(SPORT)?’

SESSION 4: MATHS

- Skills: graph the collected data, language structure

From examples, show pupils how to represent a bar graph and ask them to organize the class data into a bar graph.

Bar graph example:



Source:

<https://www.insee.fr/fr/statistiques/3202943#:~:text=Avoir%20un%20niveau%20de%20vie,respectivement%2059%20%25%20et%2060%20%25.>

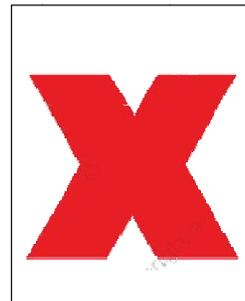
Ask pupils 'How many (GIRLS/BOYS) do (SPORT)'?

- Examples: no girls do yoga, 2 boys do gymnastics...

ROUTINES:

- Routine 1:

From the class data, ask pupils to work on these language structures: I agree/I don't agree – I disagree
Each pupil creates two flashcards



Routine 2: the Brother John song

I like football, *we like football,*
Why don't you? *Why don't we?*
Let's play together, *let's play together.*
I agree, *we agree.*

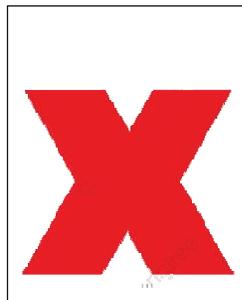
SESSION 5: MORAL AND CIVIC EDUCATION

- *Skills: Pupils debate about their stereotypes in sports*

From the table, teacher tells the 3 sentences written below and ask pupils if they agree or disagree. They answer with flashcards (boy, girl, rugby, dance) accompanied with language:

	I agree	I disagree/ I don't agree
Rugby is a boy's sport	16	8
Dance is a boy's sport	8	16
Girls are better in sport than boys	12	12
...		

Pupils give their answer showing flashcards



One pupil count and write the results.

RUGBY SEQUENCE

During the rugby sequence, at the beginning, the teacher warms up using English orders. After several sessions, one pupil does the warming up. Flashcards can be used to consolidate language.

Examples:



Carried from session 'Mini Rugby' <https://app.box.com/s/4ikasj6o00hm9vg8s8tvgrp4w6nwh16>

