



TEACHER'S GUIDE

RADIO EPISODE #7 ECO TEENS 2.0

FAIR PLAY

Dear teachers, welcome!

ECO Teens is a transmedia program for teenagers and young people between the ages of 12 and 18 to enjoy on the radio or on the Colombia Aprende website eco.colombiaaprende.edu.co Rosita, Aleja, Ana and Lucho along with Julián, their English teacher, share their life projects, and help other young people become aware of how English can increase their opportunities in different disciplines such as technology, arts, tourism and sports.

This guide has been created as a tool to expand and use the contents of the Radio Program ECO Teens in a practical way. The first part of the guide presents the general structure of each episode. While the second presents an example of a lesson plan that can be used as suggested or adapted according to the needs of the learners.

STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Storytelling	Two football players share their experiences and most memorable stories in the field.	<ul style="list-style-type: none"> Experiences as a professional football player 	<ul style="list-style-type: none"> Expressing past habits Encouraging someone 	<ul style="list-style-type: none"> I can mediate and cooperate with others. I can develop resilience when confronted with challenges. I can express intentions. I can describe a sport and the roles involved in it. I can identify the importance of persistence when engaging in a project.
Topic of the day (Part 1)	The ECO Teens have a conversation about football and display their knowledge about the game.	<ul style="list-style-type: none"> Strategies in football and experiences associated with it 	<ul style="list-style-type: none"> Expressing intention to do things well Talking about football Describing occupations related to football 	
Did you know?	A quick description of the role of technology and how it has helped referees.	<ul style="list-style-type: none"> Technology in sports 	<ul style="list-style-type: none"> Talking about football Describing occupations related to football 	
Topic of the day (Part 2)	The second part of the conversation around football describes multiple roles in the game as an industry.	<ul style="list-style-type: none"> Roles in the sport industry 	<ul style="list-style-type: none"> Talking about football Describing occupations related to football 	
Influencer	A special guest gives advice to aspiring young players who want to try their best in becoming professional athletes.	<ul style="list-style-type: none"> Persistence and discipline in sports 	<ul style="list-style-type: none"> Encouraging someone 	
Let's Recap	The ECO Teens summarize the key points and expressions learned in the episode.	<ul style="list-style-type: none"> Summary of key concepts and ideas 	<ul style="list-style-type: none"> Listing key points 	

LESSON PLAN

EPISODE #7	SECTION	STORYTELLING																	
Learning objective	At the end of this session, students will be able to talk about sports and use language to encourage others.																		
Materials	Audio of episode #7, a device to play the audio, the questions included below and the charts or drawings.																		
STAGE	PROCEDURE																		
Before listening to the episode	<p>Activate previous knowledge by asking questions such as:</p> <ul style="list-style-type: none"> What's your favorite sport? Have you ever dreamt of becoming a professional athlete? What team or event would you like to compete in? 																		
While listening	<p>Listen to the section of the episode two times and explore the content.</p> <p>Act. 1. Before they listen for the first time, allow students to familiarize themselves with the section by introducing the questions they will listen to after the first story:</p> <ul style="list-style-type: none"> How old was he when he started playing? What was his physical problem? Who used to support him when he played? <p>Confirm the answers with the students after they have listened.</p>																		
	<p>Act. 2. The second time they listen, ask students to answer True or False to the following statements:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #D9D9D9;"> <th style="width: 25%;">Player 1</th> <th style="width: 10%;">Answer</th> <th style="width: 25%;">Player 2</th> <th style="width: 10%;">Answer</th> </tr> </thead> <tbody> <tr> <td>He was a goal scorer.</td> <td>True</td> <td>He was never kicked out in a match.</td> <td>False</td> </tr> <tr> <td>He was the tallest kid.</td> <td>False</td> <td>He didn't give up.</td> <td>True</td> </tr> <tr> <td>No team in his country wanted to help.</td> <td>False</td> <td>He scored an important goal.</td> <td>True</td> </tr> </tbody> </table>			Player 1	Answer	Player 2	Answer	He was a goal scorer.	True	He was never kicked out in a match.	False	He was the tallest kid.	False	He didn't give up.	True	No team in his country wanted to help.	False	He scored an important goal.	True
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<p>Act. 3 Ask your students if they remember the expressions below from the audio:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">- Go for it!</td> <td style="width: 50%;">- What are you</td> </tr> <tr> <td>- I know I can do this!</td> <td>waiting for?</td> </tr> <tr> <td>- Don't give up!</td> <td>- It's your chance!</td> </tr> <tr> <td>- Keep trying hard!</td> <td>- I will never give up!</td> </tr> </table> <p>Then, ask them to classify the expressions as used to encourage others or to motivate oneself. Encourage your students to use them in the following sessions when helping each other.</p>			- Go for it!	- What are you	- I know I can do this!	waiting for?	- Don't give up!	- It's your chance!	- Keep trying hard!	- I will never give up!									
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After listening to the episode	<p>Have students use the language they have learned.</p> <p>Have students work in groups. Then, they will think of a famous athlete or a sports person in a discipline they like such as weightlifting, BMX, diving or long-distance jumping. Remind them about Colombian renowned athletes in different disciplines. Then, ask students to write a list of skills that they think each athlete has.</p>																		

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>Have students talk about their favorite sport, and what they like about it in a 60-second intervention. Allow them some time to prepare beforehand and provide expressions to describe games as the ones used in this episode.</p>	<p>Have students create small challenges such as carrying a piece of paper in a spoon from one corner of the classroom, hula hoops, playing hopscotch, etc. In each station, a team must choose a player to complete the challenge and the others must encourage their partner in English using the expressions in the episode.</p>	<ul style="list-style-type: none"> Have students listen to the rest of the episode and complete the Learners' Guide #7. Challenge students to answer the following question in English: <p>What sport skills do you have? Are you good at running, catching or throwing a ball, swimming, passing or kicking a ball? Something else?</p>