

SPORT AND SOCIETY

Should athletes target national symbols for political purposes?

Présentation de la séquence

Thème : Le sport comme terrain de protestation, notamment contre l'injustice raciale

Grammaire :

- Exprimer un contraste
- Exprimer un jugement
- Present perfect

Ancrage culturel :

Les mouvements de lutte pour l'égalité raciale aux États-Unis : années 1960, années 2000

Phonologie : accents de phrase et groupes de souffle, prononciation des sons [i] / [i:] / [ai] réalisation des phonèmes « a » « th »

Tâche finale : You are a high school student who was suspended because you refuse to stand for the Pledge of Allegiance. The school board is giving you the opportunity to explain your reasons and defend your rights. Perform your speech.

Objectifs de la séance

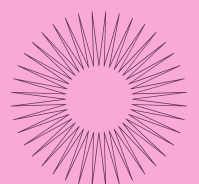
Découvrir le vocabulaire du militantisme : (raise awareness, stand up for a cause, defend a cause, attract media attention, fight for racial equality, fight against racism and police killings...)

Construire des stratégies de compréhension: établir des liens entre des mots isolés pour construire du sens

S'exprimer à l'oral : donner son avis prendre position

Activité langagière dominante

De la compréhension orale vers l'expression orale



BELIEVE IN SOMETHING

PART ONE: THINK/PAIR/SHARE



THE PRESIDENT AND NFL ARE OFFENDED BY THIS...

AND NOT THIS!



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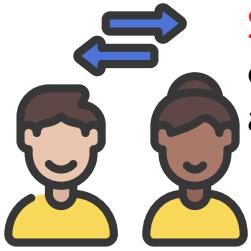
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2018



STEP1: THINK for one minute on your own. Look closely at the cartoon. What comes to your mind? What emotions does it convey?

STEP2 PAIR up with your partner to discuss your first impression then answer the questions.



1. Quickly scan the cartoon. What do you notice about: people you see in the cartoon, actions or activities.
2. Think of the words you see: Are there labels, descriptions, thoughts, or dialogue? What do they tell you?
3. Which of the visuals are symbols? What are they symbolic of?
4. List adjectives that describe the emotions portrayed.
5. What is the message? List evidence from the cartoon or your personal knowledge that led you to your conclusion.

STEP 3 SHARE your findings with the class.



PART TWO : COLIN FROM PROTEST TO A NIKE CAMPAIGN

As you watch the video "Kaepernick stars in new Nike ad campaign"
<https://www.youtube.com/watch?v=UatfPwDnLCM>, list the information to understand Colin Kaepernick and his actions.

Colin Kaepernick the athlete : -----



Colin Kaepernick the activist: -----



The consequences of his actions : -----



What does Colin Kaepernick believe in? What did he sacrify for his belief?



FOLLOW UP: you take part in a radio broadcast debating the controversy sparked by Colin Kaepernick. Leave a message on the station's voicemail to share your opinion. Do you take sides with Kaepernick or with Donald Trump? Record your message and drop it in your teacher's digital locker.