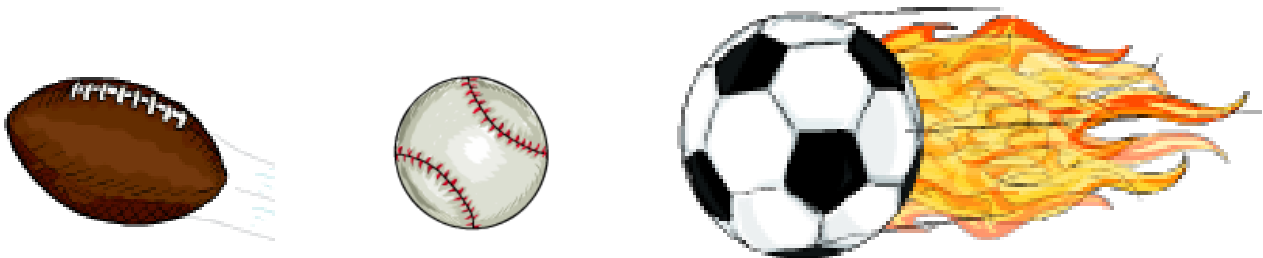


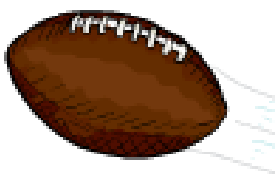
Celebrate Sport: Activity Script K-1

1. Discuss what happens in a sports match/game (choose from baseball/softball, basketball, football, golf, hockey, soccer, tennis or volleyball). Visual aids depicting players, playing fields or goals are recommended (and easily generated in Kerpoof's Make a Picture).
2. Generate short vocabulary lists for a few of the sports (see suggested lists), including the words for players' positions, equipment, passing, shooting, scoring, etc. Invite the students to use the Assignment Worksheet to write down any vocabulary words they might need in their sports-related story.
3. Alone or in pairs, have students go to Kerpoof's Make a Picture, choose the sport-specific background they need and create a picture. They can imagine themselves playing in a very important game, making an unbelievable play or show something crazy/silly happening. Print or project their work.
4. Alone or in pairs, have students write a few sentences describing their scene.
5. Have students present their scene by reading what they have written, elaborating on the scene or answering questions and comments from the class.



Celebrate Sport: Activity Script 2-3

1. Discuss what happens in a sports match/game (choose from baseball/softball, basketball, football, golf, hockey, soccer, tennis or volleyball). Visual aids depicting players, playing fields or goals are recommended (and easily generated in Kerpoof's Make a Picture). What happens at the beginning, middle and end of the match/game?
2. Generate short vocabulary lists for a few of the sports (see suggested lists), including the words for players' positions, passing, shooting, scoring, etc. Invite the students to use the Assignment Worksheet to write down any vocabulary words they might need in their sports-related story.
3. Alone or in pairs, have students go to Kerpoof's Make a Picture, choose the sport-specific background they need and create a picture. They can imagine themselves playing in a very important game, making an unbelievable play or show something crazy/silly happening. Print or project their work.
4. Alone or in pairs, have students write a paragraph describing their scene.
5. Have students present their scene by reading what they have written, elaborating on the scene or answering questions and comments from the class.



Celebrate Sport: Activity Script 4-8

1. Beforehand, if possible, assign students a small research project: Research the results of a sports event (choose from: baseball/softball, basketball, football, golf, hockey, tennis, soccer, or volleyball in the recent Olympics, World Series, World Cup, Stanley Cup, Super Bowl, Masters, US Open, Wimbledon or the results of an historic match). Print or cut out a sports report of that event and bring it to class. (If this is not feasible, have copies of the local papers' sports sections available for students to use in class.)
2. In class, have students discuss the reporting style and/or tone in the articles they have chosen.
3. Introduce the Journalistic Code of Ethics or the concepts of Objectivity and Subjectivity to them and ask if the articles they chose demonstrate journalistic ethics, objectivity or subjectivity. Have students comment on their articles in relation to these concepts.

Journalism Code of Ethics: <http://www.spj.org/ethicscode.asp>

Issues of Objectivity (neutrality) and Subjectivity (bias or opinion) in Sports Reporting: <http://www.journalism.org/node/53>

4. Now, have students work alone or in pairs to brainstorm a sporting event they'd like to report to the class. They can create a Fantasy Final between two teams or recreate key moments in an historical sporting event. They should choose from baseball/softball, basketball, football, golf, hockey, soccer, tennis or volleyball. They can jot down their notes on the Assignment Worksheet.
5. Have students go to Kerpoof's Make a Picture, choose the sport-specific background they need and create a picture or pictures. They will be presenting these images to the class, so they should be able to print them or save and then project them when needed.
6. Give students some time to write a report about their picture(s) on the Assignment Worksheet.
7. When presenting to the class, students may use what they have written on the Assignment Worksheet to report on the scene(s) they generated or they may speak extemporaneously. Have the class comment on the presentations' adherence to the journalistic code of ethics or its objectivity/subjectivity.

