**The New Olympic Sport**:

A Research Project and Persuasive Presentation

for 10th grade English/Language Arts

[Aligned to Ohio ELA and Technology Content Standards]

**The 4 Ds format (Define, Design, Do, Debrief) is used below to describe the problem-based scenario.**

**Define** - design a learning scenario

[10th grade English classroom with thirteen days in 50 minute class periods.]

American speed skater Chad Hedrick always dreamed of being an Olympic champion. However, his own beloved sport of inline skating is not currently an Olympic event. Hedrick turned to the winter sport of speed skating to make his dream come true. In his Olympic debut in Torino, he won a gold medal in the 5000m speed skating event.

What if you also wanted to compete in the Olympics – in a sport that isn’t officially recognized? How could you make your dream a reality?

In your team, select a sport that you think should be available for Olympic competition. What steps would you have to complete in order to have that sport added to the current list of events?

What things do you need to do to be ready for Vancouver 2010 (winter sports) or London 2012 (summer sports)?

**Design** - students define the steps they need to take to accomplish the problem

[Day 1]

1. Which sports ARE currently recognized?

Let’s visit the official websites of the 2004 and 2006 Olympic Games.

The official site of Athens 2004: In the True Spirit of the Games

http://www.athens2004.com/

The official site of Torino 2006: Passion Lives Here

<http://www.torino2006.org/ENG/OlympicGames/home/index.html/>

[Day 2]

2. Snowboarding made its Olympic debut in the 1998 Winter Games in Nagano, Japan with a total of four competitions divided into two categories: men's & women's halfpipe and men's & women's giant slalom.

Let’s consider this article “History of Snowboarding in the Olympics”

about the sport of snowboarding’s addition to the Olympic Games.

<http://snowboarding.about.com/od/snowboardingbackground/a/Olympic_history.htm>

[Days 2-5]

3. Select a sport that is not currently recognized.

Conduct research and cite your sources as you consider the following questions:

* What steps are necessary to become officially recognized by the Olympics, which is an international event?
* Are there any official groups for your sport in the United States?
* What criteria are used or should be used to determine if and when a new sport is added?

[Days 6-10]

4. Prepare a presentation to persuade your audience that your sport should be approved.

**Do (Develop)** - Students now put their plan into action.

* Students work in small groups (4 students each). They have access to a mobile laptop lab (16 laptops for 24 students) in order to conduct online or library research. [Days 2-5]
* They can use Inspiration software to organize their ideas. [Days 6-7]
* They can use word processing software to write their persuasive piece.
* They can use an electronic slideshow (such as PowerPoint) to prepare their selected sport proposal. [Days 8-10]
* They can present their final proposal using a projector and SMARTBoard. [Days 11-12]

**Debrief**

* Peer review of the groups’ presentation. [as presented Days 11-12]
* Class decision on sport with the best chance at being adopted. [Day 13]

**7 Layers of Learning Model**

1. Content

* Organization, structure, and rules of sporting in a global culture
* The role of the United States sporting organizations as they relate to Olympic organizations

1. Process skills

* conducting research [ELA Research Standard, Grade Ten Indicators]
* organizing ideas [ELA Research Standard, Grade Ten Indicators]
* preparing a persuasive argument [ELA Writing Applications Standard, Grade Ten, Indicator 5]
* communicating ideas to an audience [ELA Communication: Oral and Visual Standard, Grade Ten, Indicator 10]

1. Tool (technological) competencies

* online research and citation of sources (web searching, web evaluation, library databases searching) [Technology Standard 5: Technology and Information Literacy, Grade Ten Indicators]
* use Inspiration software to create a graphic organizer of ideas
* use word processing software such as MS Word to write and revise
* use slide show software such as MS PowerPoint to create a presentation [for items 2-4: Technology Standard 4: Technology and Communication Applications, Benchmark A & B, Grade Ten Indicators]

1. Real life/world/career/ workplace situations

* sports as exercise, entertainment or a career
* the realities of competition and economics in a global arena

1. Communities and community resources

* contact coaches, personal trainers, and athletes about sporting and competition
* contact sporting facilities (ice arena, swimming pools, Parks and Recreation Board)
* contact local business about sponsorship

1. Parents

* invite parents to view persuasive presentations

1. Qualitative and quantitative assessment

* gauge popularity of a currently unrecognized sport by research, survey
* conduct an interview or an athlete, facilities manager, and/or coach about the adoption of a new sport

Teacher Resources

Web Resources

1) From the U.S. Olympic Team website:

“As a service to our Olympic Family, we present the Olympic Link Directory with links to our National Governing Bodies, international federations, official athlete web sites, marketing partners and sponsors, community-based organizations and disabled sports organizations.”

<http://www.usolympicteam.com/12181_36427.htm>

2) There are many organizations that run sports by creating the rules and regulations of the sports, organizing sporting events and handling other issues of the sports.  Some links below will take you to the various organizations for the sports.

For the **International Olympic Committee** and its affiliates, click [here](http://www.olympic.org/ioc/e/org/ioc/ioc_contact_e.html).

For the **U.S. Olympic Committee**, click [here](http://www.usoc.org/).

For the **International Paralympic Committee**, click [here](http://www.paralympic.org/).

For the **International Biathlon Union** click [here](http://www.ibu.at/biathlon/index.html).

For the **International Luge Federation**, click [here](http://www.fil-luge.org/).

For the **United States Luge Organization**, click [here](http://www.usaluge.org/).

For the **United States Bobsled and Skeleton Organization**, click [here](http://www.usabobsledandskeleton.org/index3.htm).

For the **United States Snowboarding Organization**, click [here](http://www.isf.ch/default2.htm).

For the **World Curling Federation**, click [here](http://archive.www.worldsport.com/worldsport/sports/curling/home.html).

For **Synchronized Swimming USA**, click [here](http://www.usasynchro.org/).

For the **U.S. National Archery Association**, click [here](http://www.usarchery.org/naapub/index.htm).

For the **World Fencing Organization**, click [here](http://www.fie.ch/).

For **International Equestrian Federation**, click [here](http://www.horsesport.org/fei/index.lasso).

Ohio Academic Content Standards Connections

English Language Arts

**Writing Applications Standard**

**Grade Ten Indicator**

5. Write persuasive compositions that:

a. establish and develop a controlling idea;

b. support arguments with detailed evidence;

c. exclude irrelevant information; and

d. cite sources of information.

**Research Standard**

**Grade Ten Indicators**

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

3. Determine the accuracy of sources and the credibility of the author by analyzing the sources’ validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).

4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.

5. Integrate quotations and citations into written text to maintain a flow of ideas.

6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.

7. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

**Communication: Oral and Visual Standard**

**Grade Ten Indicator**

10. Deliver persuasive presentations that:

a. establish and develop a logical and controlled argument;

b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;

c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; and

d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and

e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

Technology

**Standard 4: Technology and Communication Applications**

**Benchmark A:** Apply appropriate communication design principles in published and presented projects.

**Grade Ten Indicator**

*Principles of Design*

2. Manipulate communication design elements (image, language, sound and motion) based on intent of the message (e.g., inform or persuade).

**Benchmark B:** Create, publish and present information, utilizing formats appropriate to the content and audience.

**Grade Ten** **Indicator**

*Publication*

1. Publish information in printed and electronic version, and select appropriate publication format (e.g., paper, Web, video).

**Standard 5: Technology and Information Literacy**

**Benchmark A:** Determine and apply an evaluative process to all information sources chosen for a project.

**Grade Ten** **Indicator**

*Evaluating Sources*

1. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic).

2. Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information sources used in a paper).

3. Create a bibliography of sources in an electronic format.

4. Select appropriate information on two sides of an issue (e.g., identify the author of each information source and their expertise and/or bias).

**Benchmark B:** Apply a research process model to conduct research and meet information needs.

**Grade Ten** **Indicator**

*Decide*

1. Select the essential question to be examined by the research.

2. Identify sources most likely to have the needed information and determine subjects and keywords to be used in searching magazine databases and other electronic reference resources.

*Find*

3. Evaluate information and select relevant and pertinent information found in each source, and maintain accurate records of sources used.

*Use*

4. Organize and analyze information, finding connections that lead to a final product.

5. Follow copyright law and use standard bibliographic format to list sources.

*Check*

6. Assess whether the essential questions are answered, gather more information and data and modify search terms as needed. Edit the product.

7. Review and evaluate research process and the resources used (e.g., how can the research process be improved?).

**Benchmark C:** Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

**Grade Ten** **Indicator**

*Search Strategies*

1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.

2. Narrow or broaden the search strategy by modifying the keywords entered in the original search strategy.

3. Employ a systematic approach to judge the validity of a Web information match against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).

*Evaluating Sources*

4. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

**Benchmark D:** Evaluate choices of electronic resources and determine their strengths and limitations.

**Grade Ten** **Indicator**

*Electronic Resources*

1. Choose a topic and identify appropriate electronic resources to use, citing the name and date of the resource database archive collection.

2. Research and critique information in different types of subscription (fee- based) electronic resources to locate information for a curricular need.

3. Investigate tools within electronic resources to generate search strategies

(e.g., use a thesaurus to identify subject terms for improved retrieval of information).

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Research Organizer**

**Directions: You will prepare a presentation to persuade others that your selected sport should be adopted by the Summer or Winter Olympics. Use the chart below to gather facts and details that may be used in documenting the Olympic adoption process or in your persuasive piece. If you need more space, continue your chart on the back.**

|  |  |  |
| --- | --- | --- |
| **Internet and library research fact and/or detail**  ***(Be sure to state an accurate account of fact, detail and/or statistic/data, and give exact words from quotes)*** | **Source of fact/detail, quote, statistic/data**  ***(Be sure to give complete URL addresses and accurate source name, title, and other details)*** | **This detail can fit under what heading?**  **…the sport itself?**  **…the adoption process?**  **…reasons for adopting?** |
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| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Information  Seeking, Selecting and Evaluating | Students gathered information from a variety of quality electronic and print sources, including appropriate library databases. | Students gathered information from a variety of relevant sources--print and electronic | Students gathered information from a limited range of sources and displayed minimal effort in selecting quality resources | Students gathered information that lacked relevance, quality, depth and balance. |
| Analysis | Students carefully evaluated the information collected and selected relevant information found in each source.  Student(s) maintained accurate records of sources used. | Student product shows good effort was made in analyzing the information collected.  Some effort was made to maintain a record of sources used. | Student product shows little effort was made in analyzing the information collected.  Little effort was made to maintain a record of sources used. | Analysis of information is lacking. Inappropriate or irrelevant information was included and critical information was absent. Records of sources are lacking or absent. |
| Synthesis | Students establish a controlling idea and support the argument with details from two sides that persuade the audience.  Information is logically and creatively organized with smooth transitions. | Students establish a controlling idea, but include only one side of the argument (no counter-argument).  Information is logically organized. | A controlling idea is not obvious.  Details and examples do not support a clear thesis. | A controlling idea is missing.  Supporting details are few and weak and do not clarify a thesis. |
| Documentation | Students documented all sources, including visuals, sounds, and animations.  Sources are properly cited, both in-text/in-product and on Works Cited/slides.  Documentation is error-free. | Students documented sources with some care,  Sources are cited, both in- text/in-product and on Works Cited pages/slides.  Few errors noted. | Students need to use greater care in documenting sources.  Documentation was poorly constructed or absent. | Students clearly plagiarized materials. |
| Product | Student effectively and creatively used appropriate communication tools to convey their conclusions.  Product displays creativity and originality. | Student effectively communicated the results of research to the audience. | Student need to work on communicating more effectively | Student showed little evidence of thoughtful research. Product does not effectively communicate research findings. |
| Multimedia | The combination of multimedia elements with words and ideas takes communication and persuasion to a very high level, superior to what could be accomplished alone. | Design elements and content combine effectively to deliver a high-impact message with the graphics and the words reinforcing each other. | Graphical and multimedia elements accompany content but there is little evidence of mutual reinforcement. No attention to visual design. | Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas. |

**The New Olympic Sport**: Assessment Rubric for Research Project and Persuasive Presentation