

LA 6.4: Connecting ELs to the School Game

Supporting ELs in Learning the School Game



Learning Outcome

Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.

Assessment: 25 pts.

TA: 20 Minutes

Pedagogical Intent

Teachers can teach language minority students to better participate in the school game.

Student Position

Students have considered the learning domains in relationship to the minority students they teach. They now connect their understandings of the learning domains in relationship to the characteristics of the school game.

Instructions

1. Read the two quotations provided.
 - a. Children at recess or after school play games from tag and the one-old-cat to baseball and football. These games involve rules, and these rules govern their conduct. The games do not go on haphazardly or as a succession of improvisations . . . No rules, then no game; different rules, then a different game. As long as the game goes on with reasonable smoothness, then the players do not feel that they are submitting to external imposition, but that they are playing the game. Dewey, J. (1938). *Experience and education*. New York, NY: Simon and Schuster.
 - b. *If they don't understand the expectations, we're dealing constantly with behavior problems. And we never get to the academics. And that is the struggle we have most of all is—to get them to understand what they need to do—and then if that is in place, then the language comes more easily. Linda Frost, from VS 7.1* (Access the video at <https://equitypress.org/-Qcry>. Then scroll down to session 7 (left side of the screen and then on the right side click on Linda Frost to listen to the quote—you could watch the whole segment later.).
2. Consider the previous three activities about the cognitive, linguistic, and social/affective learning domains as well as the quotation above from Linda Frost.
3. Respond to the following questions:
 - a. What is the school game?
 - b. What are the rules of the school game in your teaching context?
 - c. Which of the rules rely on the cognitive learning domain to play well?
 - d. Which of the rules rely on the linguistic learning domain to play well?
 - e. Which of the rules rely on the social/affective learning domain to play well?
4. Share your responses with a partner. Listen to your partner's responses as well.
5. Participate in the class discussion following this activity.



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