

Etkinlik No	14
Ders Adı	English
Sınıf Düzeyi	7.-8. sınıf
Etkinlik Adı	Free Time Activities (Sports and Leisure)
Süre	40+40
Strateji, Yöntem ve Teknikler	İletişimsel yaklaşım
Materyal/Araç Gereç	Etkileşimli tahta, bilgisayar, kâğıt kalem boya kalemleri, flashcards
Disiplinler arası Boyut	Beden Eğitimi
Kazanımlar	Boş zaman aktiviteleri, hobileri ve sporlarla ilgili konuşur. Sporlarla ilgili karşılaştırma cümleleri kurar. Sporla ilgili deneyimlerini ifade eder. İstenilen bir konuda anket hazırlar. Gereklilik ve zorunluluk ile ilgili cümleler kurar. Spor eylemleri ve bunların muhtemel sonuçları üzerine konuşur.
Hazır Bulunuşluk ve Ön Hazırlık	Free time activities ile ilgili kelimeleri biliyor olmak Simple past tense ve perfect tense yapılarını biliyor olmak
Öğrenme Öğretme Süreci	Öğretmen, “How do you spend your spare time ? Do you play video games? How about board games? Do you like to read? What is your favourite spare time activity or sports?” sorularını öğrencilere sorar ve cevaplarını alır. Öğretmen “In the past people had fun in many ways we do, they played games, told each other stories, played music, did various kinds of sports.” Diyerek konuya giriş yapar ve ekte bulunan iki tabloyu (Table 1: forms of spending free time in the ancient era Table 2: forms of spending free time in the Middle Ages) sırası ile öğrencilerle paylaşır. Öğrencilerin bu tablolar hakkındaki düşüncelerini alır. Ardından modern boş zaman aktiviteleri ile ilgili hangilerini bildiklerini sorar. Gelen cevapları not alıp tahtaya yazar, eğer söylenmeyen bir başlık var ise aşağıdaki listeden eklemeler yapar:

	<p><i>tourism, sports , media, board games, LEGO blocks, building blocks, models, collecting, video games.</i></p> <p>Bu etkinliklerin insanlar üzerinde ne gibi olumlu katkılarının olabileceği ile ilgili beyin fırtınası yapılır.</p> <p>Öğretmen, “Do you know what extreme sports means? Do you know any extreme sports? Have you ever tried any of them? What do you think about extreme sports?” sorularını sorduktan sonra extreme sports ile ilgili Ek -1 deki sunumu paylaşır. Sunum sonrasında öğrencilere sporların sadece resimlerinin olduğu bir kâğıt vererek hangi sporun daha “ dangerous, fascinating, mysterious, exciting, boring, challenging, risky” olduğunu sorar ve onlardan sporları karşılaştırıp beşer adet karşılaştırma cümlesi yazmasını ister.</p> <p>Daha sonra, ikili çalışma kapsamında öğrenciler birbirlerine aşağıdaki örneklere benzer sorular sorar:</p> <p>“Which equipment do you have to use when you dtry skydiving/ caving,etc.? What rules must you obey? What are the pros and cons of extreme sports? How would you feel if you tried an extreme sports?”</p> <p>Son olarak öğretmen, öğrencilerden “extreme sports” ile ilgili bir anket hazırlamalarını ister. (örnek anket sorusu: Have you ever tried any extreme sports?)</p>
Ölçme ve Değerlendirme	Akran değerlendirmesi
Kaynakça	

Table 1. Forms of spending free time in the ancient era

State	Forms of spending free time
Egypt	<ul style="list-style-type: none"> • individual and group migrations of the population related to trade, religious worship, diplomacy, wars and willingness to get to know the world, • temple buildings – theatres where dramatic rites and spectacular religious ceremonies were presented, • games – field and board games, singers, musicians, dancers, jugglers and acrobats, • physical activity – races, rides, boat fights, sport hunting, fishing.
Greece	<ul style="list-style-type: none"> • journeys, land and sea expeditions related to trade, religious worship, diplomacy, wars and willingness to get to know the surrounding world, • games, entertainment known and practised in Egypt, poetry, music, theatre with professional actors, festivals, theatre competitions, music concerts, • sport and gymnastics, sports competitions, Olympic, Pythian, Isthmian and Nemean Games.
Rome	<ul style="list-style-type: none"> • migrations connected with fighting and conquering the areas around the Mediterranean basin, Western Europe and parts of Asian territories, • theatrical performances for thousands of viewers, • taking over Greek culture, including running, javelin throwing, wrestling; military competitions, gladiators' fights with wild animals, amphitheatres, • meetings and discussions in public parks and gardens.

Source: Own compilation based on J. Pięta, *Pedagogika...*, op. cit., pp. 66.

Table 2. Leisure activities in the Middle Ages

Periods of the Middle Ages	Forms of spending free time
Early (4th-5th to the 11th century)	<ul style="list-style-type: none"> • the beginnings of modern tourism, trade expeditions and pilgrimages to sacred sites, sea and land expeditions, • establishing hospitality and social buildings: inns, taverns, • various tournaments and skill-based games, theatre plays, read poetry, development of music, • development of religious drama in church performances related to the celebration of Christian holidays.
Bloom (11th-13th centuries)	<ul style="list-style-type: none"> • further development of merchant and religious tourism, • further development of poetry, music and theatre, development of biblical themes and the creation of a dramatic medieval genre – mystery¹⁷ and miracle plays¹⁸.
Late (14th–15th centuries)	<ul style="list-style-type: none"> • further development of longer tourist and religious expeditions, discovery of America, • development of new literary genres, as well as painting and sculpture, • theatrical performances staged in university halls, palaces, houses where actors were writers and free artists, while the plays themselves were sometimes written by jugglers and singers; development of pantomime and puppet theatre also took place during this period.

Source: Own compilation based on J. Pięta, *Pedagogika...*, op. cit., pp. 70.

Ek 1: PowerPoint sunumu