

Blueprint for *EFL Speaking Activity: A Couch Potato*

Activity Description

This is the first section of the flipped classroom for the English-speaking course of EFL learners. Students will participate in various activities that help them understand the learning topics: health and fitness. Vocabulary and essential grammar and expression will be presented via digital tools and online resources. Students will explore each task and follow the instructions to learn the course content. Finally, they complete their fitness surveys for the coming in-class speaking activities.

Scope

Raise students' awareness of a healthy lifestyle and improve their English-speaking skills.

Pre-requisites

None

Target Audience

Teenagers and adults CEF level B1 and above

Learning Outcomes

After finishing the activities, students should be able to:

- Identify activity vocabulary in this lesson.
- Use adverbs of frequency to ask or answer questions about activity and lifestyle.
- Create a fitness survey for the in-class speaking activities.

Activity Materials

- Computers, tablets or other devices allowing students to read web content and watch online videos
- Stable internet connection
- Open textbook

- <https://open.books4languages.com/english-a2-grammar/chapter/adverbs-of-frequency/>
- Online videos
 - <https://www.youtube.com/watch?v=vcY4fHdOMdM>
 - https://www.youtube.com/watch?v=Cg_GW7yhq20

Details of the Webpage

This website works as self-study resource, including general learning objectives, instructional videos that explain “healthy lifestyles” and “use of adverb of frequency”, online activities that assess student learning and performance, and guidance on how to create a fitness survey for in-class discussion. It is a four-page website that chronologically presents the learning materials and activities. Online images and videos will be used to introduce healthy lifestyles and help students increase their vocabulary. There are four tasks, and each of them includes a worksheet in lesson. They are available online or via a link to Google Drive. Another file, like the in-class discussion and the fitness survey template, can also be downloaded through Google Drive. Two online games are designed to reinforce student learning outcome. They are created via H5P and embedded directly in the website. Relevant open resources are available for students. Students need to study grammar in the open textbook and finish the relevant quiz. Students will be able to implement what has been learned to create a fitness survey and prepare for the coming in-class discussion.

A List of Digital Tools for Development and Student Use

1. Concept - Flipped classroom
2. Digital tools
 - Open Educational Resources
 - <https://open.books4languages.com/english-a2-grammar/chapter/adverbs-of-frequency/>
 - YouTube
 - <https://www.youtube.com/watch?v=vcY4fHdOMdM>
 - https://www.youtube.com/watch?v=Cg_GW7yhq20
 - <https://www.youtube.com/watch?v=VAWo65QwP2c>
 - H5P
 - Interactive video
 - Vocabulary game
 - Google Drive

Explanation of Digital Tools

Flipped Classroom - "The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed" (DUCAUSE, 2012). In other words, the instructors share prearranged digital learning resources and any other related content with students via the online platform outside the classroom (Bergmann & Sams, 2012, as cited in Cabi, 2018, p.203). In this lesson plan, students will follow the given instruction and interact with the website's learning content. Students will be prepared with essential vocabulary, grammar, and skills for the coming in-class discussion after those online activities. Moreover, following the flipped classroom concept, interactive videos and games will be included in the lesson to enhance the learning experience.

Open Educational Resources - Open educational resources are learning and teaching materials in the public domain or under creative commons licenses. They are free to use and share. There are many types of open educational resources. In this lesson, open textbooks, open courseware, and freely available videos are used.

YouTube – YouTube is one of the most popular online video platforms. As it contains amounts of educational content, it is also a powerful educational tool. Many engaging videos explain various concepts and ideas. Most of them are free of charge and easy to access. All videos from YouTube can be easily embedded in websites or blogs, which simplify the watching process (no need to open another window or login on YouTube accounts). Another advantage of using video content from YouTube is that educators do not have to create their instructional videos from scratch, which saves tons of time.

H5P – "H5P is a free resource that lets you create simple interactive content like interactive videos, quizzes, games, presentations, and more. Once you create an H5P interaction, you can download it and upload it to Moodle, Drupal or WordPress" (Blending Education, n.d.). When considering web-based lessons or activities, H5P has a competitive advantage. It offers content types like interactive video, drag and drop, and voice record, which will be integrated into some activities in this lesson.

Google Drive – Google Drive is a cloud-based storage solution that allows users to save and share files online. Students can access the files used in the activities quickly without any login requirement.

Universal Design for Learning (UDL) Strategies

This activity design will include a variety of teaching methods to be inclusive and accessible to all students. First of all, the website will be easy to navigate and have posted lesson goals at the top of the webpage. Second, besides reading materials, some audio materials will also be available. Then, every activity is presented differently to meet students' different learning styles and learning needs. Considering this lesson is to support the flipped classroom of the EFL speaking activities, various learning paths will lead students to the learning goals. If some students have no access to the internet or computer, they can print relevant learning materials at school and study them at home.

Consider the three main principles of UDL in this activity plan:

1. Presentation

Besides giving reading material, worksheets, and open textbooks, other formats to present the learning content are also offered in activities. For instance, the term, a couch potato, is presented in both text and video format. Students can choose to study the textbook or watch the video to review the relevant grammar in the grammar section.

2. Action and expression

The lesson design includes multiple ways for learners to interact with the learning content. For instance, they can finish the first and second task by writing down the answers or recording their answers. Moreover, a text-to-speech function is offered at each section of the website for the students in need.

3. Engagement

The learning goals are placed at the beginning and the end of the web page. Learning about the topic of healthy lifestyle relates to students’ personal lifestyles. Online games enhance student learning experience and motivation. Although optional resources are presented to students with the core activities, they can choose to learn or skip the optional material. All the activities help them build the “fitness survey” that they will use in the classroom.

Assessments

Assessments	Weight (%)	Learning Outcomes Being Covered
Task1 & Task2	20	Vocabulary and topics
Vocabulary game	20	Vocabulary of activity and exercise
Quiz	20	Adverbs of frequency
A fitness survey	40	Completing the fitness survey

Activity Blueprint for the Activity Website

Section	Topic	Objective(s)	Assessments	Page Script / Activities	Resources
1	Lesson goals	Set the learning goals	n/a	<p>After finishing this lesson, you should be able to:</p> <ol style="list-style-type: none"> 1. Identify the vocabulary of activities in this lesson. 2. Use adverbs of frequency to ask or answer questions about activity and lifestyle. 3. Create a fitness survey and keep it for the in-class speaking activities. 	
1	Couch potato	Introduce what is a couch potato.	n/a	<p>An image of “couch potato” will be presented with the definition from the Cambridge Dictionary: “a person who watches a lot of television and does not have an active life.”</p> <p>An animated video trailer explains what a couch potato is. Students will watch an animated trailer from YouTube to better comprehend the topic. “While you watch the video, try to pay attention to the activity the ‘potato’ did.”</p>	<ol style="list-style-type: none"> 1. "Potato Head - Couch Potato" by oddsock is licensed with CC BY 2.0. To view a copy of this license, visit https://creativecommons.org/licenses/by/2.0/ 2. https://dictionary.cambridge.org/dictionary/english/couch-potato <p>The Couch Potato Animated Trailer - HarperKids https://www.youtube.com/watch?v=vcY4fHdOMdM</p>
1	Your Lifestyles	State lifestyles in a neutral way.	n/a	<p>Task 1- “Questionnaire: How active are you? Complete the questionnaire to find out how active you are.” will be provided and presented.</p> <p>“Complete the questionnaire and write a short</p>	<p>Task 1 worksheet</p> <ul style="list-style-type: none"> • Option1: webpage • Option 2: Google drive <p>Flexibility - finish the task by</p> <ol style="list-style-type: none"> 1. Writing

				report (30 to 50 words) about your lifestyles after thinking about the questions below. You can choose to write down your answer or record it. (For recording, click the "Record" button below) If there are any new vocabulary in question 3, you need to check the dictionary.”	2. Recording (H5P)
1	Reflection on healthy activities	Recognize their lifestyles and identify healthy lifestyles.	n/a	<p>Task 2- "Can you calculate the number of hours you spend on the activities per day or per week? (e.g., I spend 2 hours a day cycling to school and one hour a day watching TV)." Students reflect on their lifestyles and answer the following questions:</p> <ol style="list-style-type: none"> 1. Which of the activities in the questionnaire might be good for your heart? 2. Which activities can be called sedentary? 3. Give other examples of sedentary activities. <p>Student can choose to write down your answer (take it to the class) or record it (For recording, click the "Record" button below).</p> <p>“*Sedentary: ‘involving little exercise or physical activity (Cambridge Dictionary, n.d.).’”</p>	<p>Task 2 Worksheet</p> <ul style="list-style-type: none"> • Option1: webpage • Option2: Google drive <p>Flexibility - finish the task by</p> <ol style="list-style-type: none"> 1. Writing 2. Recording (H5P) <p>“Sedentary” definition: https://dictionary.cambridge.org/dictionary/english/sedentary</p>
2	What are healthy lifestyles	Explore more information about what healthy activities are. <i>Optional: present more vocabulary for advanced learners.</i>	n/a	<p>Students Watch the videos: Healthy Lifestyle by Every Mind Matters and then rethink task 2.</p> <p><i>Optional: Pay attention to the relevant vocabulary in the video, write them down and study for the in-class speaking activities.</i></p>	<p>Healthy Lifestyle – Every Mind Matters</p> <p>https://www.youtube.com/watch?v=Cg_GW7yhq20</p> <p>HP5 – Interactive Video</p>
2	Vocabulary of activity and exercise	Assess students’ activity and exercise	Vocabulary game	Students will play the “drag and drop” game to match different pictures of activities with the correct vocabulary.	H5P – Drag and Drop

		vocabulary.			
2	Review: adverb of frequency	Recall the use of adverb of frequency.	Quiz	<p>Students review the use of adverbs of frequency and finish the relevant quiz.</p> <p>Optional resources: for students who find this section easy, they can watch the video explaining more adverbs of frequency.</p>	<ol style="list-style-type: none"> 1. Open textbook: English Grammar https://open.books4languages.com/english-a2-grammar/chapter/adverbs-of-frequency/ 2. Quiz: https://worksheet.books4languages.com/english/wp-admin/admin-ajax.php?action=h5p_embed&id=84 3. Optional : English frequency grammar (video)https://www.youtube.com/watch?v=VAWo65QwP2c
3	A fitness survey	Create a fitness survey.	A fitness survey	<p>Students need to prepare a fitness survey for the coming speaking class after learning the vocabulary of activities and healthy lifestyles.</p> <p>“Make a survey for your class to measure fitness levels. Ask questions using:</p> <ul style="list-style-type: none"> • How often do you....? • when was your last time you...? • “ 	Pdf file – Google Drive

3	The Coming discussion	Preview the discussion.	n/a	<p>Students preview the content of in-class discussion activities.</p> <p>Do you agree or disagree with these statements?</p> <ul style="list-style-type: none"> • Young people are naturally fit and healthy and don't need much exercise/ • Eating fast food is OK if you don't eat it every day. • Older people always say negative things about teenagers' habits. • Sport is good fun. • Teenagers don't have enough time to do sports because they have too much homework. • Schools should make all students do at least 2 hours of PE a week. 	Pdf file – Google Drive
3	Wrap up	Reflect on the material and activity in this lesson.	n/a	<p>After finishing all the activities, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe what a healthy lifestyle is. 2. Identify activity vocabulary. 3. Use Adverbs of frequency to ask or answer questions in the fitness survey. 4. Create a fitness survey. 	

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