



TOMMY BOWE'S BODY CHECK

Teaching and Learning Unit
A Resource to support Junior Cycle English (JCSA) Learning Outcomes



RTÉ

Independent Pictures

An tSraith Shóisearach do Mhúinteoirí
Junior **CYCLE**
for teachers



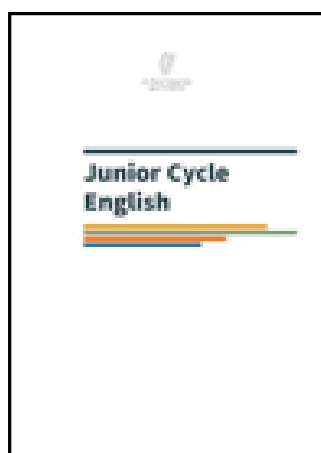
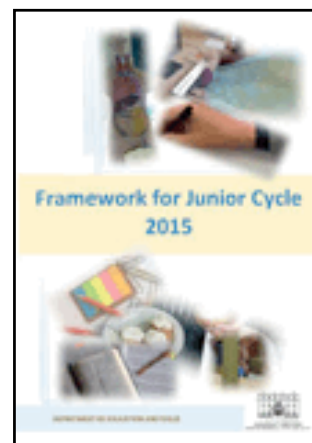
Contents

INTRODUCTION AIM/ HOW TO USE THESE RESOURCES	3
About these resources	
Classroom-Based Assessment – Oral Communication	
LESSON 1 RUGBY - EXPLORING THE THEME	6
Teacher Guidelines Activities and worksheets	
Tommy Bowe's Body Check Clip 1-2	
LESSON 2 ANTICIPATING THE RESULTS	10
Teacher Guidelines Activities and worksheets	
Tommy Bowe's Body Check Clip 3-5	
LESSON 3 NUTRITION AND SPORT	16
Teacher Guidelines Activities and worksheets	
Tommy Bowe's Body Check Clip 6-7	
LESSON 4 THE SCIENCE OF SPORT	23
Teacher Guidelines Activities and worksheets	
Tommy Bowe's Body Check Clip 8-9	
LESSON 5 THE RESULTS - FINAL IMPRESSIONS	27
Teacher Guidelines Activities and worksheets	
Tommy Bowe's Body Check Clip 10-12	
CBA 1 CLASSROOM BASED ASSESSMENT 1 (ORAL COMMUNICATION)	38
Teacher Guidelines Your Oral Communication CBA 1 Student Planning Sheet Student Presentation Organiser Peer Assessment Sheet Self-Assessment Sheet	
APPENDIX ORAL COMMUNICATION - TEMPLATE REFLECTION NOTE	44
Features of Quality (NCCA)	
Discussion Cartoon	
Key word	
organiser	
My thoughts	
Curriculum Links	

Aim/ How to use these resources

Aim

This set of resources on *Tommy Bowe's Bodycheck* is designed to meet **key skills** of the **Junior Cycle English Specification**, and to guide students in preparing for the **Oral communication CBA**, *delivering a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content ...*



Study of this text will help students to develop the skills which are specified for the first CBA, i.e. **research and communication**. The accompanying worksheets build vocabulary and command of language.

Following study of this text, students may write and present their own **Profile of a Hero**, e.g. a sportsperson; writer; performer; film director or someone who has excelled in a different area of achievement.

They will have engaged with all of the learning outcomes specified for preparing the Oral Communication CBA, i.e.,

Oral 4, 5, 12 Reading 9,10,12 Writing 3,6,7

The lessons are designed for an AfL approach.

Pre-reading exercises are provided to support literacy development, both oral and written.

Post-viewing feedback and classroom discussion assess understanding and engagement.

A student briefing sheet is designed to scaffold the summative assessment

A differentiated approach

A wide selection of materials is provided in order to allow a teacher to select particular clips and to cater for a variety of student interests and abilities.

How to use these lessons

Each lesson is accompanied by step-by-step teacher guidelines, followed by a series of clips from the documentary, worksheets and self/peer assessment worksheets.

About these resources

The Broadcasting Authority of Ireland (BAI) has partnered with RTÉ Education and Learning and Junior Cycle for Teachers (JCT) to bring media into junior cycle classrooms.

Broadcasting Authority of Ireland (BAI)

The BAI is the Irish regulator for radio and television. The BAI also funds Irish content for Irish audiences called the Sound & Vision Scheme using a portion of the television licence fee.

Radio Teilifís Éireann

RTÉ (Raidió Teilifís Éireann) is Ireland's national public-service media organisation. Both education and science have been identified by RTÉ as being strategically important to the organisation and to the Irish people.

Independent Pictures

Independent Pictures makes factual and factual entertainment programmes and formats. Independent produced the documentary *Tommy Bowe's Health Check*.

Through this initiative all partners are delighted to facilitate access of this content to a wider Junior Cycle student and teacher audience; to assist students in their Junior Cycle preparation and to address Media Literacy.

Tommy Bowe – Teaching and Learning Unit

Written by: Mary-Elaine Tynan and Pauline Kelly

Designed by: Liza-Jane Smith

With thanks to Dr. Padraig Kirk, Director, CPD for Junior Cycle.
Eoghan Evesson, Deputy Director, CPD for Junior Cycle.

Classroom-Based Assessment (CBA)¹

Oral Communication

Some options for the final project – My Hero / A Person I Admire/ An interesting sports person

“Students are given an opportunity to choose a topic that is of interest or importance to them and to carry out an exploration over time”.

An interesting sports person; writer, performer, or film director; hobby

An organisation with which you are involved

An investigation of a text, or writer, or film

One of your activities or interests, e.g. music, sport, fashion, **or** reading, drama, film.

FORMAT

From the range of formats for the Oral Communication, students who choose to do a profile might opt for a presentation, an interview or a response to stimulus material, (such as a film documentary), etc.

Format	Criteria (from NCCA Guidelines)	What needs to be done
Performance	The student may participate in a scripted or improvised performance, including drama, alone or with others.	Having planned, written and rehearsed a scripted performance the student may perform alone or with other students. Even if it is not written out fully in advance, there must be an element of writing involved during the preparation process to fulfil all of the learning outcomes required by the Oral Communication.
Presentation	The student may speak with or without notes, and a reading of a prepared script is allowable.	Having written a script, the student may speak with notes or flash cards. The reading of a prepared script is allowed, but students must demonstrate awareness of engaging with the audience. Lack of eye contact and reading of an “essay” does not fulfil the communication requirement.
Interview	The student may respond to questions asked by the teacher and/ or other students; the student may assume the role of interviewer as well as respondent in a dialogue setting.	The student needs to research the personality, choose a title, ask key research questions and prepare interview questions and answers.
Response to stimulus material	Stimulus material – visuals, written text, aural text, and so on – may be used by the teacher and/or student/s to promote, prompt or guide oral communication.	This documentary, by raising interesting issues such as nature versus nurture in the creation of a successful athlete, may form the basis for a presentation

LESSON ONE – Teacher Guidelines

Rugby - Exploring the theme (Nature versus Nurture)

The Learning Outcomes with which the students will engage in all lessons are stated on page 51.

Suggested time

Suggested learning intentions are stated below. You may amend or adapt these to meet the needs of your cohort.

The activities that follow for lesson one aim to assess the learning intentions outlined below.

- 1-2 class periods

Learning intentions:

In this lesson students will learn to:

- Tap into prior knowledge, a fundamental principle of AfL
- Anticipate the content of the documentary text
- Listen actively in order to respond to digital media, noting key ideas, style, tone, content and overall impact in a systematic way
- Collaborate with other students, sharing their own knowledge and listening to others' ideas
- Consider and discuss the meaning of key terms before arriving at agreed definitions

Materials Required:

2 Video Clips (Clip 1- 2: all online)

3 Worksheets (1.1 – 1.3)

Lesson 1, Activity 1: Pre-viewing activity (prior knowledge and anticipation activities)

- Student worksheet 1.1: What I Know About Rugby (page 7)

Lesson 1, Activity 2: Active viewing and listening activity (introducing the theme)

- Student worksheet 1.2: The Opening Scene (page 8)
- *Tommy Bowe's Body Check* - **Clip 1** (3.5 mins length)

Lesson 2, Activity 3: Pre-viewing discussion on the topic "Athletes are born not made"

- Student worksheet 1.3: Athletes are born not made (page 9)
- *Tommy Bowe's Body Check* - **Clip 2** (2 mins length)
- Discussion/ Walking Debate/ Show Me Board Exercise: After watching the clip the teacher can initiate a discussion. This can also be done as "Show Me Board" exercise or a Walking Debate (based on the statement: "Athletes are born not made").



Student Worksheet 1.1

What I Know About Rugby

Complete this part **BEFORE** you start to watch the documentary *Tommy Bowe's*

Body Check.

1. **READ** the questions and then write your answers in the box.
2. Then **PAIR UP** with another classmate and quietly pool your knowledge.

Tommy Bowe

What I already know about Tommy Bowe

Write 1 controversial statement about RUGBY

My idea for a dramatic opening shot in a video about An international rugby player

2 factual statements about RUGBY

Write another word or phrase with the same meaning as the words below

peak
determination
to the brink
fragile
gruelling
squad
athlete
concussion
mandatory
combative sport



Student Worksheet 1.2

The Opening Scene

Watch the opening scene of *Tommy Bowe's Body Check* (Clip 1) and answer the questions below (3.24 seconds)

These opening minutes state some facts about Tommy Bowe and about the game of rugby. **AFTER** you have finished watching the clip, complete the statements and answer the questions below.

1. Fill in the gaps using the words in the box below.

a) How did an _____ team _____ become an _____
s _____?

b) Is it all in the _____, or is it down to hard _____, I _____ and _____?

work, average, determination, luck, genes, international, success, player,

2. In the case of each statements below, write a short paragraph in which you agree or disagree with the statement.

a) The narrator says, "*A career in professional sport can be a fragile thing.*" I agree/disagree with this statement because... _____

One of the coaches says "*The big hits are part of what makes rugby such a big hit*".

I agree/disagree with this statement because...

Student Worksheet 1.3

Athletes are born, not made (Nature versus Nurture)

1. In preparation for the next 2 minutes of the documentary, write your answers to the questions in the boxes below.

Introduction

In your own words, explain the phrase ***Athletes are born (nature), not made (nurture)***

Give an example of how **nurture** has been important in making you the person you are, for example, influencing your interests, your attitudes, your behaviour, your hobbies, your personality etc. etc.

2. Now watch Clip 2 from the documentary and then discuss your thoughts in groups or with the rest of the class.

Our thoughts

LESSON TWO – Teacher Guidelines

Anticipating the Results

Time:

- Approx 2 class periods

Learning intentions:

In this lesson students will learn to:

- Predict outcomes based on basic information
- Listen actively and retrieve information
- Expand their vocabulary by experimenting with word choice
- Understand and use terms such as *register*, *colloquialism*, *acronym* and *anecdote*
- Compare, contrast and comment with classmates

Materials Required:

- 3 Video Clips (**Clip 3- 5: all online**)
- 5 Worksheets (2.1 – 2.5)

Lesson 2, Activity 1: The importance of genes

Pre-viewing anticipation activity - Cloze test followed by a listening activity

- Student worksheet 2.1 (Page 11): The Expert Arrives (Cloze test)
- *Tommy Bowe's Body Check* - **Clip 3** (2.5 mins length)

Lesson 2, Activity 2: Predicting Outcomes - an important comprehension strategy

Anticipation activity - Discussion and writing activity where students think about what they have learned so far and imagine what the outcome of the blood tests (in the text) will be

- Student worksheet 2.2 (Page 12) : Predicting the Outcomes (Anticipation exercise)

Lesson 2, Activity 3: Remembering Tommy as a Young Boy

Active viewing/ listening activity - Students will listen to a clip and then think about the register used.

They will do a matching exercise linking the relevant terms with quotes from the documentary

- Student worksheet 2.3 (Page 13) : Remembering Tommy as a Young Boy (Register)
- *Tommy Bowe's Body Check* - **Clip 4** (2.5 mins length)

Lesson 2, Activity 4: Remembering Tommy as a Young Boy

Writing activity - Students will recall an anecdote/ story from clip 4 in the documentary and write it down.

They will then write down an anecdote about their own life and discuss it with other students

- Student worksheet 2.4 (Page 14) : Remembering Tommy as Young Boy
- Discussion Activity to follow this worksheet

Lesson 2, Activity 5: Acronyms and Discoveries

Active viewing/ listening activity – students will listen to a clip and answer the accompanying questions related to acronyms and key words

- Student worksheet 2.5 (Page 15): Acronyms and Discoveries
- *Tommy Bowe's Body Check* - **Clip 5** (2 mins length)

Student Worksheet 2.1

The importance of genes

1. Using the words in the box below, fill in the gaps below **before** you watch next section (Clip 3)

Professor Niall Moyna has come from Dublin City University to take b_____ s

from the entire family. He's certainly in no doubt, that e_____ sports people are different,

genetically at least. "To stand on the starting line of an Ol_____ final or to be a

w_____ class rugby player, you have to have a genetic pre_____.

I think you have to be a g_____ freak, because if it was that easy and we could all go at

9.7 or 9.8, we'd all be there.

We'll select candidate genes that we think are predictive of being an elite athlete and we'll

see where you rate compared with the average person in the population. But what's really

important is how you im_____ with training. There are certain people who we call

responders and they r_____ very quickly to training. There are other people and they could

do the same training and they don't respond. They are n_____ – *responders*

improve, Olympic, elite, predisposition, genetic,
respond, world, non, Blood, samples

2. Now watch the video and listen closely to check if your words are the actual words or are close to the meaning of the words used by Professor Moyna.
3. Finally learn the spellings above and then, working in pairs, take it in turns to test one another

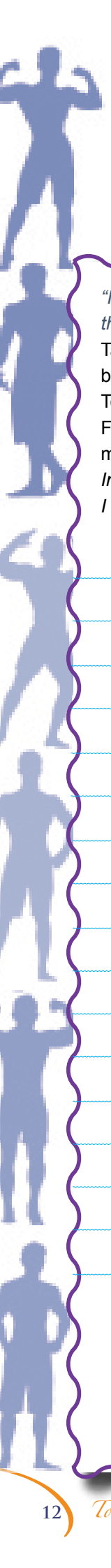
Remember: When you are learning spellings, have you ever heard of the technique LOOK COVER WRITE CHECK

Look (look at the word, spell it aloud or in your head)

Cover (hide it and see if you can say it)

Write (write it down without looking at the answer or spell it aloud for another person)

Check (make sure your answer is right before moving on)



Student Worksheet 2.2

Predicting the Outcomes

"In about 6 weeks the results of the samples taken today should reveal whether or not the Bowe family carry the genes that make them better suited to sport."

Taking into account both what you have **learned** so far in the video and the **information** you were given by Professor Moyna in the extract above (Lesson two, Activity 1), what do **you** think he will discover about Tommy Bowe and other members of his family?

For each point you make, give reasons or evidence to support your opinion. The sentence starters below may help you to write your answer:

In my opinion, Professor Moyna will discover that ...I think this because...

I also believe that he will find out that... I have come to this conclusion because...

Tactics, Banter, Colloquialisms, Anecdote

Anecdote – an interesting or amusing little story about a person or an event

Tommy Bowe's Body Check

Student Worksheet 2.4

Storytelling/ Anecdotes

What little anecdote does Tommy's mother tell? (**Remember:** An anecdote is a little story)

Now write short anecdote about yourself as a young child.

ORAL ACTIVITY

Working in groups of three, each tell your story. Then, between you, choose the one which you think would be of most interest to the class as a whole.

One person will introduce the anecdote

The second person will tell the anecdote

The third person will say what they enjoyed about the story.

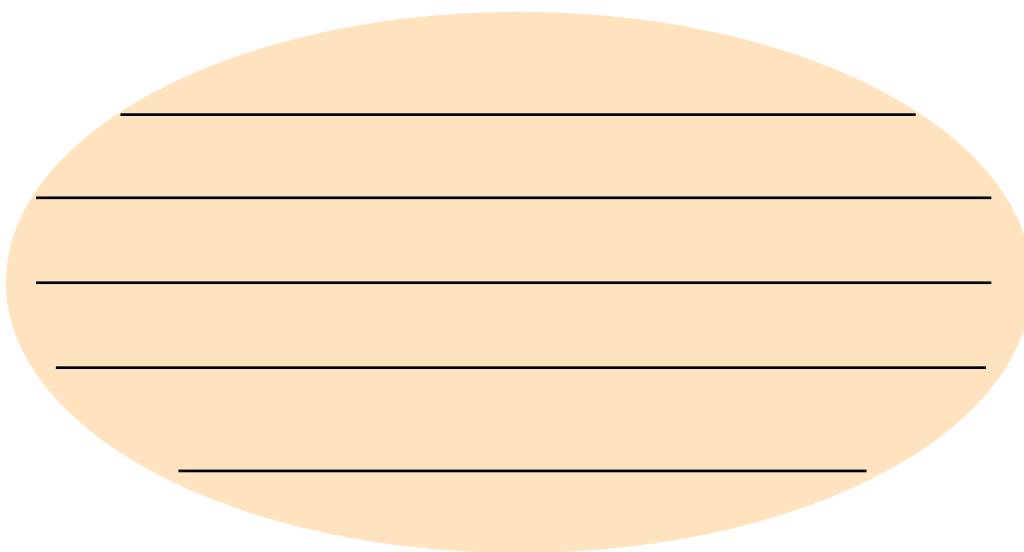
Student Worksheet 2.5

Acronyms and Discoveries

As you listen to the next part of the documentary (Clip 5) answer the questions below:

1. Professor Moynihan refers to SINI - what do the initials SINI stand for?

2. SINI is an Acronym (a short word which is made from the first letters of a group of words e.g. AWOL) Working in small groups, have a race to see who can come up with the most number of acronyms or abbreviations (e.g. FBI) in two minutes



3. In your own words, explain the discoveries that the head of sports medicine at SINI makes about Tommy's left and right sides in terms of power, height and speed.

	Discoveries made by the head of sports science
power	
height	
speed	

LESSON THREE – Teacher Guidelines

NUTRITION AND SPORT

Time:

- Approx. 2 class periods

Learning intentions:

In this lesson students will learn to:

- Plan a presentation using the RAFT technique
- Use a graphic organiser (Venn diagram) to compare and contrast
- Communicate effectively and engage an audience

Materials Required:

- 3 Video Clips (**Clips 6-7**: all available online)
- 6 Worksheets (3.1 – 3.3)

Lesson 3, Activity 1: Viewing and discussion work – Advertising

Based on information from the next section (**clip 6**), students will plan, write and record/ deliver a radio advertisement using the RAFT technique

- Student worksheet 3.1: Plan your Advertisement - The RAFT Technique to (Page 17)
- *Tommy Bowe's Body Check Clip 6*

Lesson 3, Activity 2: Anticipation and active viewing activity – Nutrition

Students will recall information from previous clips and then actively watch/ listen to the next section (**Clip 7**) and then respond to questions about the content based around the theme of nutrition. Finally they will compare and contrast their own nutrition with that of Tommy's using a table and a Venn Diagram.

- *Tommy Bowe's Body Check Clip 7* (3 min)
- Student worksheet 3.2a: Tommy's Nutrition Plan (page 18)
- Student worksheet 3.2b: Comparing and Contrasting (page 19)
- Student worksheet 3.2c: Comparing and Contrasting Venn Diagram Template (page 20)

Lesson 3, Activity 3: Active Listening and Oral Activity - Vlogging

Students will watch a video log (vlog) made by Tommy Bowe and then make their own vlog. They will use the RAFT technique for this. This could be done as homework or as a project.

- *Tommy Bowe's Body Check Clip 7* (same clip as previous exercise)
- Student worksheet 3.3a: Vlogging – Briefing Sheet (page 21)
- Student worksheet 3.3b: Vlogging – Tips for Speaking (page 22)

Student Worksheet 3.1

Plan your Advertisement - The RAFT Technique

In the next section (**Clip 6**) you will listen to a medical researcher at SINI explaining and demonstrating the workings of two pieces of equipment; *The optogait and the Ultra G Anti-gravity treadmill*.

Choose **one** of these pieces of equipment and, based upon what you saw and heard in the video, **write a radio advertisement for a young people's music station** (Spin) to promote it. You could record this on a smartphone.

Use the **RAFT** technique to plan before you write:

Role of the Writer: Who are you as the writer? A sports writer? A shop owner?

Audience: To whom are you writing? Ordinary members of the public? Parents of young children? Retired people?

Format: In what format are you writing? A print/ TV/ radio advertisement? A radio broadcast?

Topic: What are you writing about? A fashion item? A new food? A piece of specialist equipment?

Role of the writer - Who are you?	Audience - Who are you writing for (who is your target audience)?
Format – what are you writing?	Topic – what are you writing about?

Success criteria

Must

- Write an advertisement which lasts 20-30 seconds
- Use the RAFT criteria
- Use persuasive language

- Mention the name of the product at least 3 times
- Give full information about the product
- Use strong, positive words (e.g. success)

Should

- Make a strong impact in the opening moment
- Include music
- Include a memorable tag line (e.g. "Brennan's Bread – Today's Bread Today")

- Appeal to male and female listeners
- Appeal to the senses (smell, touch etc) and emotions

Could

- Use sound effects
- Record it if you have a Smartphone

- Use humour



Student Worksheet 3.2a

Tommy's Nutrition Plan

1. Pre-viewing

Thinking about what you have watched up to this point in the documentary, list the names and titles of the professional advisors that you have seen and heard giving advice to Tommy in his sporting life.

Now watch the next part of the documentary (clip 7). As you watch and listen, note down answers about the information you learn from Tommy's nutrition diary

	Tommy Bowe's nutrition diary
Number of calories in a day	
First food in the morning	
Number of meals per day	
Additional snacks?	
Required body weight	
Food immediately following exercise	
Estimated protein	
Final meal of the day	
Foods seen on the table in the video	

Student Worksheet 3.2b

Comparing and Contrasting

Now, thinking about your own nutrition, fill in the grid about your food / liquid intake and exercise on a typical day

First food/ liquids in the morning	
Mid-morning Snack?	
Typical lunch	
Activity during lunch time?	
Snack in the afternoon?	
Any other exercise?	
A typical dinner	
Your favourite meal	
Your least favourite meal	
Amount of water consumed	
Other liquid refreshments	

Thinking about your eating, exercise and water consumption, rate your lifestyle in terms of health from 1-10 (1 is poor and excellent)

1 2 3 4 5 6 7 8 9 10

Unhealthy

Extremely healthy

Which one change could you make to bring yourself up by one point on the above scale?



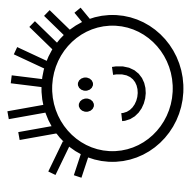
Reflect

Study the information from Worksheet 3.2a and 3.2b. In your copy or on computer draw a Venn Diagram to compare and contrast your nutrition and eating habits with Tommy Bowe's.

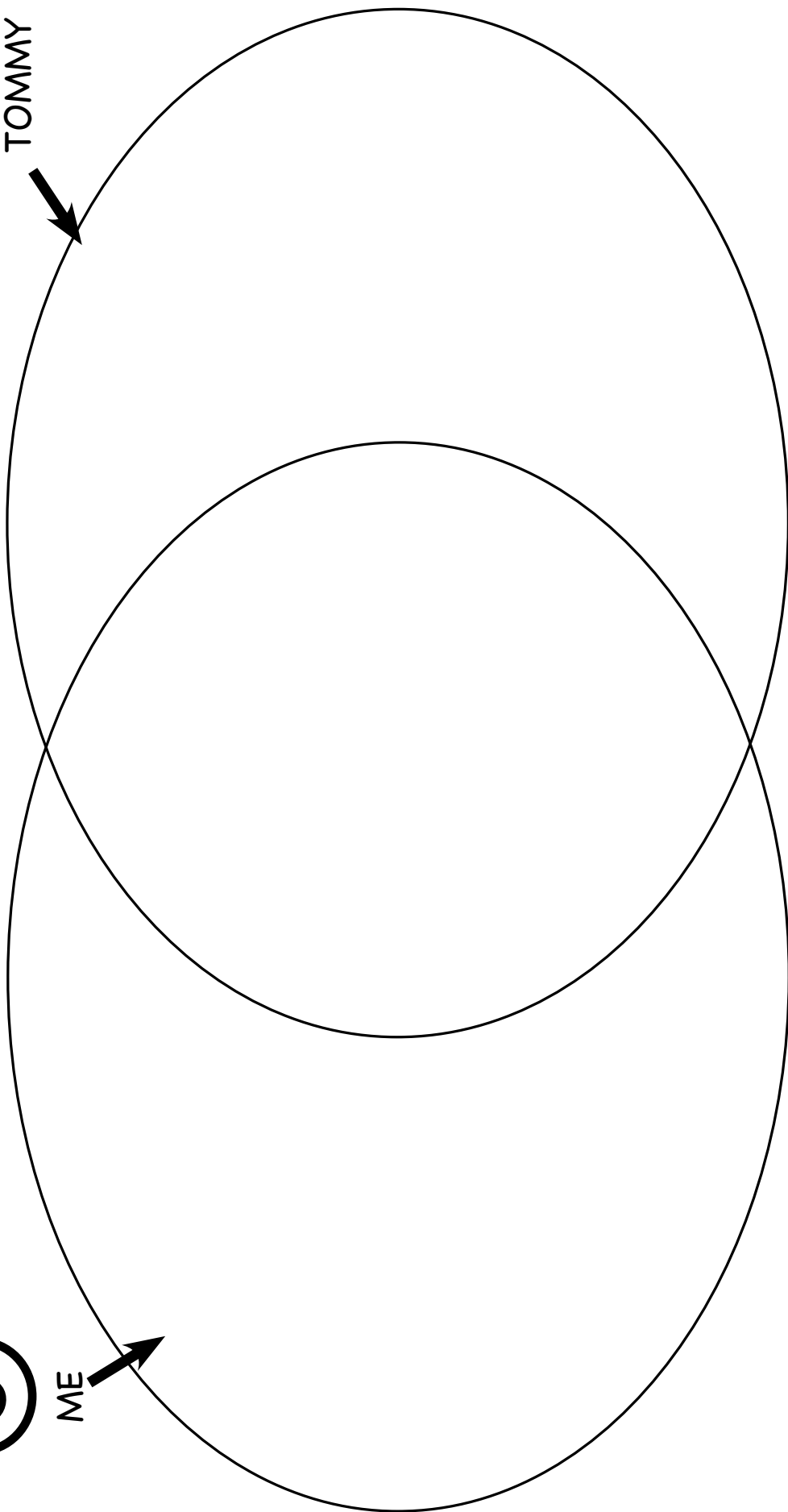
Student Worksheet 3.2c
Comparing and Contrasting



TOMMY



ME



Student Worksheet 3.3a

Vlogging (Video Logging) – Briefing Sheet



At the end of his day, Tommy makes a brief vlog (videolog) recording his final meal. Then he has a short conversation with his nutritionist presenting a full table of what he ate for a day.

After watching this section again (clip 7), use the information from the exercise above to make a short videolog in which you give an account of *your* eating day.

Your audience is an international group of nutritionists who are doing a study of the eating habits of young adolescents across Europe and other continents.

Begin with breakfast.

Move along through your day, describing *what* you eat, and *when* and *where* you eat and what exercise you take.

End with your last meal of the day.

Explain your motivation as you go.

N.B. Remember to use the RAFT approach which you have learned in a previous written assignment



Role of the Writer: Who are you as the speaker? _____

Audience: To whom are you speaking? _____

Format: In what format are you speaking? _____

Topic: What are you speaking about? _____



Student Worksheet 3.3b

Preparing for a Vlog – Tips for Speaking

Speak your words distinctly and clearly.

Your aim is to make yourself understood. Your listeners should never need to press *replay*, either because you mumbled or because you “swallowed” some words as you spoke too quickly.

Avoid speaking in a flat, monotonous tone!

Vary your tone and vary your pace of speaking so that you make an informative, interesting and videolog for your viewers.

Put strength, energy and enthusiasm into your voice.

Your aim is to give clear information, but, as in any communication assignment, you should also aim to engage and hold the interest of your audience.

Practise what you’re going to say in advance of recording.

Be clear on the points you want to include *before* you record. If you practise first, you will feel confident when you speak and you will present your information clearly. Your audience will appreciate the clear presentation that comes from your planning and your confidence will come through in your voice.



LESSON FOUR – Teacher Guidelines

The Science of Sport

Time:

- 1-2 class periods

Learning intentions:

In this lesson students will learn to:

- Note key points and phrases in a digital text
- Comment critically on what they have heard, sharing their views with others
- Use what they learn from attentive viewing and listening to enrich their own written work
- Engage in peer assessment

Materials:

- 3 worksheets (4.1, 4.2a, 4.2b)
- 2 clips (**Clip 8-9**)

Lesson Four, Activity 1: Listening & Comprehension Activity - Training Techniques

Students will listen to the narrator talking about Tommy's training techniques and listen for particular sentences. They will transcribe them onto their worksheet and then paraphrase them in their own words, to demonstrate comprehension.

- *Tommy Bowe's Body Check* **Clip 8** (6 min)
- Student worksheet 4.1: Tommy's Training Techniques (page 24)

Lesson Four, Activity 2: Post viewing activity – Diary Entry

Students will imagine and discuss Tommy's thoughts and feelings just before a big game. They will each write a diary entry based on this. This could be done as a homework activity.

- *Tommy Bowe's Body Check* **Clip 9** (7 or 2 min)
- Student worksheet 4.2a: Tommy's Diary Entry (page 25)
- Student worksheet 4.2b: Peer Assessment - Two stars and a wish (page 26)

Student Worksheet 4.1

Tommy's Training techniques

Watch the next section of the documentary (clip 8). As you watch, you will hear four important sentences. Complete these key phrases below and in your own words, explain what they mean.

Science _____ role.

This means

Fitness is now _____ fact.

This means

The art of _____ is the
_____ of a great player.

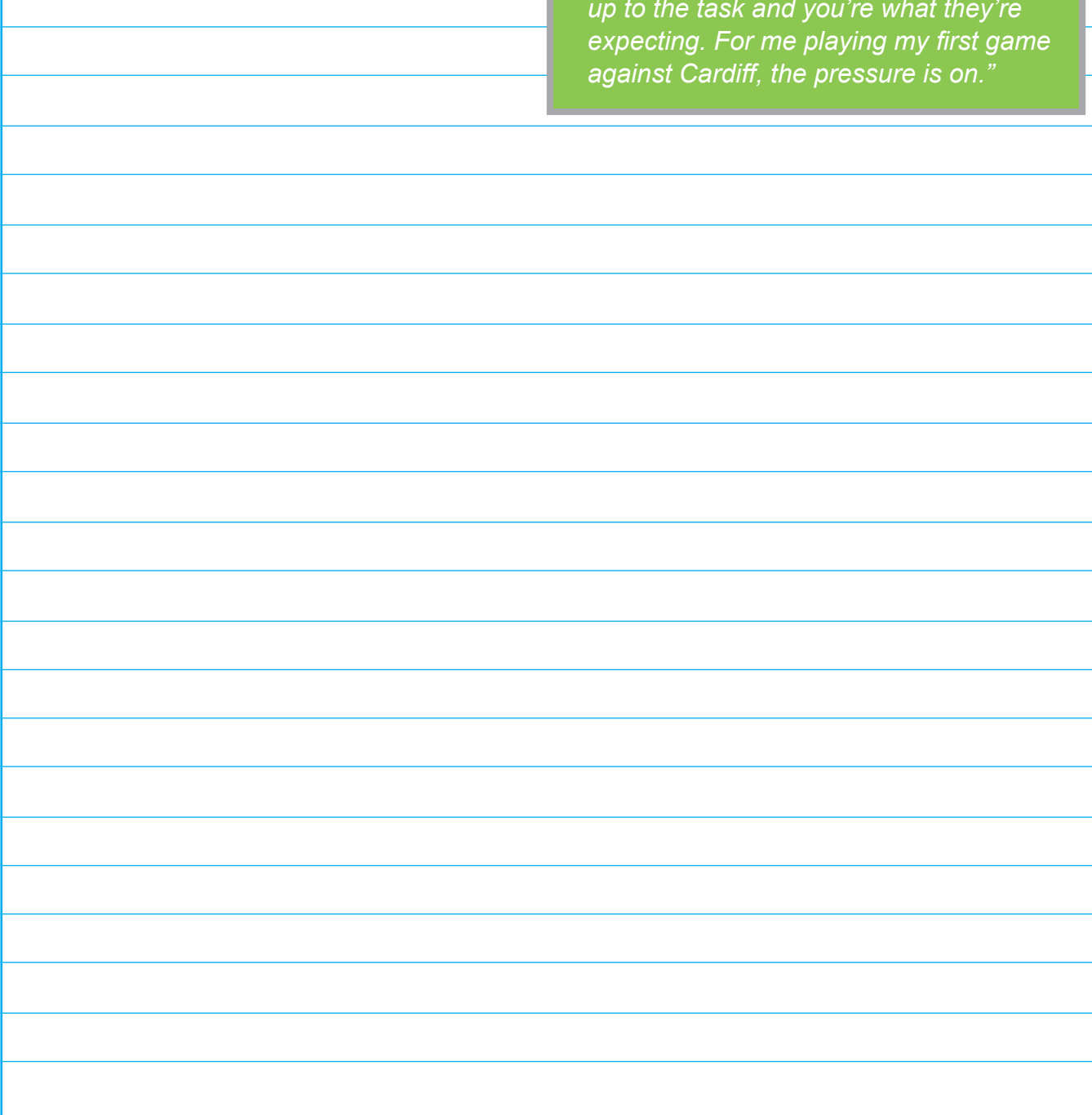
This means

Now it's time to test Tommy's _____ to read _____
_____s.

This means

Imagine
me with his
thoughts
success
y entry

g to a
know,
them
e
y're
game
"

A vertical strip of various football-related illustrations in a brown color, including footballs, helmets, and a player's leg. The illustrations are arranged vertically and overlap each other. The footballs are shown in different orientations, some with laces visible. The helmets are also shown in different orientations. The player's leg is shown in a dynamic pose, as if running or kicking. The background of the strip is white, and the illustrations are set against a light blue background with horizontal lines.

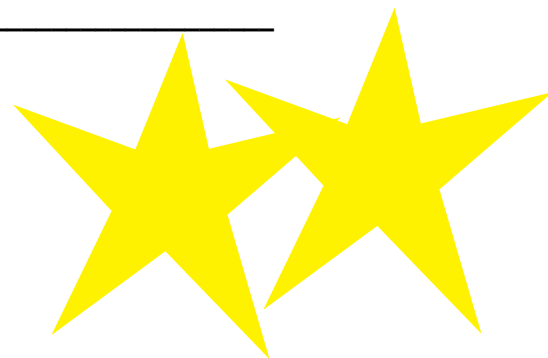
"You know the biggest part of going to a new team is your teammates, you know, wanting to impress them to show them that you're good enough and you're up to the task and you're what they're expecting. For me playing my first game against Cardiff, the pressure is on."

Student Worksheet 4.2b
Diary Entry Peer Assessment: Two Stars and a Wish

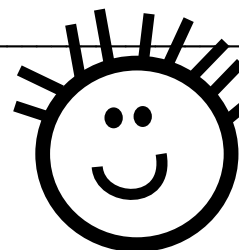
Reread the success criteria you agreed and complete the form below:

Name of Student whose work I'm commenting on _____

My Name (the person commenting on their work) _____



2 stars for things they did well (explain why you are giving each star)



1 wish (something they could try next time to make their work even better)

Date _____

Signature _____

LESSON FIVE – Teacher Guidelines

The Results – Final Impressions

Time:

- 2 class periods

Learning intentions:

In this lesson students will learn to:

- Demonstrate their comprehension of a text in response to True/False statements
- Give careful attention to word choice and spelling
- Choose appropriate language for a live sports commentary, using the RAFT technique
- Respond imaginatively to a film extract by creating their own written text

Materials:

- 3 Clips (**Clip 10-12**)
- 5 Worksheets (5.1a, 5.1b, 5.2, 5.3, 5.4)
- 3 Teacher Solutions (5.1a, 5.1b, 5.2)

Lesson 5, Activity 1: Active Listening

Students will listen to a section of the documentary (**clip 10**) and do the cloze test. Students will then use the words from the gapfill to do a crossword activity.

- *Tommy Bowe's Bodycheck* **Clip 10** (4 mins)
- Student worksheet 5.1a – Cloze test - Tommy v Brian Gregan (page 28-29)
- Teacher Resource 5.1a – Solutions to Solutions to Tommy v Brian Gregan (page 30)
- Student worksheet 5.1b – Crossword (page 31)
- Teacher Resource 5.1b – Solutions to Crossword (page 32)

Lesson 5, Activity 2: Anticipation, Active Listening and writing activity

Before listening to a short clip from the documentary, students will anticipate the answers by completing a true/false quiz. **Next** they will listen closely and complete the questions again, comparing their original and new answers.

- *Tommy Bowe's Bodycheck* **Clip 11** (2 mins)
- Student worksheet 5.2: Tommy's Recipe for Success (True/ False Activity) (page 33)
- Teacher Resource 5.2 – Solutions to True/False Activity (page 34)

Lesson 5, Activity 3: Commentator Activity

Students will watch the final clip (5 mins). Using images from this section, they will imagine they are commentators and write a script. Commentary will give facts and convey the mood. You may wish to play other examples of commentary at this point to stimulate discussion around success criteria for engaging commentary.

- *Tommy Bowe's Bodycheck* **Clip 12** (5 mins)
- Student worksheet 5.3: The Final Scene (page 35-36)

Lesson 5, Activity 4: What I Learned

Students will think about everything they have learned in the course of watching the documentary. They will sum up their final impressions and learning by writing a paragraph under the four headings provided.

- Student worksheet 5.4: What I learned... (page 37)



Student Worksheet 5.1a

Tommy v Brian Gregan

Read the text below as you watch the clip. Listen carefully and fill in the missing words using the scrambled words in the box on the next page.

Voice Over (VO): Irish rugby international Tommy Bowe is returning to peak fitness after major surgery and today he'll see how he measures up against one of the fastest athletes in Ireland.

Tommy Bowe: Speed has always been my _____.

VO: Brian Gregan is a former European under 23s silver medalist who recently recorded the fastest indoor 400 _____ time ever run in Ireland. But Tommy's always been fast too and he has the medal to prove it.

Tommy Bowe: I've a silver medal from Mosney a good few years ago for the 100 metre relay.

Paul Bowe: He went to the local Emyvale community games and out of nowhere he won the under twelve's sprint.

Anne Bowe: And I _____ we were on one of these camping holidays, camping sites and we were all running and Tommy beat me and he was probably about 10 or 11 and that was quite devastating.

Paul Bowe: You were so devastated that you made him run again.

Tommy Bowe: I'm definitely up there, any kind of speed tests I've done against other sprinters and other wingers from other teams I've always been there or _____. And hopefully today now I won't be made to look like a fool.

VO: J.D., Ulster rugby's strength and conditioning coach, has set up two tests with the Sports _____ in order to compare the two athletes.

Jonny Davis (J.D.): Pure acceleration is from 0-20 meters, we're looking to see how fast Tommy can cover that distance and compare that again to Brian.

VO: Brian's sport is all about _____ and speed and his leg power is greater than Tommy's but over the short 10 meter sprint, the typical distance for Tommy during matches, the rugby winger and the sprinter are neck and neck.

Tommy Bowe: It gives me that _____ because, you know, you do always have doubters telling you you're not fast enough whenever I know in my head that I can compete with these guys, that I know I'm quick enough to get myself over the line or do what I have to do.

VO: The second test is more _____ and requires Tommy and Brian to push themselves to the point of exhaustion. The two will run repeatedly over short distances around a cone, their speeds will be _____, as will their blood lactate levels. As athletes push themselves to the point of exhaustion, lactate levels rise in their blood.

Declan Gamble: Well there's a stored amount of iron in your blood that will last 1 or 2 seconds, that's your ATP-PC system. And once you use that iron you need to have iron from another source. Carbohydrate is also stored in your muscles. When _____ is broken down, lactate is produced and that's what we're going to have a look at in your finger. So the blood-lactate response.

Tommy Bowe: So between the two of us here, myself and Brian, would there be an expected difference do you reckon?

Declan Gamble: Yeah well I expect to see a _____ because of your difference in background. Brian is predominantly a sprinter, you're more an intermittent sprinter and you'll have some levels of endurance so it'll be interesting to see how the lactate levels actually rise.

VO: The small pin prick of blood will be taken after each burst of sprints. This will give the lactate levels of the two athletes and give an idea of how close Tommy is to _____ fitness.

Declan Gamble: So 2.3

Tommy Bowe: Tired already.

Declan Gamble: No no, nice and low. This can go above 20 so we'll wait to see how high you get.

VO: Over this series of sprints there is little to _____ the two athletes in terms of speed or blood lactate levels. This is all good news for Tommy, a sign that all the hard work in training is paying off. He looks like he's ready again for _____ rugby.

Declan Gamble: For some other athletes coming in a 15.3% lactate would have absolutely killed them but Tommy and Brian both train this anaerobic lactate system so they're able to tolerate that level of lactate in their systems whereas if we had an endurance runner at 15.3% they would be on their knees, they'd _____ be lying and exhausted on the ground, it would have absolutely killed them. To enable their bodies to be able to work at that level, they'd need to have a good anaerobic system and Tommy and Brian have both been developing theirs over the last 10 years of training.

separate	Institute	peak	difference	probably
metre	carbohydrate	confidence	international	thereabouts
acceleration	measured	strength	difficult	remember

When you have finished filling in all the gaps:

1. **Reread** the text with the words you inserted and **check** that it makes sense.
2. **Compare** your answers with other students and **change** them if necessary.
3. **Check your spellings**, using a dictionary
4. **Learn** how to spell these words and then **test** yourself/ one another until you know them.



Teacher Resource Sheet 5.1a

Solutions to Tommy v Brian Gregan

Voice Over (VO) Irish rugby international Tommy Bowe is returning to peak fitness after major surgery and today he'll see how he measures up against one of the fastest athletes in Ireland.

Tommy Bowe: Speed has always been my **strength**.

VO: Brian Gregan is a former European under 23s silver medalist who recently recorded the fastest indoor 400 **metre** time ever run in Ireland. But Tommy's always been fast too and he has the medal to prove it.

Tommy Bowe: I've a silver medal from Mosney a good few years ago for the 100 metre relay.

Paul Bowe: He went to the local Emyvale community games and out of nowhere he won the under twelve's sprint.

Anne Bowe: And I **remember** we were on one of these camping holidays, camping sites and we were all running and Tommy beat me and he was probably about 10 or 11 and that was quite **devastating**.

Paul Bowe: You were so devastated that you made him run again.

Tommy Bowe: I'm definitely up there, any kind of speed tests I've done against other sprinters and other wingers from other teams I've always been there or **thereabouts**. And hopefully today now I won't be made to look like a fool.

VO: J.D., Ulster rugby's strength and conditioning coach, has set up two tests with the Sports **Institute** in order to compare the two athletes.

Jonny Davis (J.D.): Pure acceleration is from 0-20 meters, we're looking to see how fast Tommy can cover that distance and *compare* that again to Brian.

VO: Brian's sport is all about **acceleration** and speed and his leg power is greater than Tommy's but over the short 10 meter sprint, the typical distance for Tommy during matches, the rugby winger and the sprinter are neck and neck.

Tommy Bowe: It gives me that **confidence** because, you know, you do always have doubters telling you you're not fast enough whenever I know in my head that I can compete with these guys, that I know I'm quick enough to get myself over the line or do what I have to do.

VO: The second test is more **difficult** and requires Tommy and Brian to push themselves to the point of exhaustion. The two will run repeatedly over short distances around a cone, their speeds will be **measured**, as will their blood lactate levels. As athletes push themselves to the point of exhaustion, lactate levels rise in their blood.

Declan Gamble: Well there's a stored amount of iron in your blood that will last 1 or 2 seconds, that's your ATP-PC system. And once you use that iron you need to have iron from another source. Carbohydrate is also stored in your muscles. When **carbohydrate** is broken down, lactate is produced and that's what we're going to have a look at in your finger. So the blood-lactate response.

Tommy Bowe: So between the two of us here, myself and Brian, would there be an expected difference do you reckon?

Declan Gamble: Yeah well I expect to see a **difference** because of your difference in background. Brian is *predominantly* a sprinter, you're more an **intermittent** sprinter and you'll have some levels of endurance so it'll be interesting to see how the lactate levels actually rise.

VO: The small pin prick of blood will be taken after each burst of sprints. This will give the lactate levels of the two athletes and give an idea of how close Tommy is to **peak** fitness.

Declan Gamble: So 2.3

Tommy Bowe: Tired already.

Declan Gamble: No no, nice and low. This can go above 20 so we'll wait to see how high you get.

VO: Over this series of sprints there is little to **separate** the two athletes in terms of speed or blood lactate levels. This is all good news for Tommy, a sign that all the hard work in training is paying off. He looks like he's ready again for **international** rugby.

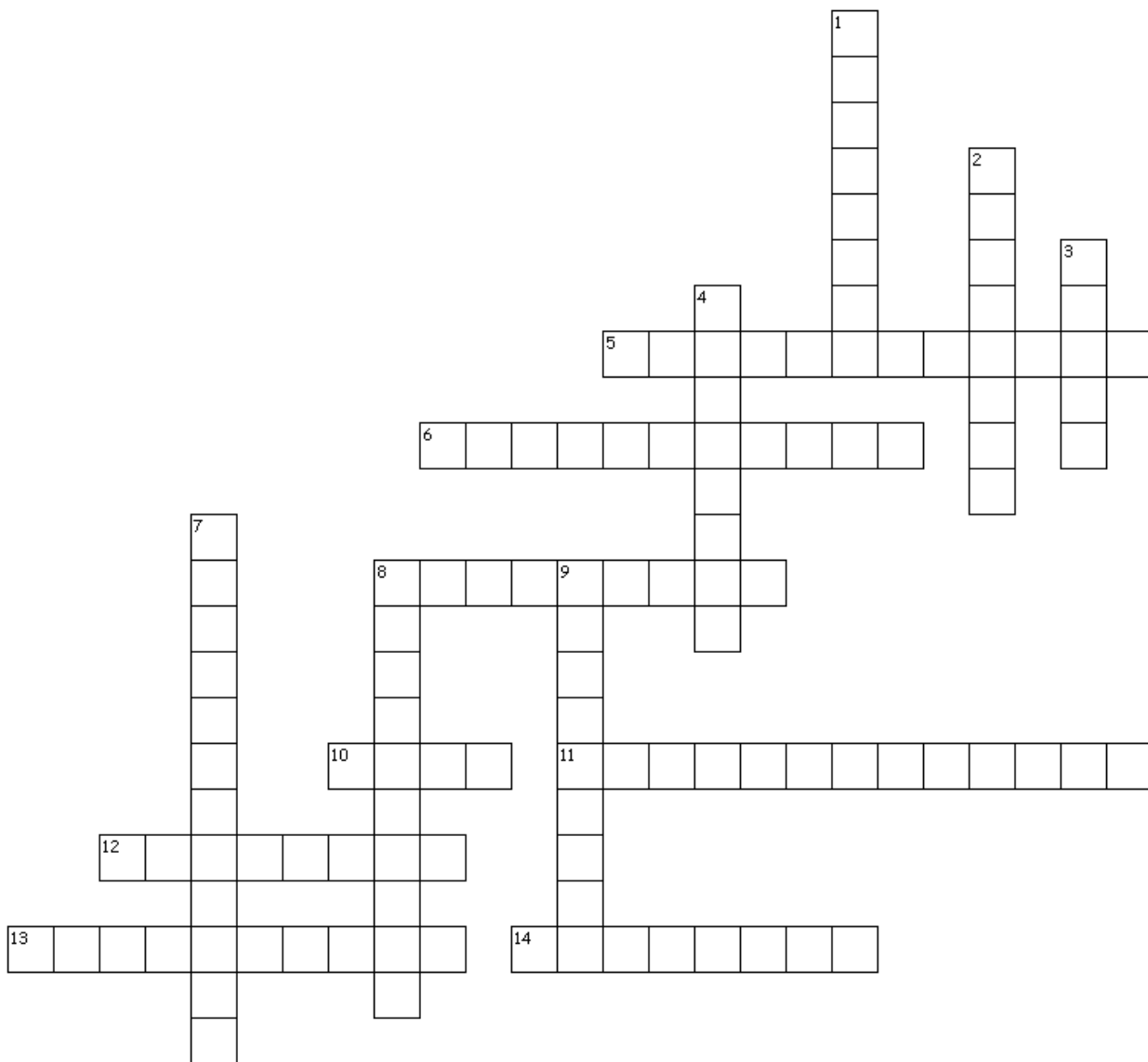
Declan Gamble: For some other athletes coming in a 15.3% lactate would have absolutely killed them but Tommy and Brian both train this *anaerobic* lactate system so they're able to tolerate that level of lactate in their systems whereas if we had an *endurance* runner at 15.3% they would be on their knees, they'd probably be lying and exhausted on the ground, it would have absolutely killed them. To enable their bodies to be able to work at that level, they'd need to have a good anaerobic system and Tommy and Brian have both been developing theirs over the last 10 years of training.

Student Worksheet 5.1b

Crossword Activity (based on Worksheet 5.1a)

Use the words you got from the gapfill above to complete the crossword below.

Tommy v Brian Gregan



Across

5. A substance found in foods like bread, sugar, potatoes (12)
6. Approximately (11)
8. Hard (11)
10. The top of something (4)
11. Global (13)
12. Calculated (13)
13. Trust (10)
14. To recollect (10)

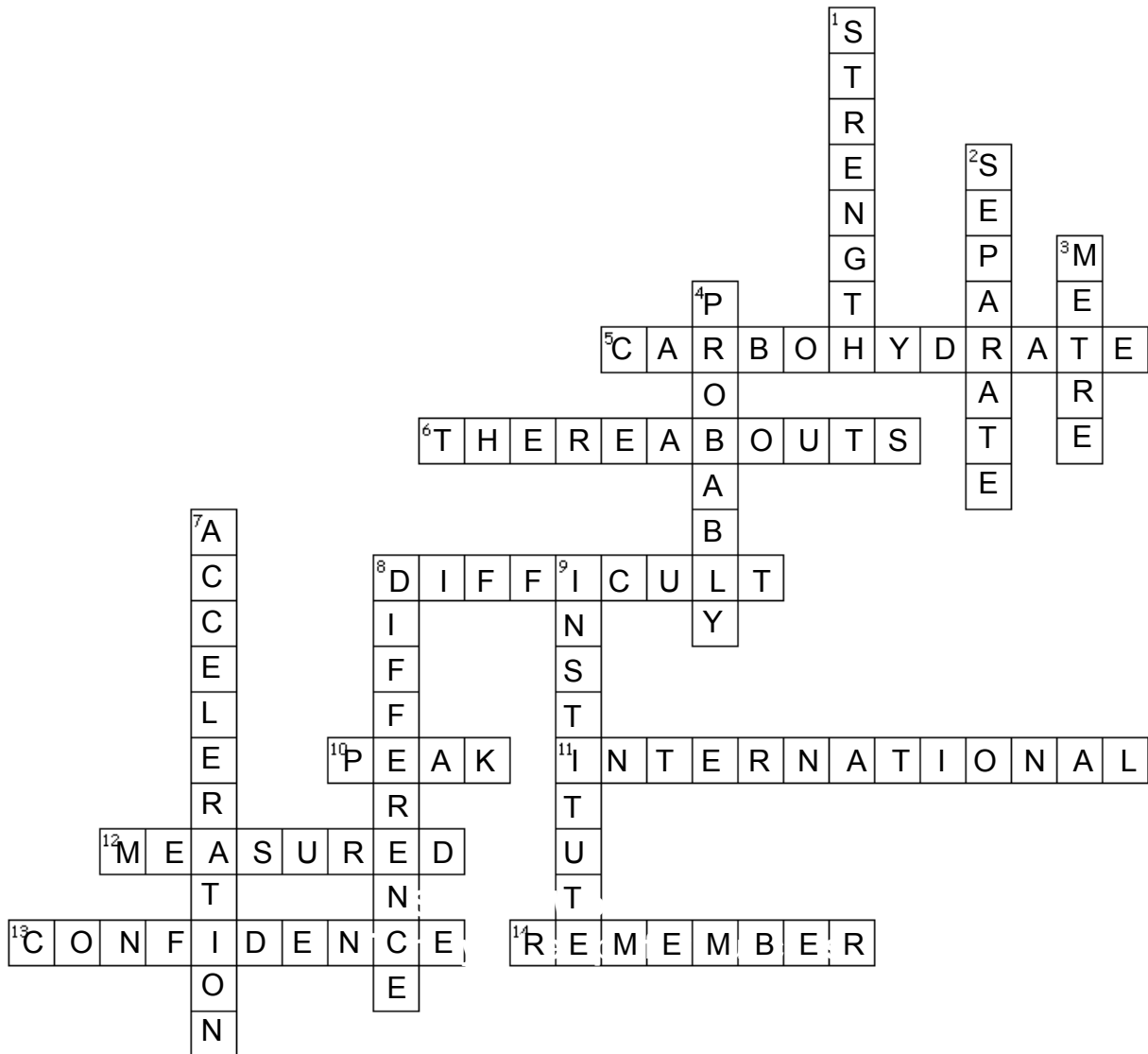
Down

1. Power (8)
2. Tell the difference (8)
3. A unit of measuring distance (8)
4. Almost certainly but not definitely (5)
7. Increase in speed (12)
8. Not similar (9)
9. A type of organisation (9)

Teacher Resource Sheet 5.1b

Solutions to Crossword Activity

Tommy v Brian Gregan



Across

5. A substance found in foods like bread, sugar, potatoes
- CARBOHYDRATE
6. Approximately - THEREABOUTS
8. Hard - DIFFICULT
10. The top of something - PEAK
11. Global - INTERNATIONAL
12. Calculated - MEASURED
13. Trust - CONFIDENCE
14. To recollect - REMEMBER

Down

1. Power - STRENGTH
2. Tell the difference - SEPARATE
3. A unit of measuring distance - METRE
4. Almost certainly but not definitely - PROBABLY
7. Increase in speed - ACCELERATION
8. Not similar - DIFFERENCE
9. A type of organisation - INSTITUTE

Student Worksheet 5.2

Tommy's Recipe for Success

- a) Before you listen to the penultimate (second last) section of the documentary (clip 11) which lasts for 3 minutes, **read** the five statements. **Tick** whether you think the statement is true or false using the boxes on the left. We have done the first one to help you.
- b) **Listen** to the clip and while you listen, answer the questions again, using the boxes on the right.

My answers <u>before</u> listening		Statement	My answers <u>while/ after</u> listening	
True	False		True	False
√		Tommy spent 7 days in hospital for his kidney surgery		√
		Tommy's father, Paul, is in a group of low responders		
		Only 27 (of the thousands) human genes were used to check how Tommy's family respond to exercise		
		Tommy's mother is more likely to be an athlete than his sister Hannah		
		According to the DNA tests Tommy's brother David is far more likely to be an athlete than Tommy		
		Tommy is considered to be the endurance athlete of the family, according to the DNA tests		
		Endurance training is very important in rugby		
		Tommy believes that physical fitness and ability is more important than mental toughness and dedication		

- c) **Count** how many answers you got right. Then, in pairs or small groups, **discuss** what you learned from listening to this clip. Having seen most of the documentary, **read** the list of terms below which relate to personal qualities. **Identify** any **three** qualities which you believe have contributed to Tommy Bowe's athletic success. **Use** those words in a paragraph describing him. **Back up** each quality with an example.
- d) Having seen most of the documentary, **read** the list of terms below which relate to personal qualities. **Identify** any **three** qualities which you believe have contributed to Tommy Bowe's athletic success. **Use** those words in a paragraph describing him. **Back up** each quality with an example.

Teacher Solution Sheet 5.2

Tommy's Recipe for Success

My answers before listening		Statement	My answers while/ after listening	
True	False		True	False
√		Tommy spent 7 days in hospital for his kidney surgery		√ He spent 9 days there
		Tommy's father, Paul, is in a group of low responders	√	
		Only 27 (of the thousands) human genes were used to check how Tommy's family respond to exercise	√	
		Tommy's mother is more likely to be an athlete than his sister Hannah		√ (Hannah is more likely)
		According to the DNA tests Tommy's brother David is far more likely to be an athlete than Tommy	√	
		Tommy is considered to be the endurance athlete of the family, according to the DNA tests		√ David is
		Endurance training is very important in rugby	√	
		Tommy believes that physical fitness and ability is more important than mental toughness and dedication		√ He thinks mental toughness and dedication are very important.

Student Worksheet 5.3

The Final Scene

Watch the final 5 minutes (Clip 12) from the documentary.

Imagine that you are a sports commentator.

Write a script, telling the story of what happened

Perform the script for another student

Note what you enjoyed in each performance

You Must

Write a minimum of three sentences for each image

Write in the style of a sports commentator

Give the facts and **convey** the mood (excitement/ disappointment/ high emotion of this sporting occasion.)

Write and then speak a script, telling the story of what happened

Catch and hold the attention of your audience by varying your tone.

Finish your commentary with the unexpected turn of events.





















Student Worksheet 5.4

What I learned...



Think about and discuss what you have seen and learned while watching this documentary
When you are ready, write a few sentences about your learning, using the headings below

Tommy Bowe...

Rugby and sport in general

Nutrition

Nature v Nurture



Classroom Based Assessment 1 (Oral Communication) - Teacher Guidelines

At the end of second year students prepare and deliver an ORAL COMMUNICATION. The Tommy Bowe documentary may inspire this work. Students may prepare an oral communication about **Tommy Bowe** OR a **sports star** OR a **hero of their choice**.

In preparation, students will:

- Choose a title, perhaps with your guidance
- Do research
- Choose a format
- Plan, draft, edit and finalise their work
- Practise presenting
- Present their topic, either as an individual or as a group
- A student reflection note must be completed for an oral communication (see NCCA Guidelines for the Classroom-Based Assessments and Assessment Task)

NB Some students will prefer to work alone, others will choose to work in a group. Three is a good number for a co-operative group. In groups, they should assign roles, for example, researcher, note-taker, timekeeper, information-checker, liaison with outside agencies (telephone calls and emails), illustrator etc.

The skills learned in all these lessons are transferable and will support student development for oral communication across a range of formats and topics.

Your Oral Communication CBA 1

Your final project will be an oral communication.

You must **research**, **plan**, **draft** and **edit** it. Practise aloud until you are fluent and comfortable.

Finally you will **present** it. Below are key areas and skills you have developed across this unit of work that will assist you when creating your Oral Communication CBA1

Research

- **Use key questions** to guide your research. Where did this person grow up? What was their first major achievement etc?
- Use **reputable sources** and **double check** your information with other sources (avoid Wikipedia if possible)
- Consider doing your own research through a **survey** to find out what other people think/ say about this person
- Research can include **interviews**. You could interview your hero (if possible) or someone who knows them.

Preparation of your presentation

Remember planning is very important. For example in this unit you used the RAFT structure to prepare your work.

Role of the Writer – to inform people about a hero/ person who inspires you and explain why

Audience – Your classmates/ teacher

Format – A presentation. One of the four possible formats (see page 5). You may use technology to help you, flash cards, pictures or even a prop. You decide how you want to do it and then tailor your speech accordingly

Topic – A Hero. A topic inspired by the knowledge and/ or skills you have learned in your study of this documentary.

Drafting/ Redrafting Process

Do a **first draft** using the notes from your research (Bullet points are fine at this stage)

Organise this into a logical order with headings for each section (e.g. early life, major achievements)

Practise by speaking aloud, making changes or deleting points that you don't need

Time yourself (you're aiming to speak for three minutes)

Get someone else's **feedback** and **revise** according to what you hear from them

When you are happy, **practise** until you are comfortable that you can speak naturally

Decide which props (pictures, music, newspaper clips) are most likely to capture your audience's attention and enhance your oral communication

Student Worksheet: Planning Sheet

Profile of a hero– Planning Sheet

Hero's Name _____ Best known for _____

Nationality _____ Country of birth _____

Age/ Date of birth _____ Education _____

Family _____

First major achievement

Other major achievements

Personal Qualities

Challenges they faced and how they overcame them

Why you admire this person/ how they inspire you

Interesting (lesser-known) facts

Something interesting/ important they have said

One thing someone else has said about them

Recent News and updates

Sources (books/ papers/ websites/ interviews/ surveys)

Student Worksheet: Oral Communication Organiser

Directions:

Plan your oral communication by writing key words or short phrases in the relevant sections below. Use this to create the **first draft**.

Practise this in front of another student/ relative and get their feedback. Now you can **edit and redraft** your final oral communication.

Topic: _____

Introduction (mention the name of the person you're talking about)		
Mention Point one (Introduce them)	Give more details / back up point	Give an example to support the point
Mention Point two (a more detailed point)	Give more detail/ back up point	Give an example to support the point
Mention Point two (a final interesting detail)	Give more details / back up point	Give an example to support the point
Conclusion Refer back to the beginning – include a memorable quote here – something which sums up that person; it could be inspirational, funny etc.		

Student Worksheet: Peer Assessment Sheet

This may be done between the drafting and final draft stage

Name of student completing this form _____

Name of student doing the oral communication _____

1 Positive Aspect

1 Tip for Improvement

Introduction

Speaking skills

Eye contact and body language

Props/ Other materials used

Conclusion

Evidence of Research

Student Worksheet: Self-Assessment Sheet

When you have made your oral communication, write a paragraph under **two** of the headings below. This will help you to prepare your official REFLECTION SHEET for the ORAL CBA

Name _____

Date _____

One important thing I learned in doing this task:

How the documentary helped me in my research:

What a listener would enjoy most about my work on this topic

How I worked with classmates to improve my writing and speaking (If applicable)



Appendix - Oral Communication Template for Student Reflection Note

This is the official REFLECTION SHEET which every student must fill in following the oral communication.

SCHOOL		STUDENT	
TITLE			
The part I played in communication and preparation, including material used/accessed			
Personal reflection on the Oral Communication			
One important thing I learned from doing the task:		Things I would change or try to improve on:	
Student		Teacher	Date

Appendix - Features of Quality (NCCA)

Assessing Oral Communication

Features of Quality

Key Features of Quality in support of student and teacher judgement for Oral Communication are described here. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear appreciation of purpose and register, and the work is praised for its consistency. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

Appendix - Features of Quality (NCCA)

Students will complete Oral Communication towards the end of year two and expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage of junior cycle. The features of quality are used to assess the level of student achievement **only** at the moment of the Classroom-Based Assessment.

Features of Quality for Oral Communication
Exceptional The student's communication is remarkable for its fluency and its control of material used. The communication is imaginatively shaped to a very clear purpose. The student's engagement with the audience/listener is compelling and sustained.
Above expectations The student's communication is clear and convincing, and material has been very well chosen. Communication is fully shaped to its intended purpose. Engagement with the audience/listener is highly effective.
In line with expectations Communication is clear and convincing for the most part, showing knowledge of the subject of the communication. Communication is shaped to a purpose. Engagement with the audience/listener is reasonably well sustained.
Yet to meet expectations Communication is unconvincing although some knowledge of the subject of the communication is shown. The purpose of the communication is often unclear. Engagement with the audience/listener is haphazard or poorly sustained.

Appendix - Features of Quality (NCCA)

Levels of achievement for the Classroom-Based Assessments

The Classroom-Based Assessments are Common Level assessments, therefore students are not required to indicate their intention to take the state-certified examination in English at Higher or Ordinary Level at this point in their junior cycle. The teacher bases the level achieved by the student in each of the assessments on the relevant Features of Quality set out in these guidelines.

Deciding on the level of achievement

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use 'on-balance' judgement. Features of Quality are set out for each of four level descriptors – *Exceptional*, *Above expectations*, *In line with expectations*, and *Yet to meet expectations*.

While it is anticipated that most student work would be judged to be *In line with expectations* or *Above expectations* and that much less would be judged as *Exceptional* or *Yet to reach expectations*, it is not envisaged that schools would limit the allocation of students to the four level descriptors based on a fixed quota system. The decisions about which descriptors are appropriate would be based on the teacher coming to a judgement about the student's work matched against the Features of Quality.

While it should be noted that none of the descriptors imply faultless achievement, evidence of work for the award of *Exceptional* should closely match the criteria for that level within the Features of Quality.

In cases where it is not clearly evident which descriptor should apply, the teacher looks for the evidence in the student's work on the Classroom-Based Assessment that best matches a particular descriptor. This 'best-fit' approach allows teachers to select the achievement level that 'on-balance' describes the work being assessed. Teachers develop this skill through ongoing discussions with the students themselves and with other colleagues through the Subject Learning and Assessment Review. The Subject Learning and Assessment Review meetings will assist teachers in developing their own knowledge and skills through professional discussion with the purpose of arriving at a shared understanding of standards and expectations. This understanding is most likely to be developed when teachers come together to reflect on the quality of their own students' work informed by the curriculum specification, guidelines and other support material including annotated examples of students' work provided by the NCCA.

http://www.juniorcycle.ie/NCCA_JuniorCycle/media/NCCA/Oral-CBA-Features-of-Quality_1.pdf



Discussion Cartoon

 I THINK.....	BUT WHAT IF..... 
OK, BUT NOW I THINK... 	 WHY DO YOU THINK THAT, WHAT EVIDENCE DO YOU HAVE?
 NOW I THINK... BECAUSE...	

WWW.BITSTRIPS.COM

Key word/ Literacy Template

New words which I was able to work out from the context		Words which I heard but I still didn't understand and had to look up	
Word	Meaning	Word	Meaning



My thoughts

3 things I learned were:

- 1.
- 2.
- 3.

1 question I still have is:

Two things I would like to know more about are:

- 1
- 2

I can learn more about this by:

After watching this I think that



Curriculum Links

Students will engage with the following **Learning outcomes** from the **Junior Cycle English Specification**

ORAL LANGUAGE

- 4. Listen actively in order to get the gist of an account or presentation noting its main points and purpose
- 5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes
- 12. Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts

READING

- 3 Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate
- 9 Identify, appreciate and compare the ways in which different literary digital and visual genres and sub-genres shape texts and shape the reader's experience of them

WRITING

- 3. Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read
- 6. Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content
- 7. Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images

LEARNING INTENTIONS

Generated from the **Learning Outcomes** are simply stated for the student at the beginning of each lesson, so that students are clear about what they will learn and be able to do at the end of the lesson.

