



Sports and the Real World

By: Amanda Martin
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Sports
Grades 6–8



Introduction

Have you ever wondered if sports are important in the real world? Are the two connected? Students will analyze the character traits that athletics develop and determine if those traits are important in the real world.

Learning Objectives

Students will write arguments to support claims with clear reasons and relevant evidence.

[\(CCSS-ELA-Literacy.W.6.1\)](#)

Materials Needed

- Journals/notebooks
- Notebook paper
- Laptops/computers

Procedure

1. On the board, write the names of 4-5 different sports (for instance: football, soccer, basketball, tennis, etc.) To spark student interest in what's about to happen, ask students to vote for which sport is their favorite sport. Place tally marks on the board, etc. Then, ask students to explain why the sport they picked is their favorite.
2. Ask students what these sports have in common. Ask for a few student volunteers to share out loud. Discuss these answers as a class. Then, have students work in small groups to find answers to the following question: *What character traits are taught through playing these sports (determination, perseverance, team work, respect for peers, etc.)?* Students should record their answers individually in their notebooks or on pieces of paper.
3. Students will now relate sports to the real world by writing a persuasive essay. Students must answer the following question and convince others of their beliefs through strong supporting statements: *How can athletic competitions help you prepare for challenges in life?* The essay format should be:
 - Introduction
 - Body paragraph 1
 - Body paragraph 2

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- Body paragraph 3
- Conclusion

Each body paragraph must include information found during their group's research. Student essays should be graded using the rubric below.

Evaluation

Please use the following rubric to evaluate each student's essay.

Sports and the Real World	3 (Excellent)	2 (Okay)	1 (Not Quite)
The student includes an introductory paragraph.			
All supporting evidence from group work is present.			
The student includes a paragraph of conclusion.			
The student uses complete sentences with appropriate capitalization, grammar, and punctuation.			