

# MATT DANCING AROUND THE WORLD

## LESSON PLAN

**Teacher:** Kremena Radoeva (a teachers at Peyo Yavorov Language School, Silistra, Bulgaria)

**Age of students:** 14 years

**Level:** Intermediate and above

**Lesson:** Matt dancing around the world

**Teaching aids and materials:** a multimedia projector and a screen, a PC with an Internet connection, a copy of worksheets 1,2 and 3 for each group, 2 videos, a padlet (wallwisher) webpage for quick reference to the links which also include, a voki introduction to the lesson and a pixton comics

<http://padlet.com/wall/phg0u6e56y>

**Background of the group:** 8th class at a language school – second term; English is their first foreign language

**Main aim:** to develop students' listening and speaking skills

The lesson also aims to offer variety to the English lessons and keep students motivated, engaged and focused through the use of a game, song, dance videos and personalized digital products; to work towards group-work efficiency and building up a better team spirit, **Starting a class or a school project** can also be an aim of the lesson.

<b>WHAT</b> Stage / Procedure	<b>WHY</b> Objectives	<b>HOW</b> Interaction pattern	<b>Timing</b>
<b>Activity 1 – a Game</b> 1. Play the voki link (Who am I) from the padlet webpage <a href="http://padlet.com/wall/phg0u6e56y">http://padlet.com/wall/phg0u6e56y</a> <a href="http://padlet.com/wall/phg0u6e56y/wish/7976407">http://padlet.com/wall/phg0u6e56y/wish/7976407</a>	1.The cartoonized Matt introduces himself and the topic of travelling for pleasure; <b>aims:</b> raising interest; listening skills	1.Students listen to a recording	2 min
2. Introduce the next activity.	2.Explain that after the video which the Ss will watch, in groups of fours they will fill in a table with a list of countries. Based on their memories of the video, Ss will have to mark if Matt has been to every country on	2.T to Ss	1 min

<p>3. Play the YouTube video : <b>Where the Hell is Matt (2008)</b> from the padlet or from <a href="http://www.youtube.com/watch?v=zIfKdbWwruY">http://www.youtube.com/watch?v=zIfKdbWwruY</a></p> <p>4. Introduce the betting game and let Ss fill in worksheet 1 in their groups of 4</p> <p>5. Feedback - Check answers with the whole class.</p> <p><b>Activity 2 – Listening comprehension</b> 1. Introduce the task</p>	<p>worksheet 1, which you will give out after them watching the video. This is an activity in which even the students who do not feel confident about their English can participate actively</p> <p>3. to provide the video material on which the memory game will later be based <b>aims:</b> watching for pleasure and to be able to do a memory game</p> <p>4. Hand out a copy of worksheet 1 to each group and carefully read together the instructions provided in the task. Study the spreadsheet in advance so as to be able to explain in simple words the betting game. In the groups, Ss fill in their answers in the table. While they are working, explain that if they make any corrections to their initial answers, you have to sign the corrections. This will prevent them from cheating by changing their guesses once the correct answers have been provided during the feedback stage. <b>Aims:</b> playing a game for fun, practice of language for arithmetic operations</p> <p>5. Students check their answers and do the calculations of the results of their group: For their correct answers students transfer the points they have betted to the <i>Points Won</i> column of their group’s worksheet, for the wrong guesses – to the <i>Points Lost</i> column. Then, they work out the <i>Total points lost and won</i> row and finally – their <i>Final total</i> <b>Aims:</b> practice the language for arithmetic operations</p> <p>1. Hand out a copy of <b>worksheet 2</b> to each group. Explain that the Ss will watch a video of Matt speaking on how he got all these people to dance with him. Allow the</p>	<p>3. Ss watch and listen in their groups</p> <p>4. Ss work in groups of 4</p> <p>5. Whole class and Ss work in their groups</p> <p>T to Ss</p>	<p>5 min</p> <p>3 min</p> <p>3 min</p> <p>1 min</p>
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<p>2. Play the second video <b>How the Hell Did Matt Get People to Dance With Him?</b> – from the padlet or from YouTube directly  <a href="http://www.youtube.com/watch?v=ue1GZ4IUFIU&amp;feature=relmfu">http://www.youtube.com/watch?v=ue1GZ4IUFIU&amp;feature=relmfu</a></p> <p>3. Listening Game</p> <p>4. Feedback and calculations</p>	<p>Ss some time to read the questions within the groups.</p> <p>2. To provide Ss with the listening materials  <b>Aims:</b> to listen for detail</p> <p>3.Ss fill in worksheet 2. Again sign corrections.</p> <p>4.Check answers with the whole class. Ss sum up their group’s points</p>	<p>2. Ss listen in their groups</p> <p>3.Ss work in their groups</p> <p>4. Whole class and Ss work in their groups</p>	<p>6 min</p> <p>2 min</p> <p>2 min</p>
<b>Activity 3 – Speaking</b>			
<p>1. Introduce the task.</p> <p>2. Speaking</p> <p>3. Teacher’s feedback and assessment (can be done during the previous stage too)</p> <p>4. Calculations and rounding off of the results and the game</p>	<p>1.Give out copies of Worksheet 3 to the groups. Assign a different question to each group. They have 3 minutes to prepare the answers within the groups. Each group appoints a spokesperson.</p> <p>2. The spokespersons deliver a short talk each, answering their groups question.  <b>Aims:</b> to develop speaking skills</p> <p>3. Each group gets 10 to 50 points on the talk delivered. (Be flexible and make your own decisions on how many points to assign to each task, depending on your choice what skill would weigh the most in the <i>Grand total</i>).</p> <p>4.Students sum up the points from all their tasks (an opportunity to practice vocabulary about numbers and arithmetic operations) and call out their <i>Grand total</i>.  T. announces the group winning the game</p>	<p>1.T to Ss and Ss work in groups</p> <p>2.Spokespersons to whole class</p> <p>3.T to whole class</p> <p>4.Ss work in groups</p>	<p>4 min</p> <p>20 min</p> <p>3 min</p> <p>2 min</p>

<p><b>Activity 4 - Follow-up</b></p>	<p>and rewards them accordingly.</p> <p>Under video 1 in YouTube there is a link to Matt's website <a href="http://www.wherethehellismatt.com/">http://www.wherethehellismatt.com/</a>. If time, the T can show it to the students and browse through its content. Show them where the link to Matt's contact details is.</p> <p><b>Your students might decide to invite Matt to the place they live in and this lesson might grow into a memorable class/school project.</b></p> <p><b>Aims:</b> to raise Ss' interest to embark on a new class project</p>	<p>T to Ss</p>	<p>2 min</p>
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**Answers:**

Key to the betting game: *Matt hasn't been to the Czech Republic, Serbia, Norway and Switzerland.*

Key to the listening task : 1.F    2.T    3.F    4.F    5.T    6.F    7.F    8.F    9.F  
10.T    11.T    12.T

**Note:** The time specified in the lesson plan is the minimum amount of time you will need for the activities. I have managed to do the lesson once within one period/class with 10<sup>th</sup>-graders at a language school. However, later I allowed the lesson almost two classes with 8<sup>th</sup> graders. The latter was more enjoyable as a lesson as there was no rush to finish on time – the students and the teacher feel more relaxed and take their time to enjoy the activities. If the lesson is done within two successive classes, a break is possible after Activity 2.

<http://padlet.com/wall/phg0u6e56y> - lesson links

**Worksheet 1 Where the Hell is Matt (2008)** <http://www.youtube.com/watch?v=zlfKdbWwruY>

*Below is a list of countries. Some are the ones Matt danced in on his tour in 2008, and some he did not dance in. Try to remember from the video you saw if the following countries featured on his tour map (+) or not (-), then bet a minimum of 10 points up to a maximum of 50 on your choice.*

	<b>Did Matt dance in ...</b>	<b>Matt was there</b>	<b>Points bet</b>	<b>Points lost</b>	<b>Points won</b>
1	The Netherlands				
2	Northern Ireland				
3	Argentina				
4	Poland				
5	The Czech Republic				
6	Tonga				
7	Serbia				
8	Yemen				
9	Jordan				
10	Quebec				
11	Norway				
12	Switzerland				
13	Morocco				
	Total points lost and won				
	<b>Final total</b> (subtract total points lost from total points won)				

## Worksheet 2

## How the Hell Did Matt Get People to Dance With Him?

<http://www.youtube.com/watch?v=ue1GZ4iUFiU&feature=relmfu>

*In your groups decide if the statements are true or false. If they are incorrect, correct the information in them according to what you have just heard. (50 points for each correct answer)*

Comprehension questions	True	False
1. Matt got exactly 2387 people to dance with him in front of sights around the world in 2008		
2. 30 million people around the world watched the video in the Internet.		
3. He makes the dance videos just for fun and no pay.		
4. He thinks he is a good, interesting dancer and given the chance, he would rather dance by himself, without the crowd dancing around him too.		
5. 25,000 people have signed up to dance with him.		
6. In his dance around the world project he is helped out by his wife Melissa		
7. In his speech he says he and Melissa divide equally between them the work, fame and money related to the tours.		
8. Dancing shoots take hours to do.		
9. There are always no fewer than 200 people from a specific place who have signed up to dance with him.		
10. It is easier to get kids to dance with him rather than adults.		
11. It is usually <i>take 2</i> which ends up in the video.		
12. He doesn't get much mail from some places he wants to present to the world too, such as the Island of Tonga and the entire continent of Africa.		

### **Worksheet 3**

*Each group will get a question to answer. Discuss the answer in the group, jot down ideas if you need to. Then the group's spokesperson will present a short talk in front of the whole class.  
(Your group will get from 10 to 50 points for the talk of the spokesperson)*

1. Talk about how successful Matt is in what he does.
2. Explain why Matt started making videos in which people danced with him in front of famous tour sites or interesting places from around the world.
3. How does he do it? Explain how he organizes the dance shootings in a place somewhere in the world?
4. Talk about why people get involved in his dance shoots?
5. How does Matt help the local communities he goes to (the kids, for example).
6. Describe the people who get involved in his dance videos – age, appearance.