

This classroom activity introduces students to the context of the performance task. This ensures that students are not disadvantaged in completing the skills the task intends to assess. Contextual elements include understanding the situation of the task, potentially unfamiliar concepts associated with the situation or setting, and key terms or vocabulary students will need to understand in order to engage with the performance task. This classroom activity is also intended to interest the students in the task they are to complete. This activity should be easy to implement and contains clear instructions.

Please read through the entire classroom activity before beginning the activity with students. This will ensure that all classroom preparation is completed before the activity begins.

**Resources Needed:**

- Chart paper, whiteboard, or chalkboard
- Markers or chalk

**Learning Goals:**

- Students will understand basic aspects of a baseball team
- Students will understand the key terms:
  - **Coach:** a person who leads and directs a team

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

[**Purpose:** The facilitator's goal is to introduce the students to concepts of baseball.]

**Facilitator says:** "Today we will talk about a sport that may be familiar to some of you. The sport we are going to be talking about is sometimes referred to as 'America's Favorite Pastime.' Do any of you know what this sport may be?"

[Pick a student volunteer to share.]

**Facilitator says:** "The sport that is called 'America's Favorite Pastime' is baseball. Have any of you played baseball before? Raise your hand if you have played baseball before."

[Let students raise hands.]

**Facilitator Ask:** "What are some things that come to mind when you think of baseball?"

[Pick a few student volunteers to share.]

**Facilitator says:** "We are going to talk about what you need to play baseball now. Let's make a list of the things we need to play baseball."

[Write the word "Baseball" on the board.]

**Facilitator says:** "What is one thing that you cannot play baseball without?"

[Pick a few student volunteers.]

[Write the student responses on the board. If all answers listed below are not present, add to the list.]

**Possible answers (*unscripted*):**

**Baseball:**

- gloves
- baseball
- bat
- team
- coach
- field
- umpire
- uniform
- cleats
- bases

**Facilitator says:** "Those are all great responses!"

**Facilitator says:** "If you have played little league before, you have had a baseball coach. Does someone want to tell me what a coach does?"

[Write the word "coach" on the board.]

[Pick a student volunteer.]

**Facilitator says:** "A coach is kind of like the teacher for the team. He or she help direct the baseball players and show them how to best play the game. Sometimes, a team will have more than one coach."

**Facilitator says:** "A coach normally makes sure that all players have the right equipment, and the team has what it needs to be successful. This includes having extra baseballs to practice with, an area to practice, and the right number of players on each team. Coaches are very important if you play little league or even the big leagues!"

**Facilitator says:** "Now that we have discussed baseball, you are now ready to start your performance task."

[Collect all notes from students and remind them they cannot be used during the performance task.]