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Lesson Plan for El equipo fantasma

Objectives:

1. include activities in each class for speaking and listening
2. provide scaffolding when needed
3. create connections between out of class and in class work
4. allow space in the schedule for scuba diving

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Audio and transcript can be found here:

<http://radioambulante.org/transcripcion/transcripcion-equipo-fantasma>

What follows are some general ideas on how to use a Radio Ambulante episode in a college level, 5th semester classroom.

For a 13 minute recording, and at the beginning of the semester, I usually spread out the episode over three 50 minute class periods. Strategies will vary, of course, based upon your class contact time as well as the level of your students

Active learning:

In order to design pedagogy for active engagement in learning teachers must pose challenging problems, encourage significant discussion between students about the problem, allow sufficient time for students to wrestle with the problem and work through its multiple facets, and, finally, appropriately intervene at those times when students stray too far from the point or need further explanation or information.

Active learning exercise ideas:

<http://www1.umn.edu/ohr/teachlearn/tutorials/active/strategies/index.html#shared>

## Day 1

### Warm Up Activity (5 minutes):

#### Establishing context:

- Write September 11 1973 on the board and ask students if they know the historic significance of this date in Latin America. Add additional clues if needed.
- Write *El Mundial, fútbol, Selección, equipo, FIFA, cancha* and other soccer terms. Explain 9/11/1973 in relation to the World Cup of 1974

### Speaking activity (15 minutes):

#### Small group work:

- Distribute copies of or project [this picture](#).<sup>1</sup>In groups of 3 or 4, have students describe what they see. Circulate throughout the room to answer questions and help w/ vocabulary. Ask the groups what seems out of place, unusual, strange about this picture. (5-7 minutes)  
Ask groups to report out. Follow up with discussion as needed.
- *Speaking/ Listening Strategy:* encourage student to incorporate other groups' comments with their own when they report out. (Example: "Similar to #1 group, our group also talked about X but in addition we mentioned Y," or, "#3 group saw X but we did not, instead we saw Y and Z") (5 minutes)

### Listening activity (25 minutes):

#### Pre-listening:

- Write the titles of the audio files on the board. Ask students to listen and to be ready to explain to your partner how these sounds make you feel and how those feelings compare and contrast with one another. You will hear each audio file once.

#### Listening:

- *Listening Strategy:* Explain that they may not understand all of the words of these recordings, and that is okay. Encourage students to close their eyes as they listen the first time through. When done, immediately write down first thoughts about

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<sup>1</sup> "Guards at the National Stadium," September 1973, Marcelo Montecino (photographer)

the recordings in English or in Spanish. The 2nd time, listen with eyes open and write down key words or ideas. Compare your first and second listening notes. How was listening with eyes closed/open different in any way?

### Listening Selection 1:

- El derecho de vivir en paz de Victor Jara (1971) (4:30)  
<https://drive.google.com/file/d/0B2ELtJ1W38WaczJoWXBXNGJic1E/view?usp=sharing>
- Los bandos de las Fuerzas Armadas Chilenas (September 1973): (4:30)  
<https://drive.google.com/file/d/0B2ELtJ1W38WaSINUOFotNFRKUjg/edit?usp=sharing>

### Listening Selection 2:

- *Listening Strategy:* Explain that there will be two voices: one is an excerpt of Carlos Caszely from later in the recording, the other is the host of the show, Daniel Alarcón, framing the story for the audience. Play 2x. Ask for feedback/ questions.
- [0:00 - 0:44 "Fue muy muy ridículo a nivel mundial..... hasta "el fútbol, la política y la selección chilena"]

### **Post-listening:**

- Brainstorm in small groups or with partners:
  - what the episode is going to be about
  - a list of 7-10 vocabulary words (in Spanish) that they think will be in the episode. (this will be collected)
  - the meaning of the title "El equipo fantasma" (this will also be collected)

Ask a couple of groups to report out, ask others to comment. Collect papers.

### **Wrap Up and Tarea:**

#### **Establishing Context:**

- The narrator (Denis Maxwell) is telling the story of the Selección Chilena, the Chilean national soccer team, also called La Roja. The date is September 1973 and they are preparing for the Mundial of 1974.
- Also included: Carlos Caszely, one of the players from that team.

- Create a list of vocabulary words (use [the transcript](#) and make a list based upon your students' needs)

### Assignment:

1) Listen to [0:00 to 4:07] of *El equipo fantasma* at least 2 times.

- Listening Strategy: Encourage students to use headphones and to find a quiet space w/o distractions. Listen all the way through at least once. Encourage students not to translate into English. Remind students not to focus on individual words. Get the general idea of the piece and be ready to bring questions/ discuss in Spanish for next class.
- Free write: After listening as many times as you wish, spend 2 minutes writing, in Spanish, what you heard. What did you understand? Where do you need further clarification? Don't worry about grammar, spelling. Incomplete sentences are fine. Bring this to class and be ready to share this with others in class.

2) Listen to [4:07 -6:04] first without and then with [the attached transcript](#)

- Listening strategy: While this is a shorter excerpt, it is still challenging. Encourage students to take notes while listening w/o the transcript the first time through. Compare those notes with the transcript.
- Free write 2: After listening, spend 2 minutes writing, in Spanish, what you think you heard. What did you understand? Where do you need further clarification? Don't worry about grammar, spelling. Incomplete sentences are fine. Bring this to class and be ready to share this with others in class.

3) Watch and listen to the 2:10 mark [this documentary \(El Estadio Nacional\)](#) on YouTube.

- Listening journal: Write about this listening activity (in English) in your journal What worked? What did not? What was hard? What was easy? How many times did you listen? Should be ready to come to class and talk about the process of listening. Be ready to talk about this in class.

Note to teacher: Take the lists of 7-10 words that the students made and create a [wordle](#) out of them to bring to class.



## Day 2

### Warm Up Activity (5 minutes):

- show students the [Wordle](#) created with their anticipated vocab words. In small groups have them discuss, now that they have listened to the first part of the story, if this is still accurate. If so, why, if not why not.

### Speaking activity (15 minutes):

- move students into (different) small groups and ask them to share their first free writes with one another. Remind them that the idea is not to worry about every single word but to understand the gist of the story. Can they help each other with the parts they do not understand? (5 minutes)
- repeat this activity with the second section. It may be helpful to write some of the key names on the board while they are reporting out (5 minutes)
- have one person from each group move to another group and report out what their group discussed. Show new groups [this image](#) and the quote (below) while asking them to synthesize the story thus far using this image. (5 minutes)

*Jorge Montealegre: Los ojos del mundo estaban mirando a Chile, la dictadura...El símbolo de un estadio como campo de concentración era una pésima propaganda, digamos, para la dictadura. O sea, recorrió el mundo el estadio como metáfora de la dictadura chilena.*

### Listening activity (25 minutes):

#### Pre-listening:

- Ask students to brainstorm what they think is going to happen next. Will the “Unión Soviética” show up and play the qualifying round? What about the 7,000 prisoners that are hidden in the Stadium? Other questions.

#### Listening:

- Explain that the prisoners were moved (show a picture of the region described as “al norte de Chile, a Chacabuco, a una salitrera en pleno desierto de Atacama.”)
- Ask students to pull out a sheet of paper and be ready to draw what they hear. Tell them to draw a soccer stadium. Give them the following vocabulary: la cancha, el árbitro, el pitazo, el arco, el arquero, mediocampo/mediocampista, rematar, balón [Play 6:33 -8:31]

### Post-listening

- Have students compare their drawings with one another. Then show them one or both of these clips (actual footage). Discuss.

El gol fantasma : <https://www.youtube.com/watch?v=ISQOqcQUIyY>  
<https://www.youtube.com/watch?v=KvMi0cXaZDI>  
(in color)

### Wrap Up And area:

#### Establishing Context:

- The end of this episode focuses on Caszely and the choices he made as a member of a team at a time when he was opposed to the recent changes in his country's government.
  - It also talks about his retirement (su despedida), which happened when Pinochet was still in power.
1. Students will be asked to finish listening to the episode, write in their Listening Journals, and also think about their answer to a question. [8:31- 13:00]<sup>2</sup>
    - a. give students the option of listening with the transcript or without. In either case the students need to report in their *Listening Journal* about the process.
    - b. Give students needed vocabulary: la cueca (others?)
    - c. Question: What would you do if you were asked to represent your country at the international level, but you did not believe in your government? Bring your answers to class.
  2. Lea este poema escrito por Victor Jara Fue escrito mientras él estuvo preso en el Estadio Nacional. ¿Cómo afecta/ ayuda/ aumenta/ disminuye su comprensión de *El equipo fantasma*?

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<sup>2</sup> The episode ends with "La cueca de los poetas" de Violeta Parra. La canción con la letra entera se puede escuchar aquí: <https://www.youtube.com/watch?v=xHm-eFZYGIA>

## Day 3

### Warm Up Activity (5-10 minutes):

- Begin with this: ESPN 30 for 30 Caszely (1:10)  
<http://espn.go.com/video/clip?id=10804363> <sup>3</sup>
- Have students do a 1 minute free write, in Spanish about what you understood happened in the episode you heard last night. When done, find two other people with whom to share and comment.

### Speaking activity (25 minutes):

- Review responses to homework questions: you may wish to project the words to Jara's poem as well this [image of Pinochet](#) to facilitate conversations. Start in groups of three, after 3-4 minutes have one person from each group move to the next group to share what that group discussed. Repeat 2 x and then discuss as a larger group.
- Return to the title of the story. Share with the class some of the guesses that were given on Day 1 about what they thought the title meant. How has their understanding of the title changed?
- In small groups: El Estadio Nacional todavía existe en Santiago. Fue renovado y renombrado muchos años después del golpe y es considerado como un monumento histórico nacional
  - i. Piensen en otros monumentos históricos que conmemoran eventos trágicos/históricos/ catastróficos. Compara el uso cotidiano (rutinario) de estos lugares con el uso del estadio nacional hoy en día ¿Qué opinan Uds?
  - ii. Vean este reportaje de la televisión chilena de 2011. El concierto tuvo lugar en el estadio. ¿Comentarios?

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<sup>3</sup>The entire 30 for 30 episode on YouTube: <https://www.youtube.com/watch?v=kOQpcGYa9Vw>

PRI: Denis Maxwell in English :The Soccer Match that Disgraced Chile”  
<http://www.pri.org/stories/2013-09-11/soccer-match-disgraced-chile>

Mirar y describir este imagen pensando en lo que has aprendido por medio del contenido del episodio, la poesía de Jara y la música de Parra .

El Estadio Nacional todavía existe en Santiago. Fue renovado y renombrado muchos años después del golpe y es considerado como un monumento histórico nacional

- b. Piensen en otros monumentos históricos que conmemorian eventos trágicos/históricos/ catastróficos. Compara el uso cotidiano (rutinario) de estos lugares con el uso del estadio nacional hoy en día ¿Qué opinan Uds?
- c. Vean este reportaje de la televisión chilena de 2011. El concierto tuvo lugar en el estadio. ¿Comentarios?