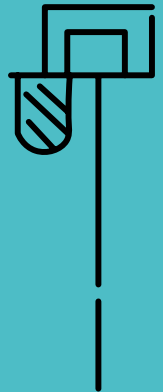
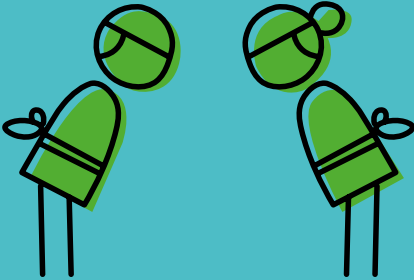
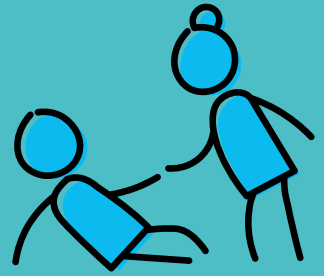
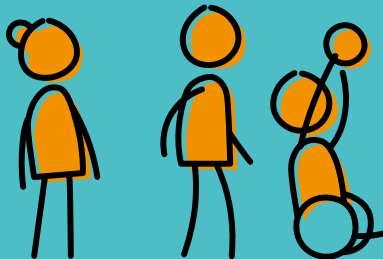


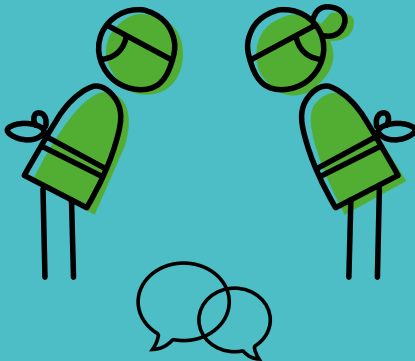
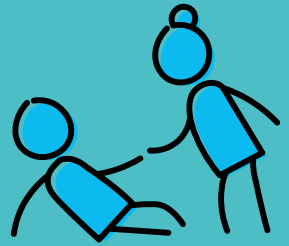
# SPORT VALUES IN EVERY CLASSROOM



Teaching respect,  
equity and inclusion to  
8-12 year-old students

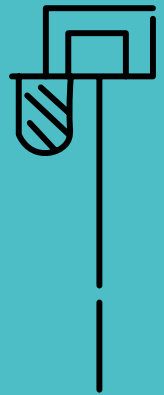


# SPORT VALUES IN EVERY CLASSROOM



Teaching respect,  
equity and inclusion to  
8-12 year-old students

**A QUICK GUIDE**



The Education Partnership

# CONTENTS

Published in 2019 by the United Nations Educational, Scientific and Cultural Organization (UNESCO), 7, place de Fontenoy, 75352 Paris 07 SP, France; Olympic Foundation for Culture and Heritage (OFCH), Quai d'Ouchy 1, 1006 Lausanne, Switzerland; Agitos Foundation, Adenauerallee 212-214, 53113 Bonn, Germany; World Anti-Doping Agency (WADA), Stock Exchange Tower, 800 Place Victoria (Suite 1700), Montreal (Quebec) H4Z 1B7, Canada; International Council of Sport Science and Physical Education (ICSSPE/CIEPSS), Hanns-Braun-Straße 1, 14053 Berlin, Germany; International Fair Play Committee (CIFF), Csörsz street 49-51, Budapest, 1124, Hungary.

© UNESCO / OFCH / Agitos Foundation / WADA / ICSSPE/CIEPSS/ CIFF 2019

ISBN: 978-92-3-100351-6

EAN: 9789231003516



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Printed in the United Kingdom by Thomas & Trotman Design

Cover photo, graphic design, cover design, illustrations, typeset: Thomas & Trotman Design

## Acknowledgements:

The Agitos Foundation, the International Fair Play Committee (IFPC), the International Council of Sport Science and Physical Education (ICSSPE), the Olympic Foundation for Culture and Heritage (OFCH), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the World Anti-Doping Agency (WADA) wish to express their appreciation to the following and many more who are not named herein:

Amapola Alama  
Ken Black  
Attilio Carraro, Erica Gobbi  
and the AIESEP research team  
Léa Cleret  
Tony Cunningham  
Ana De Azevedo  
Marcellin Dally  
Detlef Dumon  
Eva Erfle  
Michèle Garrity

Jeno Kamuti  
Rob Koehler  
Daniel Koszegi  
Nancy McLennan  
Kaitlyn Mudge  
Raluca Petre-Sandor  
Alexander Schischlik  
Kaho Shinohara  
Elizabeth Sluyter-Mathew  
Erin Tedford  
Jennifer Wong

## Members of the UNESCO Associated Schools Network who piloted the material:

Bangladesh  
Brazil  
Bulgaria  
Cuba  
Equatorial Guinea  
France  
Greece  
Laos  
Lebanon  
Mexico  
Nigeria  
Spain  
Ukraine

*In Memory of Margaret Talbot*

## 1: INTRODUCTION

..... 4

## 2: THE 3 CORE VALUES

INTRODUCTION ..... 5

OVERVIEW OF EACH VALUE ..... 6

RESPECT ..... 7

EQUITY ..... 10

INCLUSION ..... 13

## 3: THE ACTIVITY CARDS

OVERVIEW ..... 16

INSIDE AN ACTIVITY CARD ..... 17



# 1: INTRODUCTION

## FOR YOUNG PEOPLE, THE BENEFITS OF SPORT GO FAR BEYOND PHYSICAL DEVELOPMENT.

Sport enhances socialization by bringing people together and by providing a bridge between different backgrounds and individual personalities. Sport also offers a unique way of developing morally – as the values learned through participation transcend into all areas of life. Furthermore, these values and attitudes learned through sport are the underpinning of a peaceful, productive, healthy and cohesive community, which contribute to a more just world.

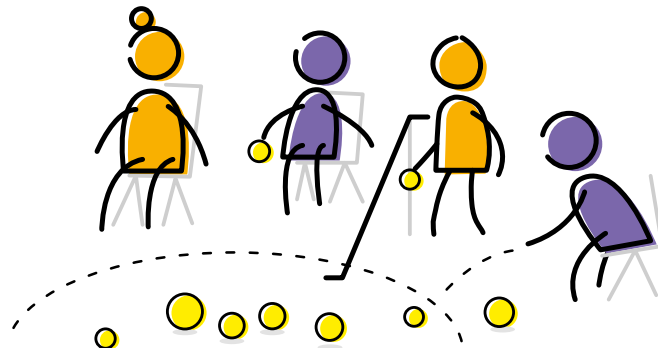
In recognition of the potential of sport, six international partners collaborated to create this resource which engages youth through movement-based classroom activities while helping teachers instil some of the core values synonymous with sport: **respect, equity and inclusion.**

The result of the project is the enclosed set of activity cards designed for you to use with your 8-12 year-old students.

The activity cards can be used in your classroom, gymnasium or outdoor space and can be used independent of – or to complement – your existing curriculum. This toolkit is meant for an international audience. We acknowledge that education practices and resources differ from one region to the next. As such, we have worked to make the activities as flexible and adaptable as possible and provide suggestions for modification of equipment and the activities themselves along the way. We encourage you to modify the lessons to suit your individual group.

We hope you and your students enjoy using this toolkit as much as we have enjoyed putting it together.

The mission of this toolkit is to assist teachers in their work to instil in children the values of **respect, equity and inclusion** through engaging activities.



# 2: THE 3 CORE VALUES



©Central College of the Lebanese Monks Jounieh

## INTRODUCTION

### FAIRNESS IS OFTEN IDENTIFIED AS A KEY VALUE OF SPORT.

It is closely connected to the concepts of 'Fair Play' and 'sportspersonship', which are all more complex than simply playing by the rules. They are concepts that speak of team spirit, equality, integrity, harmony, tolerance, care, excellence and joy.

As such, fairness encompasses many values, behaviours and skills. A fair player shows awareness for themselves and others, thinks critically and acts responsibly. Fairness is closely linked with the values of **respect, equity and inclusion.**

These three core values are widely recognized throughout the sporting community, underpin all types of sporting activities and provide a solid foundation for young people, encouraging them to conduct themselves with integrity and contribute positively to their societies. Schools and teachers have a unique opportunity to bring the values of respect, equity and inclusion into the classroom and help youth develop into ethical citizens.

## OVERVIEW OF EACH VALUE

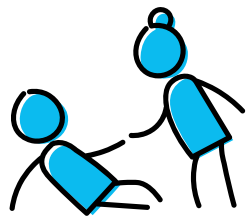
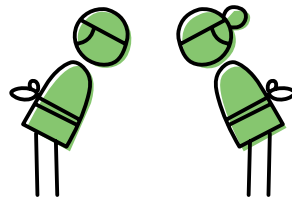
The information on the following pages is meant to help situate you with each core value before teaching the activity cards. Take the time to ensure you have a solid understanding of each value and a clear idea of the outcomes you hope to achieve before presenting the

material to students. A summary of the core competencies and learning objectives that are addressed within each activity card are also listed. Examples of assessment rubrics are provided for each value as well.

### RESPECT

**Respect is about having dignity for self and others.**

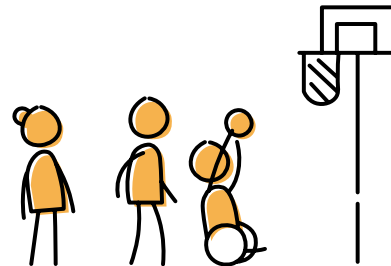
These activities aim to promote respectful behaviours, communication skills and attitudes by demonstrating care for self and others and encouraging thought about emotions, ethical dilemmas and rules.



### EQUITY

**Equity is about the opportunity for all to achieve.**

These activities focus on promoting opportunities where all can achieve their fullest potential and on understanding the importance of a level playing field.



### INCLUSION

**Inclusion is about participation for all.**

These activities aim to encourage the participation of everybody, by celebrating and appreciating diversity, by understanding inclusion and solutions to promote accessibility.

# RESPECT:

## INTRODUCTION



### PURPOSE:

To help students learn the value of respect for themselves as unique individuals, as well as for others. Lessons aim to enhance respectful communication skills, behaviours and attitudes.

### TEACHER REFLECTION QUESTIONS:

Before working with your students, you may find it useful to answer these questions as a reflection on your knowledge and beliefs about respect:

- How would you explain respect?
- What are some key words linked to respect?
- In your opinion, what are the three biggest challenges associated with respect in the community or country where you live?
- How do you think your students will define respect?
- Which student behaviours demonstrate respect?

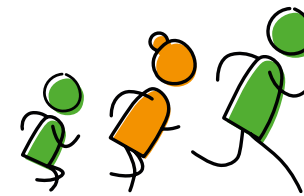
### DEFINITIONS:

The Cambridge Dictionary (2015)\* reports three different meanings for Respect:

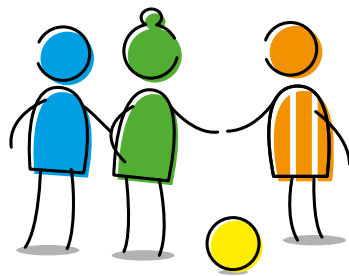
- Politeness, honour, and **care shown towards someone** or something that is considered important;
- A feeling that something is right or important and you should not attempt to change it or harm it;
- The feeling you show when you accept that different customs or cultures are different from your own and behave towards them in a way that would not cause offense.

### KEY POINTS ABOUT RESPECT:

- Every child is entitled to "receive respect for her or his inherent dignity and to have her or his universal human rights respected within the education system" (UNICEF, 2007)\*.
- Respectful behaviours include respect for oneself, for one's body, for others, for rules, for authorities and for the environment (IOC, 2012)\*.



\*See the Teacher's Companion for a complete reference list.



## ASSESSMENT:

Assessments can be created for each individual activity card or for the unit as a whole. Adapt the rubrics below to suit your needs.

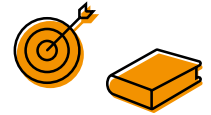
## SAMPLE RUBRIC FOR THE RESPECT UNIT AS A WHOLE:

<p>The student demonstrates a <b>basic level</b> of understanding of the concept of respect, and can remember and <b>understand basic concepts</b> related to it. <b>With support</b> or frequent reminders, the student is able to demonstrate respectful behaviours, vocabulary and gestures.</p>	<p>The student demonstrates a <b>developing level</b> of understanding of the concept of respect, and is able to <b>apply and transfer their knowledge</b> to new situations. The student can <b>demonstrate respectful behaviours, vocabulary and gestures</b> without reminders and uses them often.</p>	<p>The student demonstrates a <b>high level</b> of understanding of the concept of respect, and <b>analyzes and evaluates concepts</b>, making connections and drawing conclusions. The student <b>acts as a model</b> for others, demonstrating respectful behaviours, vocabulary and gestures frequently and naturally.</p>
---	--	---

## SAMPLE RUBRIC FOR RESPECT ACTIVITY CARD #1, DEVELOPING SELF-RESPECT:

<p>The student <b>has difficulty identifying</b> personal strengths and showing an understanding of their value and importance. The student <b>has difficulty identifying</b> that all positive traits are important and helpful no matter who possess them.</p>	<p>The student is <b>able to identify</b> personal strengths and <b>show an understanding of</b> their value and importance. The student is <b>able to identify</b> that all positive traits are important and <b>with support, can identify</b> that all positive traits are helpful no matter who possess them.</p>	<p>The student is <b>confidently able to identify</b> personal strengths and <b>show a clear understanding of</b> their value and importance in a variety of contexts. The student is <b>confidently able to identify</b> that all positive traits are important and <b>can evaluate and analyze</b> how they can be helpful no matter who possess them.</p>
--	---	--

## SUMMARY OF RESPECT ACTIVITY CARDS:



Activity Card Title:	Core Competencies:	Learning Objectives:
<b>1. Developing Self-Respect</b>	Social-emotional skills Critical thinking	<b>Identify</b> personal strengths to build self-confidence and self-respect. <b>Compare and contrast</b> different positive traits understanding that all are important.
<b>2. The Concept of Respect</b>	Social-emotional skills	<b>Identify</b> respectful words and actions that can be used in everyday situations. <b>Analyze</b> the importance of using respectful words and gestures.
<b>3. Respectful Behaviours</b>	Social-emotional skills Critical thinking	<b>Analyze and evaluate</b> scenarios involving respectful/disrespectful behaviour. <b>Demonstrate</b> respectful behaviours.
<b>4. Respectful Solutions to Ethical Dilemmas</b>	Social-emotional skills Critical thinking	Consider and <b>demonstrate</b> respectful solutions to ethical dilemmas. <b>Assess</b> how behaving with or without integrity impacts self and others.
<b>5. The Importance of Following the Rules</b>	Cooperation Critical thinking	<b>Examine and evaluate</b> the importance of following rules.
<b>6. Understanding Emotions</b>	Social-emotional skills Communication skills	<b>Develop</b> a vocabulary to name emotions. <b>Identify</b> visual cues that relate to each emotion.
<b>7. 'I' Statements</b>	Social-emotional skills Communication skills	<b>Develop</b> an 'I' statement. <b>Assess</b> the benefit of using 'I' statements in conflict resolution.
<b>8. The Steps of Conflict Resolution</b>	Social-emotional skills Communication skills	<b>Identify and demonstrate</b> the steps of respectful conflict resolution.
<b>9. The Importance of Respect</b>	Social-emotional skills Critical thinking	<b>Show an understanding</b> of the importance of respect in school and beyond. <b>Show an understanding</b> that well-being is promoted by respectful behaviours.
<b>10. Fair Play</b>	Social-emotional skills Critical thinking	<b>Demonstrate</b> fair play and its associated values. <b>Show an understanding of</b> the importance of demonstrating fair play and its values in order to live in a peaceful, harmonious society.



# EQUITY:

## INTRODUCTION



### PURPOSE:

The purpose of the equity activity cards is to help learners expand their understanding of equity and their capacity to **accept different people and things**, to **overcome prejudice**, and move towards understanding and **acceptance that all people are equal**.

### TEACHER REFLECTION QUESTIONS:

Before teaching, you may find it useful to **answer these questions** as a reflection tool for your knowledge and beliefs about equity:

- How would you explain equity?
- What are some key words linked to equity?
- What do you see as the three biggest challenges with equity in the community or country where you live?
- How do you think your students will define equity?
- Which student behaviours demonstrate equity?

### DEFINITIONS:

- "The absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically" (WHO, 2008).
- **Opportunities for all** students to achieve to their fullest potential (OECD, 2012).
- "Sports equity is about fairness in sport, equality of access, recognising inequalities and taking steps to address them. It is about changing the culture and structure of sport

to ensure that it becomes equally accessible to all members of society, whatever their age, ability, gender, race, ethnicity, sexuality or social/economic status" (Northumberland Sport, 2019).

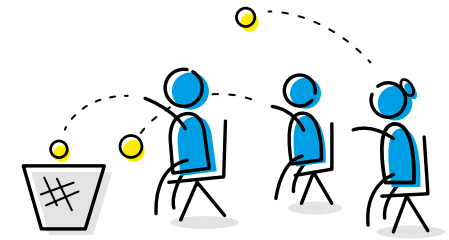
### KEY POINTS ABOUT EQUITY:

- Equity is closely connected to the concepts of fairness, equality and inclusion. From a perspective of fairness and equality, it would be unjust to allocate an individual special treatment on the basis of age, sex, race or religious preferences (Velasquez et al., 2014). For example, it would be unjust to say that only boys get to go to school. However, it may be necessary to impose interventions and allocate resources for certain target groups so that they receive equal opportunity. For example, it may be necessary to support women's groups in certain countries in order to help them achieve equal access to education. Here, we would be doing the equitable thing by helping groups based on their needs.
- Learning about equity helps youth attribute new meaning to "differences". The way in which the word "difference" is interpreted is the key to understanding equity of goods and services, accessibility and opportunity. Too often "differences" are seen as a problem requiring a solution, whereas they should be seen as a state of being that deserves recognition and acceptance (Penney, 2002) (e.g., children are different from adults and require a different amount of care, education and supervision).

\*See the Teacher's Companion for a complete reference list.

### ASSESSMENT:

Assessments can be created for each individual activity card or for the unit as a whole. Adapt the rubrics below to suit your needs.



### SAMPLE RUBRIC FOR THE EQUITY UNIT AS A WHOLE:

The student demonstrates a **basic level** of understanding of the concept of equity and remembers and **understands basic concepts** related to equity. **With support** or frequent reminders, the student can demonstrate attitudes and behaviours that reflect equitable principles (e.g., an understanding that situations do not always need to be equal to be fair). The student struggles to consider the needs of others.

The student demonstrates a **developing level** of understanding of the concept of equity, and is able to **apply and transfer knowledge** to new situations. The student exhibits attitudes and behaviours that reflect equitable principles (e.g., an understanding that situations do not always need to be equal to be fair) without reminders or support on a frequent basis. The student considers the needs of others at times.

The student demonstrates a **high level** of understanding of the concept of equity, and **analyzes and evaluates concepts**, making connections and drawing conclusions. The student **acts as a model for others**, exhibiting attitudes and behaviours that reflect equitable principles (e.g., an understanding that situations do not always need to be equal to be fair) naturally and consistently. The student frequently considers the needs of others.

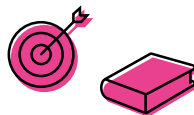
### SAMPLE RUBRIC FOR EQUITY ACTIVITY CARD #1, UNDERSTANDING EQUITY:

The student **has difficulty or requires support** to show how advantage and disadvantage relate to equity and fairness. The student is **unable to** analyze a situation and identify when it is equitable or not.

**With minimal support**, the student is able to show how advantage and disadvantage relate to equity and fairness. The student is **sometimes able** to analyze a situation and identify when it is equitable or not.

The student is **consistently able** to show how advantage and disadvantage relate to equity and fairness. The student is **consistently able** to analyze a situation and identify when it is equitable or not.

## SUMMARY OF EQUITY ACTIVITY CARDS:



Activity Card Title: Core Competencies: Learning Objectives:

<b>1. Understanding Equity</b>	Critical thinking Cooperation	<b>Show an understanding</b> of and <b>evaluate</b> how advantage and disadvantage relate to equity and fairness. <b>Analyze</b> the concept of equity and fairness in sport.
<b>2. An Equal or Equitable Game?</b>	Critical thinking Cooperation	<b>Show an understanding</b> of and <b>analyze</b> the difference between equality and equity. <b>Show an understanding</b> of the importance of creating equitable situations.
<b>3. Rules Help Us Play Fair</b>	Critical thinking Cooperation	<b>Evaluate</b> the importance of having rules to support fairness and equity in games and sport.
<b>4. Rules Promote Equity</b>	Critical thinking Cooperation	<b>Identify</b> and <b>analyze</b> the importance of rules to promote equity.
<b>5. Learning to Share Responsibility</b>	Cooperation	<b>Identify</b> how responsibilities can be divided equally or equitably and analyze the benefits of each.
<b>6. A Game Everyone Can Play</b>	Social-emotional skills Cooperation	<b>Show an understanding</b> of and <b>analyze</b> equity principles in games.
<b>7. Traditional Games from Around the World</b>	Social-emotional skills Cooperation	<b>Become familiar with</b> a traditional game from a different culture. <b>Reflect</b> on the right to play and how traditional games promote equity.
<b>8. A Story About Equity</b>	Social-emotional skills Critical thinking	<b>Identify</b> and <b>reflect</b> on daily life scenarios involving equity. <b>Cooperate</b> to find solutions to equity-related challenges.
<b>9. Promoting Gender Equality</b>	Critical thinking	<b>Develop an understanding</b> of and <b>analyze</b> the importance of gender equality. <b>Identify</b> rights and responsibilities of all girls and boys in order to promote gender equality.
<b>10. Does Economic Background Affect Equity?</b>	Critical thinking Communication skills	<b>Develop an understanding</b> of how social and economic background may affect the ability to participate in sport and beyond. <b>Analyze</b> feelings and consequences associated with inequity based on poverty.



# INCLUSION:

## INTRODUCTION

### PURPOSE:

The purpose of the inclusion activity cards is to provide students with learning situations that enhance their understanding of the concept of inclusion.

### TEACHER REFLECTION QUESTIONS:

Before teaching, you may find it useful to answer these questions as a reflection on your knowledge and beliefs about inclusion:

- How would you explain inclusion?
- What are some key words linked to inclusion?
- What do you see as the three biggest challenges to inclusion in the community or country where you live?
- How do you think your students will define inclusion?
- Which student behaviours demonstrate inclusion?

### DEFINITIONS:

- “A process of **addressing and responding to the diversity of needs of all children**, youth and adults through increasing participation in learning, cultures and communities, reducing and eliminating exclusion within and from education.

It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children” (UNESCO, 2005).

- An inclusive society is “[a] society that over-rides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all citizens to determine an agreed set of social institutions that govern social interaction” (UNDESA, 2008).

### KEY POINTS ABOUT INCLUSION:

- Inclusion is closely related to equity. Both these values work to overcome differences, seeking to allocate the same rights to everyone regardless of their individual characteristics.
- Lack of inclusion deprives people of opportunities and condemns them, and often their families, to poor quality of life. Lack of inclusion represents lost potential for society; under more equitable and inclusive circumstances these individuals might offer a more substantial social, economic and cultural contribution (United Nations, 2008).

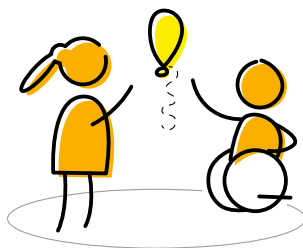
\*See the Teacher’s Companion for a complete reference list.





## ASSESSMENT:

Assessments can be created for each individual activity card or for the unit as a whole. Adapt the rubrics below to suit your needs.



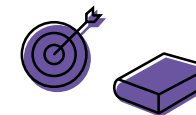
## SAMPLE RUBRIC FOR THE INCLUSION UNIT AS A WHOLE:

<p>The student demonstrates a <b>basic level</b> of understanding of the concept of inclusion. The student can <b>remember and understand basic concepts</b> related to inclusion. <b>With support or frequent reminders</b>, the student is able to demonstrate inclusive behaviours. The student <b>has difficulty</b> participating and working with others, or disrupts others frequently.</p>	<p>The student demonstrates a <b>developing level</b> of understanding of the concept of inclusion. The student is able to understand concepts about inclusion and <b>apply and transfer knowledge</b> to new situations. The student <b>demonstrates inclusive behaviours</b> without reminders or support on a frequent basis. The student participates and works with others as needed.</p>	<p>The student demonstrates a <b>high level</b> of understanding of the concept of inclusion. The student <b>analyzes and evaluates concepts</b>, making connections and drawing conclusions. The student <b>acts as a model for others</b>, demonstrating inclusive behaviours naturally and consistently. The student is eager to participate, work with and include others regardless of the context.</p>
--	--	--

## SAMPLE RUBRIC FOR INCLUSION ACTIVITY CARD #1, UNDERSTANDING INCLUSION AND EXCLUSION:

<p><b>With significant support</b>, the student is able to demonstrate and explain the concepts of inclusion and exclusion. The student <b>struggles to analyze</b> how being included or excluded impacts an individual.</p>	<p>The student is <b>somewhat able</b> to demonstrate and explain the concepts of inclusion and exclusion. With <b>minimal guidance</b>, the student is able to analyze how being included or excluded impacts an individual.</p>	<p>The student is <b>proficient</b> at demonstrating and explaining the concepts of inclusion and exclusion. The student is <b>able to analyze</b> how being included or excluded impacts an individual.</p>
---	---	--

## SUMMARY OF INCLUSION ACTIVITY CARDS:



Activity Card Title:	Core Competencies:	Learning Objectives:
<b>1. Understanding Inclusion and Exclusion</b>	Critical thinking Social-emotional skills	<b>Show an understanding</b> of the concepts of inclusion and exclusion. <b>Analyze</b> feelings associated with inclusion and exclusion.
<b>2. Embracing Differences</b>	Critical thinking Social-emotional skills	<b>Identify</b> that people have similarities and differences. <b>Show an understanding</b> and appreciation of differences in people. <b>Analyze</b> feelings associated with being different.
<b>3. Exploring First Impressions</b>	Critical thinking	<b>Reflect</b> on and <b>analyze</b> initial assumptions. <b>Question</b> the reliability of first impressions.
<b>4. Para Sport: Boccia</b>	Critical thinking Social-emotional skills	<b>Develop an understanding</b> of the potential of people who have impairments. <b>Reflect</b> on and create ways to adapt activities to all.
<b>5. Experiencing a World Without Vision</b>	Communication skills Cooperation	<b>Identify</b> and <b>demonstrate</b> methods of adapting communication. <b>Analyze</b> and <b>create</b> guidance strategies and inclusive practices.
<b>6. Experiencing a World Without Sound</b>	Communication skills	<b>Identify, demonstrate</b> and <b>devise</b> forms of non-verbal communication. <b>Understand</b> and <b>analyze</b> the importance of differing communication methods in order to be inclusive.
<b>7. Down with Stereotypes</b>	Critical thinking Social-emotional skills	<b>Develop an understanding</b> of the concept of stereotypes, <b>question</b> their accuracy and <b>assess</b> their impact. <b>Examine</b> how people overcome challenges surrounding stereotypes.
<b>8. Barriers to Accessibility</b>	Critical thinking	<b>Develop an understanding</b> of the concept of barriers to accessibility. <b>Identify, reflect on</b> and <b>create</b> solutions to situations that might constitute a barrier or impediment.
<b>9. Inclusion in Sport</b>	Critical thinking Cooperation	<b>Develop an understanding</b> of the ways individuals are included and excluded in sport and <b>analyze</b> how that might feel. <b>Reflect</b> on how sport can be modified to be more inclusive.
<b>10. Stories of Overcoming Discrimination</b>	Critical thinking	<b>Identify</b> and <b>analyze</b> authentic examples of overcoming discrimination and connect to the concept of inclusion and exclusion.

# 3: THE ACTIVITY CARDS

## OVERVIEW

The activity cards have been designed to look like a short lesson plan, be simple to use and promote movement – while being easily incorporated into any classroom or curriculum.

There are three sets of activity cards, one for each core value: respect, equity and inclusion. You can **use any card to conduct one-off activities, or to support your existing curriculum**, depending on your needs. There are cross-curricular links and activities suggested throughout.

**Each activity card is designed to be:**

## FLEXIBLE

Use indoors or outdoors and fit each activity into your own teaching space. Adapt the activities by modifying the equipment, time or content and reorder the learning materials to suit the learning contexts of your students. In short, make each lesson meaningful by tailoring it to your group.

## STAND-ALONE

Use the activity cards with or without the support of other curricula. They can be one-off activities to teach the values of respect, equity and inclusion, to break up the learning day, or to introduce some fun and movement. Cross-curricular activities are suggested in each activity card to help draw connections to existing classroom content.

## SIMPLE TO USE

Activity cards come in three different colour-coded packs – each representing one of the core values. Any activity that requires a handout comes with photocopyable pages, ready to

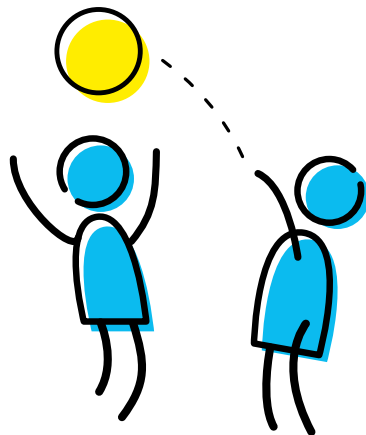
print or copy. The learning objectives, context, method, time and equipment are all listed. Each card also has suggestions for differentiation using the STEP adaptation tool.

## DIFFERENTIATED

Each activity card has a differentiation section where teachers can find help for teaching every child, no matter their individual needs. Modifications for each activity are provided through the STEP adaptation tool – Space, Task, Equipment, People.

## MOVEMENT-BASED

All activity cards incorporate movement both to encourage physical activity during the school day and to help students understand concepts through active learning strategies. Whenever possible and appropriate, activities have been created to promote learning through doing by involving students in role plays, simulations, group discussion or engaging them in case studies.



## INSIDE AN ACTIVITY CARD:

1. Core value.
2. Title of the activity card.
3. Purpose of the activity card.
4. The suggested time the activity card will take if taught in its entirety.
5. Suggested spaces the activity card could be taught in.
6. Equipment needed for the proper functioning of the activity card. Note that these can be modified based on resource availability. Suggestions are provided in the Equipment bubble in the Differentiation section.
7. The attitudes, skills and knowledge students will develop when participating in the enclosed activities.
8. The expected goals of the activity card. What students should know or be able to do once the activities are complete. It is often advisable to share the learning objectives with students prior to beginning a lesson so that they are also aware of the goals.
9. A list of important terms that may be used throughout the lesson. It may be helpful to define these words ahead of time or as they come up within the activities.
10. Important considerations for the safe implementation of the activity card. Considerations are often given to both the physical and emotional climate within the classroom. It is important to consider all aspects of student safety.



## INSIDE AN ACTIVITY CARD CONTINUED:

**11.** Here is where you start. Find out what students know about the subject before beginning the lesson so that you understand what the baseline of knowledge is within the classroom. Depending on how the students answer preliminary questions or perform in beginning tasks it may be necessary to take a step back and provide them with more information before continuing on to the Main Activity.

**12.** Time indicated within each section is merely a suggestion. If students require more time to gain proper understanding of a concept please modify as needed.

**13.** The Main Activity should occupy the largest part of time within the activity card. This is where students will be most physically active.

**14.** Notes are provided along the way as helpful tips for teachers.

**15.** Cross-curricular activities are suggested to help connect the activity cards to existing curricula. These might help teachers who feel limited on time but would still like to teach the values of respect, equity and inclusion. These activities also provide ways to make the content more meaningful to students

as they demonstrate how the basic principles within the lesson can be seen in a variety of contexts.

**16.** Worksheets are available in large format so that they can be easily printed or photocopied directly from the resource.

**ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:**

**10 MIN**

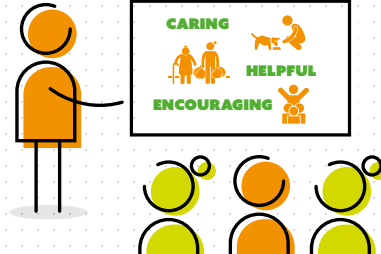
Assess students' understanding of the concept of respect and of the characteristics, skills and qualities associated with respectful behaviour.

*In small groups, ask students to discuss:*

- Why do we respect athletes? What characteristics, skills or qualities do they have that we admire? (e.g. they are hardworking, they are skilled, they are leaders, they encourage their teammates.)

*Notes:* A definition of the word 'characteristic' as well as examples may need to be given.

- If possible, pass around images of athletes during competition displaying positive traits to spark ideas (e.g. athletes cheering one another on, athletes congratulating their teammates and the opposition, athletes thanking the referee, athletes listening to their coach).
- After a few minutes of discussion, have students share their thoughts. Explain that **we develop respect for someone when we admire their abilities, qualities and achievements**. We see them as important and have greater care for them. Explain that **it is also necessary to have self-respect and see ourselves as important and care for ourselves**. Explain that students will now take time to identify personal positive characteristics to help build self-respect.



**CARING**

**HELPFUL**

**ENCOURAGING**

MAIN ACTIVITY

**20 MIN**

**SELF-RESPECT WORKSHEET**

**PART 1:**


- Pass out worksheets, Part 1, and pencils and instruct students to complete the worksheet.
- As they do, make positive characteristic signs using paper and a pen, write down one positive characteristic, quality or skill that students might possess per sheet and place them around the room (e.g. friendly, thankful, courageous, generous, sharing, creative, problem-solver, adventurous, curious).

**CROSS-CURRICULAR LINKS:**





**Language arts:** Students can be asked to identify positive characteristics/qualities/skills of a character in a novel or short story they are reading. They could also be asked to identify positive characteristics of character by (e.g., letter figures, heroes, clowns, etc.).

**11**      **12**      **13**      **14**      **15**

**PART 1:**



Everyone deserves respect. So do you! Fill in the card below to see how many positive qualities, characteristics or skills you have and why you are a person worth respecting.

QUALITY, CHARACTERISTIC OR SKILL	ILLUSTRATION	DESCRIPTION
<b>HELPFUL</b>		I'm helpful when...
<b>CARING</b>		I am caring for others when...
<b>INCLUSIVE</b>		I include others when...
<b>ENCOURAGING</b>		I encourage others when...

**16**

**INSIDE AN ACTIVITY CARD CONTINUED:**

**17.** Now it is time to summarize and review concepts and check for student understanding. If it is evident that students have not met the learning objectives it may be necessary to repeat and/or restructure the lesson to make it meaningful to them. Should you wish to formally assess students, now might be an appropriate time. Consider creating a rubric that shows a progression of student learning from beginner to advanced within the specific context of this lesson. For examples, see the assessment rubrics associated with

each core value within this guide or the Teacher’s Companion, which provides alternate suggestions.

**18.** Suggestions on ways activities can be modified to reach and teach each individual student. Be mindful of each person’s needs and how best they learn as individuals. Consider providing information in a variety of ways through auditory, visual or tactile methods. Generally speaking, students learn best through engaged participation so finding ways to keep all students actively involved is key.

**NOTES:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

17

**CONSOLIDATE AND STIMULATE DISCUSSION:**

**10 MIN**

**Ask students:**

- Are any of your characteristics the same/different as your partner?

**Can you think of any other positive characteristics/ qualities/skills that you or your partner possess that have not been mentioned?**

- How do these positive characteristics/qualities/skills **help you or others?**
- How does it make you feel knowing that you have so many positive characteristics/qualities/skills?

Use this discussion as an opportunity to highlight that **everyone has positive characteristics, and not all are the same but all are important.**

**DIFFERENTIATION:**

**S SPACE**  
Move excess furniture to the walls or go outside the classroom to gain more space.

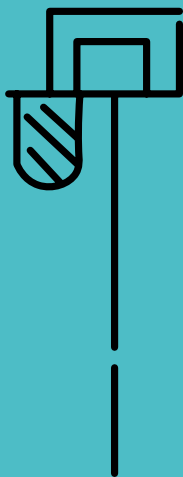
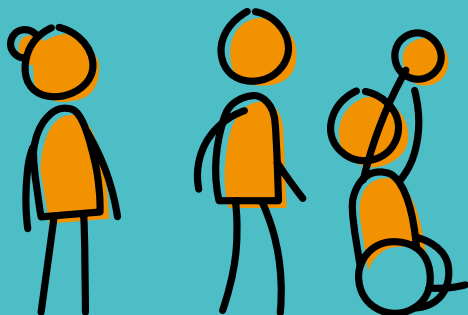
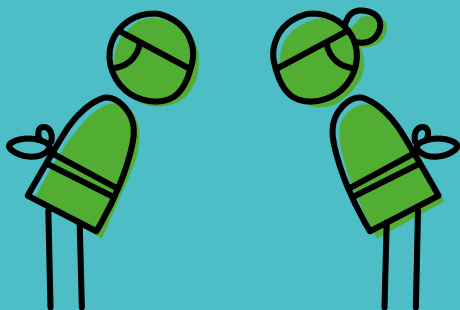
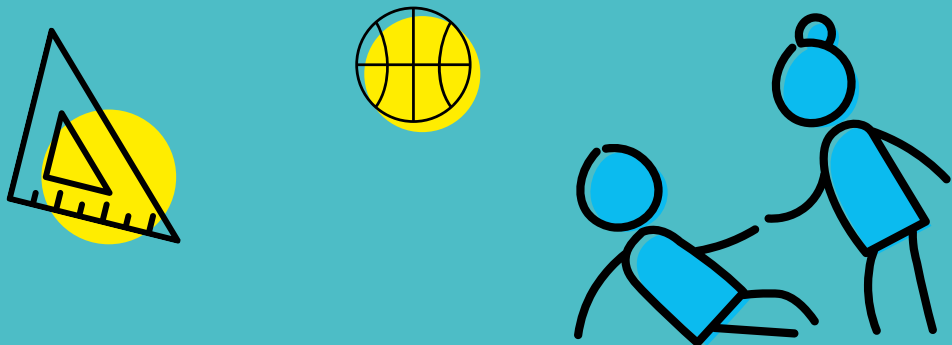
**E EQUIPMENT**  
Pictures, illustrations or videos relating to characteristics for both the introductory or main activity may assist some learners.

**T TASK**  
**For beginner learners:**  
Add illustrations to each positive characteristic sign to be posted around the classroom.  
**For advanced learners:**  
Have students analyze how their positive traits can be helpful in different contexts (e.g., at school, at home, on a sports team).

**P PEOPLE**  
If students have a tendency to always partner with the same person, it may be beneficial to set the pairings beforehand. This is a good activity for students to connect with new people. Students with vision impairments may need to be accompanied by a partner who can read the roles aloud and help complete their card.

18





The Education Partnership

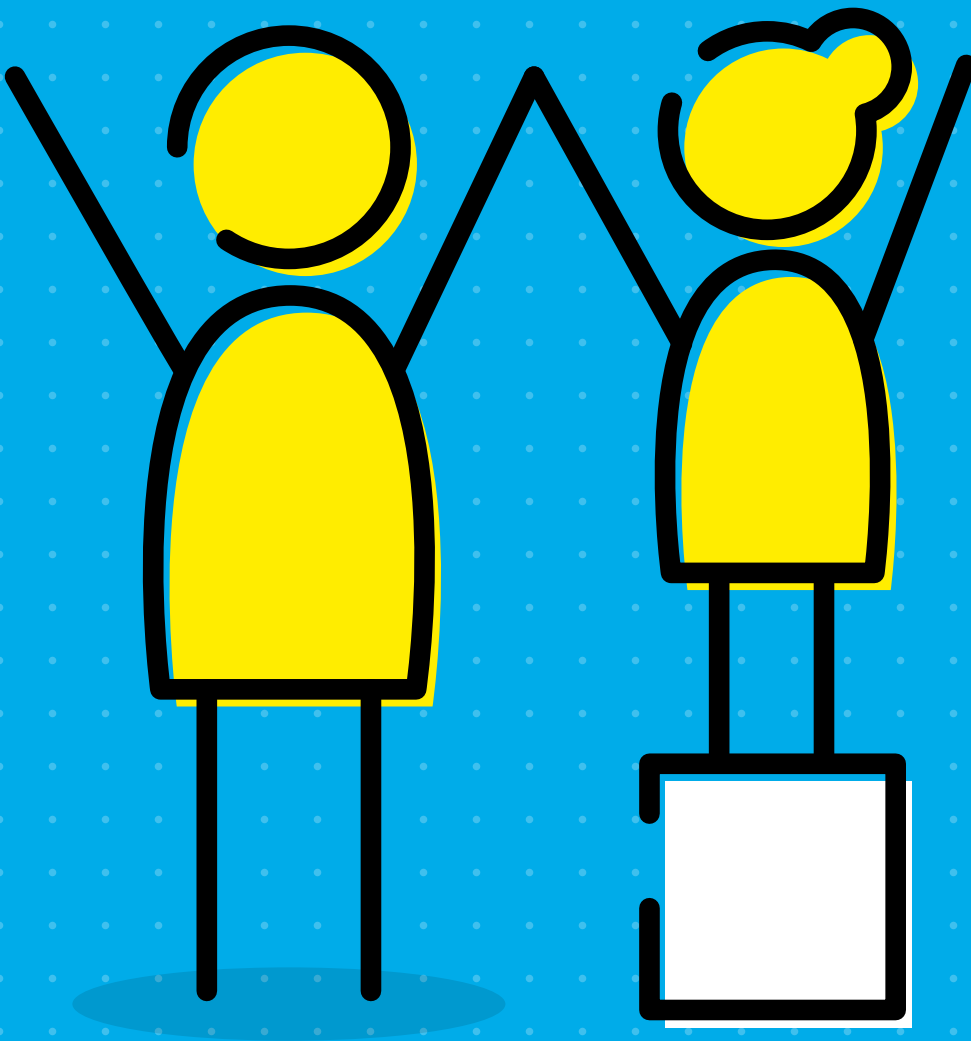


# EQUITY



## SPORT VALUES IN EVERY CLASSROOM

# UNDERSTANDING EQUITY



The purpose of this activity is for students to learn about **advantage, disadvantage, fairness** and **equity**. This will be accomplished by creating a simulation where students **experience being at an advantage or disadvantage**.



**35 MIN**



### LOCATION

Classroom, indoor or outdoor space.



### EQUIPMENT NEEDED

Bucket, basket or cardboard box,  
1 piece of paper per student.



### CORE COMPETENCIES

Critical Thinking, Cooperation.



### LEARNING OBJECTIVES

Students will:

**Show an understanding** of and **evaluate** how advantage and disadvantage relate to equity and fairness.

**Analyze** the concept of equity and fairness in sport.



### KEY VOCABULARY

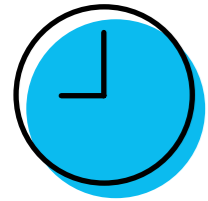
Advantage, Disadvantage,  
Fairness, Equity.



### SAFETY

**Paper balls** are safest in case they come into contact with someone in the group.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



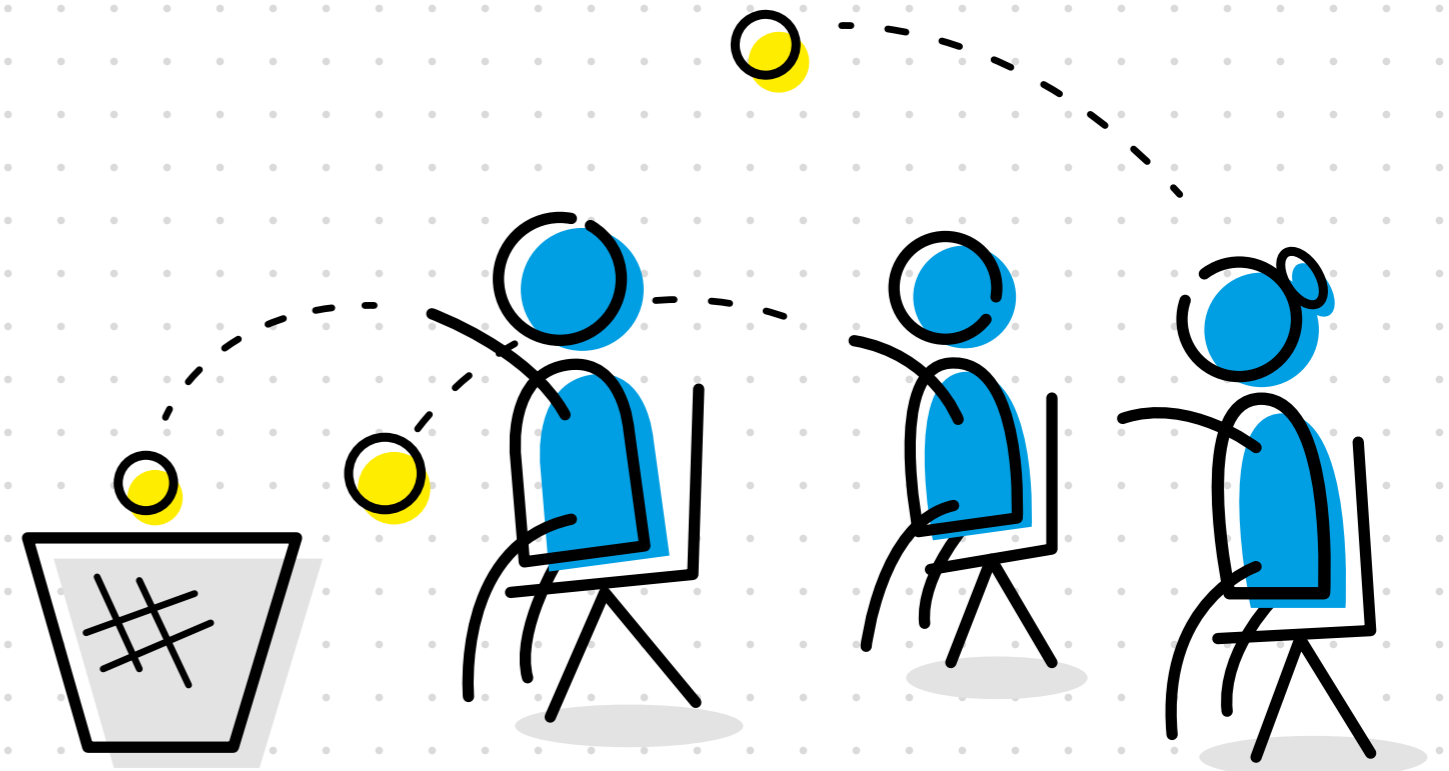
**5 MIN**

Assess the students' understanding of advantage, disadvantage, fairness and equity.

### Ask students:

- How do you define **advantage** and **disadvantage**? What are some examples of these?
- When are you at an advantage/disadvantage in your life?
- Can you give an example of an advantage in a game/sport you would play? **Is it fair** to have an advantage while you play?

Use these questions to begin a conversation about how giving an advantage can sometimes **make a situation fair or equitable** (e.g., when a team commits an infraction, they receive a penalty and the other team receives an advantage).



# MAIN ACTIVITY



**20 MIN**



## PAPER TOSS

### SET UP:

Have students sit at their desks or on the floor. Place a bucket/target at the front of the space so some students are closer to the target and others further away.

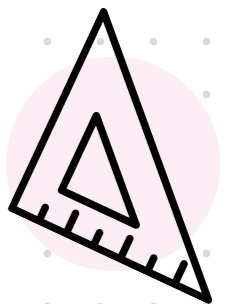
- Give a piece of paper to each student. Ask them to **crumple their paper into a ball**. Tell students to **throw their paper ball into the bucket** from where they are sitting **without standing up**.

### ASK STUDENTS:

- **Who had an advantage** when throwing the paper ball into the bucket? If you think you had an advantage, how do you feel about your situation?
- **Who had a disadvantage** when throwing paper into the bucket? If you think you had a disadvantage, how do you feel about your situation?
- How could this game be made **more fair/equitable** for everyone?
- Use the students' suggestions to modify the game. It is likely that they will suggest that everyone should be equidistant from the target. If it is not suggested, try playing that version.

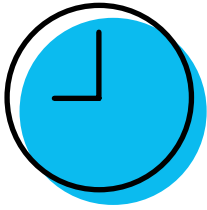
### CROSS-CURRICULAR LINKS:

**Geometry:** Students can measure the angles and distances necessary in order to get the paper ball into the target.





# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

**At the end of the activity, ask students:**

- What are your reflections about the two versions of the game?
- In which version was the activity fair/equitable for everyone?
- When people have different abilities, is it fair/equitable for everyone to be at the **same distance** from the

target? Or, is it fair to arrange everyone so that some sit nearer to the target while others sit further away? For example, if younger children are playing with older children, is it fair for the young children to be closer to the target? If someone has a broken arm and needs to throw with their non-dominant hand, would it be fair to place them closer and give them that advantage?

**Have students consider advantage and fairness/equity in other games and sports. Give them time to discuss the following in small groups:**

- Why do some sports divide players according to **age or gender**? Is this always **fair/equitable**?

After a brief period of time, ask groups to share their thoughts.

# DIFFERENTIATION:

**S**

## SPACE

Reduce or increase the distance from the target.

**Arrange students in different formations** (e.g., a circle, a square or in ranks).



**E**

## EQUIPMENT

**Small balls or bean bags** can be used instead of paper balls.

**T**

## TASK

Play the game according to the colours of the students' clothes (e.g., everyone wearing red moves closer to the target) or using other criteria (e.g., age, height) to give everyone an advantage at some point in the game.

**For advanced learners:**

Have students identify examples of advantage, fairness and equity from their school, community, country or international experiences.

**P**

## PEOPLE

A partner can **clap** or **call** from behind the target to assist students who have a vision impairment.



# AN EQUAL OR EQUITABLE GAME



The purpose of this activity is to develop students' understanding of the **concepts of equality and equity**. Students will play a game that provides equal and equitable chances at winning and reflect on their experience.



**45 MIN**



**LOCATION**  
Gymnasium or flat outdoor space.



**EQUIPMENT NEEDED**  
Symbol cards (approximately 10 per symbol).



**CORE COMPETENCIES**  
Cooperation, Critical Thinking.



**LEARNING OBJECTIVES**  
Students will:  
**Show an understanding** of and **analyze** the difference between equality and equity.  
**Show an understanding** of the importance of creating equitable situations.



**KEY VOCABULARY**  
Equity, Equality, Advantage.



**SAFETY**  
Make sure that all students start at the same time. Ensure that there is sufficient space in which the group can move safely.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**10 MIN**

Assess students' understanding of the concepts of equality and equity.

**Ask students:**

- When is a game fair? Is it when anyone can win? Or, is it when the person with the best ability wins?

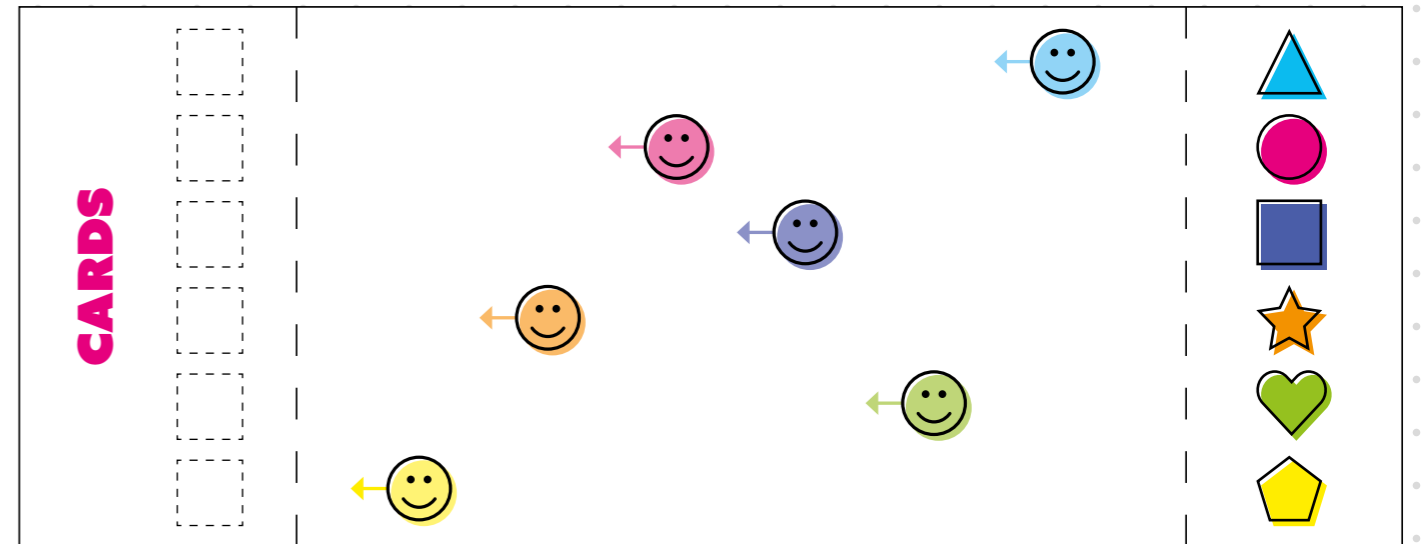
Use these questions to initiate a conversation about how a **game is fair or equitable when anyone can win** and how it is likely equal when the person with the best ability wins. To make a game equitable might mean **putting**

**parameters (advantages) in place** for some players but not others (e.g., allowing players to move closer to the target or allowing less skilled players to use modified equipment).

**Ask students:**

- Can you think of an example of an equitable situation in sports? (e.g., having different people play different positions in a team sport based on their strengths; allowing players in golf to use different tee boxes – some closer to the hole than others; having different weighted bowling balls; having more advanced or less advanced divisions in sports.)
- Can you think of an example when the person with the best ability wins? (e.g., 100m sprint in the Olympic Games.)

Use the students' responses to **reiterate when a game is equal and when it is equitable.**



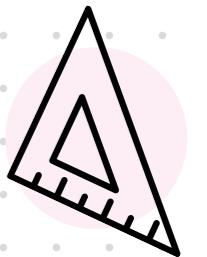
### CROSS-CURRICULAR LINKS:

**Mathematics:** Create cards containing mathematical equations, instead of shapes, appropriate for the age level, that equate to 4 to 6 different totals, depending on the number of teams. For example, every card could equal 5, 10, 15 or 20 but the equation would be different for each individual card ( $5+5=$ ,  $20-10=$ ,  $20\div 2=$ ,  $10\times 1=$ , all of these equal 10). Then, assign a total to each team, so that one team is looking for all cards that equal 10, another team is looking for all cards that equal 20 and so on. As they

collect cards, students will need to complete the equation in order to figure out the total.

Illustrate the concept of equality and equity with simple division problems (e.g., how can we divide these 10 cookies equally among our 5 friends? If one person is very hungry and the other 4 people are not, how could we divide the cookies equitably? Is that the same as dividing them equally?).

# MAIN ACTIVITY



**20 MIN**



## MAGIC SYMBOL

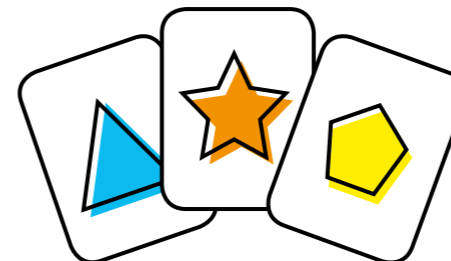
### OBJECTIVE:

To be the first team to collect all their magic symbols.

### SET UP:

**Note:** Prior to the beginning of the lesson, create symbol cards on small pieces of paper. Prepare a number that is appropriate to the number of students you have. Consider making a minimum of 10 cards per symbol (i.e., 10 stars, 10 circles, 10 squares, etc.).

- Position students in **teams of 4 to 6** on one side of the playing space. Provide each team with a different symbol card. This card represents their magic symbol (i.e., one team are the stars, one team are the circles, one team are the squares, etc.).
- On the opposite side, scatter the remainder of the symbol cards.



### RULES:

#### Round 1

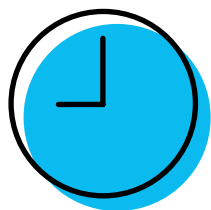
- On 'Go', have students move (e.g., walk, run, hop, skip) **one at a time to retrieve a card** and bring it back to the start. **The first team to collect all of their magic symbols wins.**

- Take note of the order in which the teams finish.

#### Round 2

- Have the teams begin collecting cards based on how they finished in Round 1. If they were the first team to finish, they will now begin collecting cards last. If they were the last team to finish, they will begin collecting cards first and so on.

# CONSOLIDATE AND STIMULATE DISCUSSION:



**15 MIN**

**Stimulate discussion about whether the game was equal or equitable.**

Within their teams, have students discuss:

- Which round was equal and which was equitable? Why?

Call on groups to share their response. Then, explain that in **Round 1**, students have the **same (equal) chance of winning because the rules and parameters are the same for all** – everyone is being treated in the same way. This is equality – where the person with the best ability will likely win (e.g., in this case, the team with the fastest runners). **Round 2** is an **equitable game** – the rules have changed based on teams' abilities. Now, **everyone has a chance to win**.

**Ask students:**

- Why do some sports divide players according to **age or**

**gender?** Is this always **fair/equitable?**

- How is an equitable game fun for the slowest/fastest team?
- Why is it important to make situations equitable?
- **For advanced learners:** Challenge students to debate the following: Which version is fairer? The one where everyone has a chance to win (equitable) or the one where the strongest participant wins (equal)? Why?

## DIFFERENTIATION:

**S**

### **SPACE**

**Increase or decrease the distance** to the cards. If using obstacles (see 'Equipment' in STEP), increase or decrease the gaps between them.



**E**

### **EQUIPMENT**

To increase the difficulty level **add an obstacle course** using cones, markers, plastic water bottles or similar between the start line and the cards. Modify the obstacle course based on the ability of the students.

A **standard deck of cards** may be used instead of the shape cards.

**T**

### **TASK**

**For beginner learners:** Spend extra time at the beginning of the lesson ensuring that all students understand the concept of equality and equity. Consider taking time to have students illustrate the concept or to show them visual representations.

**For advanced learners:** Have students design another equitable version of the game within their teams and play the new versions.

**For advanced learners:** Have students identify equal and equitable situations in their school/ community/country.

**P**

### **PEOPLE**

A student with a vision impairment can **work with a partner** who provides verbal or tactile guidance.

Ensure that there are agreed start and stop signals for students with hearing impairments.

Support students who have mobility impairments by enabling them to move in any way.

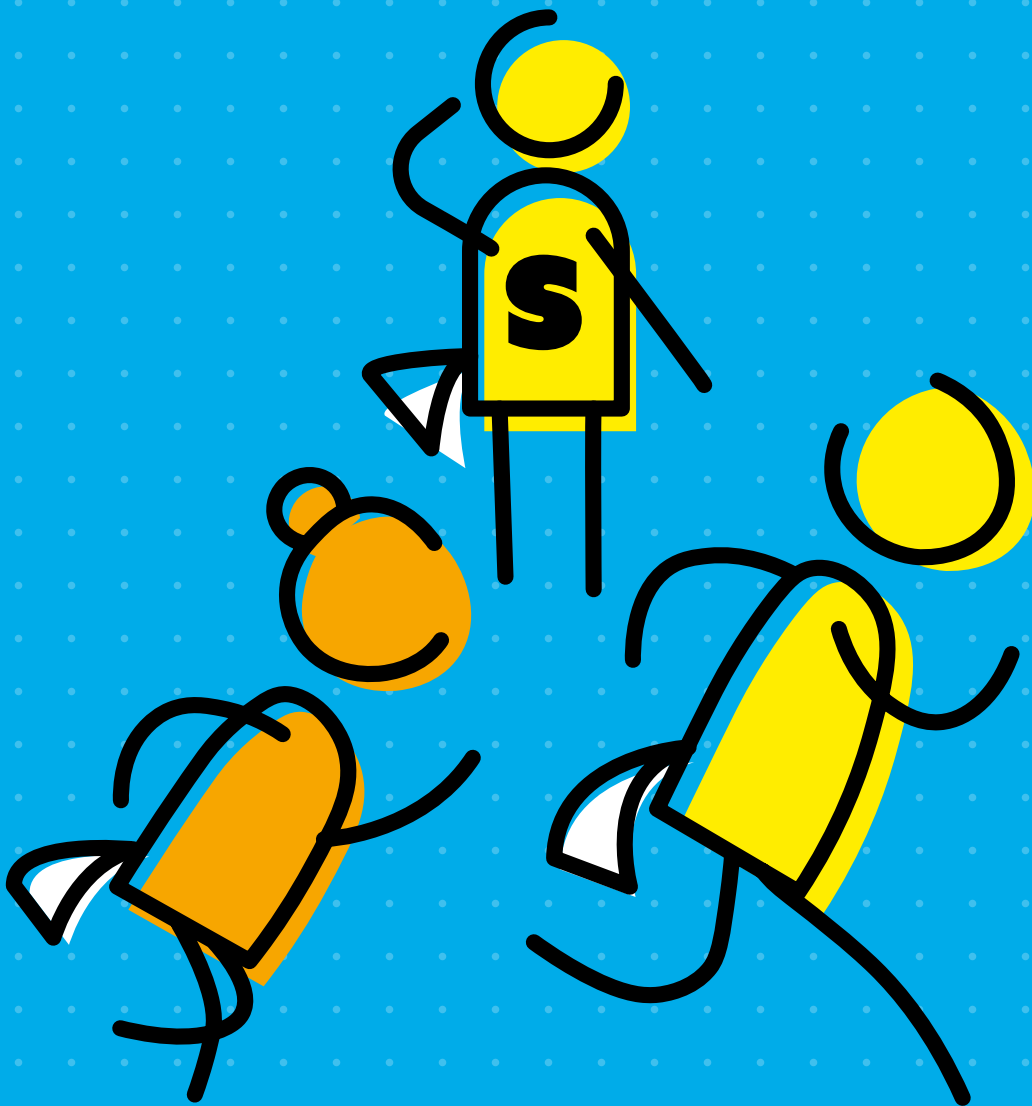


EQUITY

3

SPORT VALUES  
IN EVERY  
CLASSROOM

# RULES HELP US PLAY FAIR



The purpose of this activity is for students to **identify how rules enhance fairness** and create equity in a game or sport. This will be accomplished by having students play and reflect on a game called '**Secret Agents**'.



40 MIN



## LOCATION

Gymnasium or flat outdoor space.



## EQUIPMENT NEEDED

A strip of material, or coloured 'tail' for each player, cones or hoops, card for each student lettered 'S' or 'A'.



## CORE COMPETENCIES

Cooperation, Critical Thinking.



## LEARNING OBJECTIVES

Students will:

**Evaluate** the importance of having rules to support fairness and equity in games and sport.



## KEY VOCABULARY

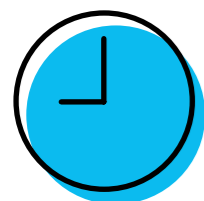
Fairness, Rules, Equity.



## SAFETY

Teachers should provide a safe environment, free of obstacles. Ensure that players keep their tails tucked on the side of their shorts/pants. Players may not use their hands to protect their tails.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



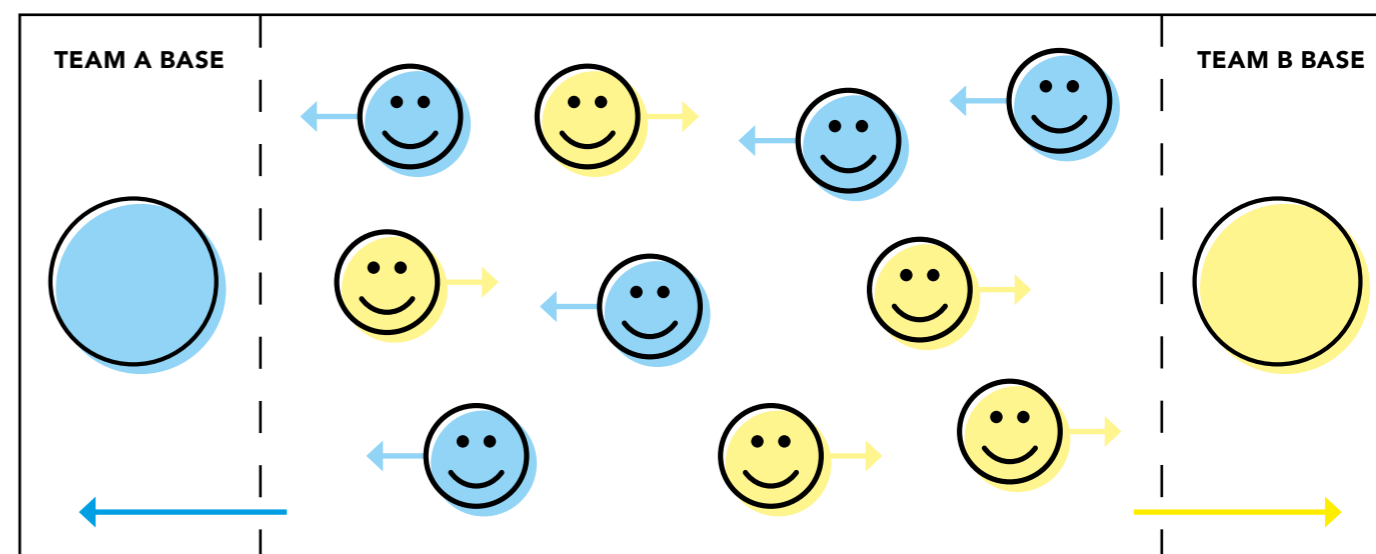
10 MIN

Assess students' understanding of the importance of rules.

### Ask students:

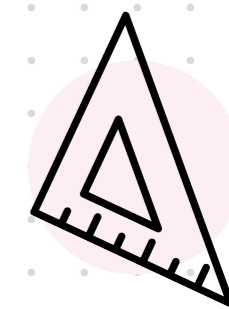
- What do all sports and games have in common? (e.g., an aim or objective, a playing area, competitors, rules.)
- **Why are rules important?** What would happen if we got rid of all the rules in sports/games? In school? At home? In our community?

Use the students' answers to prompt a discussion about how **rules maintain order and create a 'level playing field'** (an equitable situation) for all.



### CROSS-CURRICULAR LINKS:

**Social sciences:** Create a classroom 'Fair Play Code' or 'Code of Conduct.' Have students brainstorm appropriate rules, guidelines or values for the classroom (e.g., "One person speaks at the same time" or "Everyone's point of view is important and should be heard"). Frame the rules or guidelines in a positive tone.



# MAIN ACTIVITY



20 MIN



## SECRET AGENTS

### OBJECTIVE:

To be the team with the most of the opposing team's tails at the end of a 5-minute round.

### SET UP:

**Note:** Prior to the start of the lesson, prepare cards or small pieces of paper that say the letter 'S' or the letter 'A' on them. There should be 2 to 3 'A' cards for every 'S' card.

- Make **2 equal teams** and give each child a tail that distinguishes Team A from Team B (e.g., yellow for team A, blue for team B).
- Place 5 extra tails (or more if there is a larger group) at each team's base corresponding to their team colour.

- Provide a card with the letter '**A**' for **Agent** or the letter '**S**' for **Secret Agent** to each child. Direct them not to tell their peers. For every 2 to 3 Agents, add one Secret Agent.
- The Secret Agent is a player who plays for one team but is secretly on the other team. Agents are regular team players. Secret Agents do not want to be discovered and should adapt play accordingly.

### RULES:

#### Round 1

- **Players move around the space pulling opponents' tails to eliminate them.** Once a tail is pulled, it is placed next to the team's base (e.g., if a player from Team A pulls a tail from Team B, the tail is placed next to the Team A base). These collected tails may not be used again. When players' tails are

pulled, they may return to their own base to retrieve a new one until the supply runs out. Once the supply is out, they are eliminated.

- **Secret Agents are secretly working for the opposing team**, and may not pull any tails. They may, however, have their own tail pulled and may pretend to chase players of the opposing team in order to stay undiscovered.

- At the end of the 5 minutes, **the team that has collected the most tails from the opposing team wins.**

#### Round 2

- Everything remains the same as Round 1, but this time **Secret Agents will play with no rules.** If they are playing for Team A but secretly on Team B, then they may choose to pull Team A tails, run out of bounds, take tails from the base, etc.

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

**Prompt a discussion about the importance of rules.**

**Ask students:**

- Which version of the game had **more structure**? Why?
- Is the game **more or less fair** when the Secret Agents are able to do whatever they want? Why? How can **rules enhance fairness and create equity** in games and sport?
- Should the rules be exactly the same for everyone all the time? (e.g., players in netball are restricted to certain zones depending on their position, only keepers in soccer may use their hands, younger players in basketball play with lowered nets and smaller basketballs.)
- How can **rules create equity in our classroom**? (e.g., when one person wants to speak, others are quiet so that he/she can be heard. If everyone continued talking, only the loudest person would be heard.)

## DIFFERENTIATION:

**T**

### TASK

**Challenge players** in different ways (e.g., more mobile players can only snatch tails with their non-preferred hand). Change the method of locomotion (e.g., walk, hop, gallop).

To **accommodate all abilities**, some (or all) players can be given more than one tail. Only once both tails have been pulled are they out of the game.

**For advanced learners:** Have students analyze how rules allow society to function in the community.

**S**

### SPACE

**Increase or decrease the size** of the space. Bigger space creates more mobility, smaller space, more interaction. Increase or decrease the distance to the base.

If space is limited, **partner children** and only have half of them play at once. When a player's tail is pulled, it is their partner's turn to go into the game.

### PEOPLE

Players with a vision impairment:

- Can play with a partner who helps them by trying to steal attacking players' tails. They do not replace their tails until both players have had them removed.
- Need only touch others to score a tail.

To accommodate different needs, **create safe zones** where players can stay for a period. No one can steal a tail from a player in a safe zone.

To assist players with a vision impairment, players must constantly call their team colour (e.g., 'yellow, yellow' or 'blue, blue').

Find roles within the game to include the widest range of participants (e.g., students can be referees, scorekeepers, players, captains or coaches).

**P**

**E**

### EQUIPMENT

Tails can be strips of material, paper, long socks or similar. Pegs or clothespins attached to clothing can also be used.

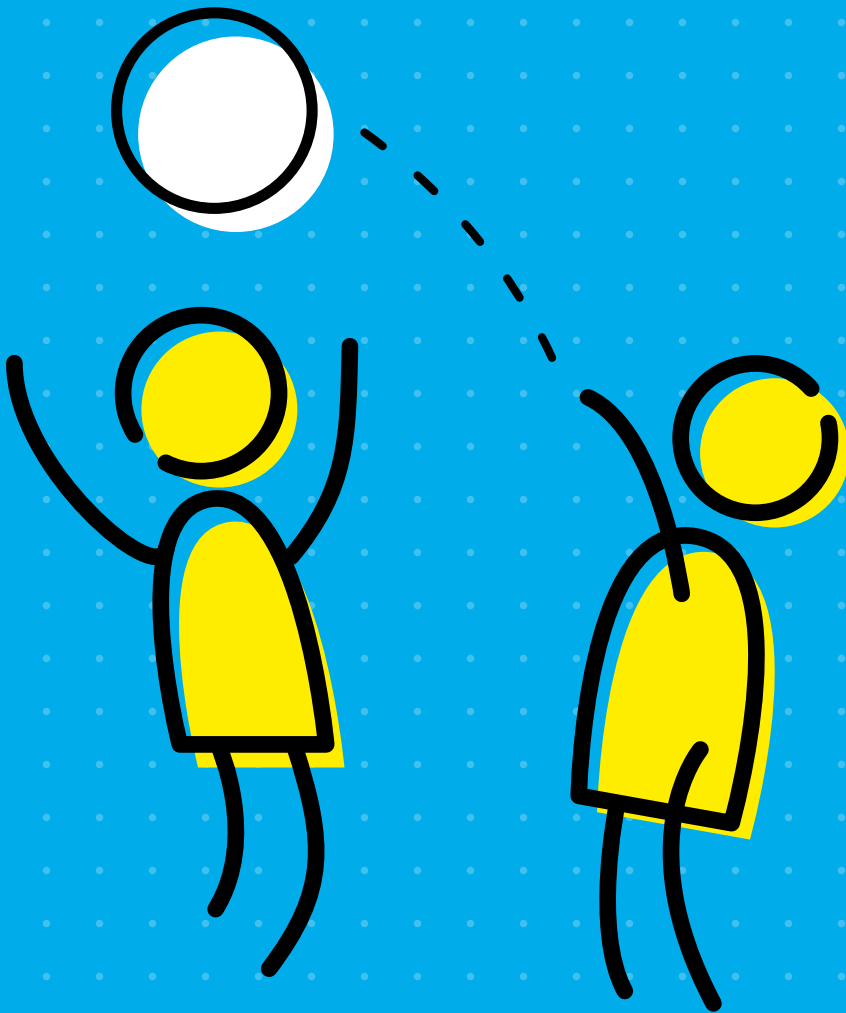


EQUITY

4

SPORT VALUES  
IN EVERY  
CLASSROOM

# RULES PROMOTE EQUITY



The purpose of this activity is to have students learn the **importance of rules in order to promote equity**. This will be accomplished by having them play and reflect on a game of 'End Ball' that begins with few rules but gains more throughout the lesson.



40 MIN



**LOCATION**

Gymnasium or outdoors.



**EQUIPMENT NEEDED**

A medium-sized ball similar to a soccer ball or basketball, cones or markers, pinnies or coloured bibs, 1 paper for each student, 1 pencil for each student.



**CORE COMPETENCIES**

Critical Thinking, Cooperation.



**LEARNING OBJECTIVES**

Students will:  
**Identify** and **analyze** the importance of rules to promote equity.



**KEY VOCABULARY**

Rules, Equity.



**SAFETY**

Ensure that the space is free and clear of any objects or furniture when students are participating in **End Ball**.



## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**10 MIN**

Assess the students' understanding of the need for rules.

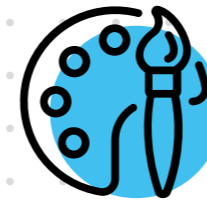
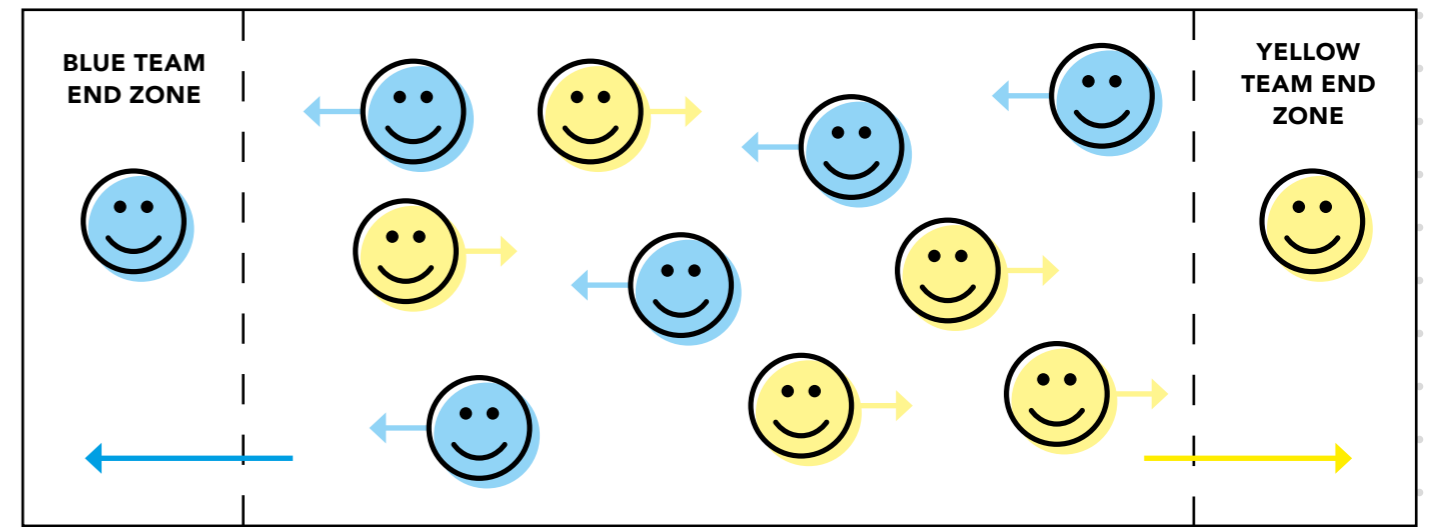
- Pass out a **paper and a pencil** to each of the students.
- Ask students to quickly draw a **world without laws or rules**. Allow them a maximum of 5 minutes for this task.

- Once students have finished their drawings, call on students to **share their work**.
- Use their drawings as a starting point for a discussion on **why rules and laws are necessary in society**.

**For example:**

If a child drew himself **happy** at school because there were no rules, question his motives and challenge his ideas – *What if there are no rules for teachers at school? Would teachers even come to school? Would you learn anything? What would be the point?*

Or, if a child drew a world **in chaos** ask her to elaborate – *Why would there be chaos without rules? Can you give me a specific example?*



### CROSS-CURRICULAR LINKS:

**Fine arts:** Have students sketch a contrasting image where there is a world without rules on one half of the paper and a world with rules on the other half.

# MAIN ACTIVITY



**20 MIN**



## END BALL

### OBJECTIVE:

The object of this is to score the most points by passing the ball to a teammate (called **the End Player**) standing in the end zone.

### SET UP:

- Organize the students into **2 teams**.
- Define the playing space so that there are **2 end zones**.

### RULES:

- Introduce the game of End Ball but begin the activity with only some **basic rules**:
  - Each team chooses one player to be the End Player. The **End Player remains in the team's scoring zone** at the end of the gym (called the end zone) for the entire game while the **remaining players can move freely** throughout the rest of the space. The object of the game is for students to score a point by passing the ball to their End Player.
- Have the students play for a few points (3 or 4). What may happen is that the first child given the ball will hold on to it, run towards their End Player and simply pass it to them, scoring 1 point. Or, more mobile and skilled players will dominate.
- After 3 or 4 points, bring students together and **ask them**:
  - What do you think of this game?
  - How could you improve on this game?
- Encourage students to **think of rules that could be added** to make the game **more enjoyable and equitable**. Take some of their suggestions and try playing again or, if students are hesitant to make suggestions, offer some of your own (e.g., add zones where only certain players can stand, add in a minimum number of passes that must be completed before the ball goes to the End Player, disallow players from moving with the ball).

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

Have students return to their drawings from the beginning of the lesson.

- Ask them to draw on the back of their paper what the class looked like when playing the first version of End Ball and what they looked like when playing the final version of End Ball. While drawing, **ask them to reflect** on which version was more **enjoyable**, more **equitable**, more **exciting** and fun to play.

Once they have finished, ask students to share their drawings and experience.

- Just as before, ask them whether the first or second version was more **enjoyable** and more **equitable**. Ask them to support their statements with examples.
- Use this activity as an opportunity to explain that in the first version, few players were engaged but in the second version, many players were involved. Explain that in the second version, players were able to play and position themselves according to their strengths (e.g., a player who is good at keeping opponents covered could stand in the defensive zone) thus making the game **more equitable**.

## DIFFERENTIATION:

S

### SPACE

To emphasize the point of the necessity of rules, begin with **no boundary lines**. As rules are added in, define the space more clearly and adjust it to suit the size of the group.



E

### EQUIPMENT

A plastic bag filled with crumpled paper or strips of cloth can be used if no other ball is available.

If paper and pencils are not available, the introductory activity can be switched to a **discussion** as mentioned in the Task section.

If cones are not available, **water bottles** can be used as markers.

T

### TASK

If time does not permit for the full length of the lesson, the assessment at the beginning of the lesson can be **abbreviated** to a group discussion or brainstorm around the question: "What would the world look like/sound like/feel like without laws or rules?"

**For more advanced learners:**  
Have students analyze how rules promote equity in other contexts (e.g., their community/country).

P

### PEOPLE

If there is a wide ability range in the group, ensure teams are **even in strength**. Or, if zones are used, match students of similar ability in each zone.

Have students **practice** throwing and catching using balloons or lightweight balls prior to playing the game in order to assess ability.

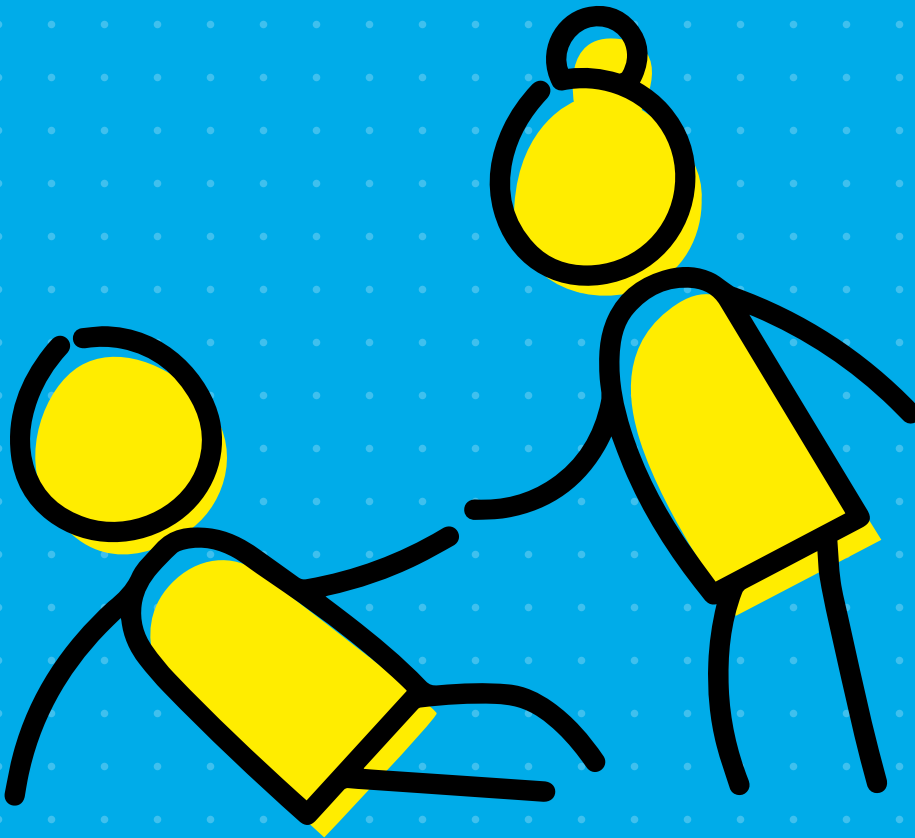


EQUITY

5

SPORT VALUES  
IN EVERY  
CLASSROOM

# LEARNING TO SHARE RESPONSIBILITY



The purpose of this activity is for students to develop an **understanding of how responsibilities can be shared equitably** to achieve success. This will be accomplished by having students play a game of **'Nest Egg'** and reflect on their chosen strategy and responsibility distribution.



40 MIN



**LOCATION**

Gymnasium, classroom  
or flat outdoor space.



**EQUIPMENT NEEDED**

Chalk board or chart paper, chalk or markers, hoops, coloured bibs, a number of objects to represent eggs (e.g., paper balls, bean bags, clothes pegs, quoits, boccia balls, sponge balls, pebbles).



**CORE COMPETENCIES**

Cooperation.



**LEARNING OBJECTIVES**

Students will:

**Identify** how responsibilities can be divided equally or equitably and **analyze** the benefits of each.



**KEY VOCABULARY**

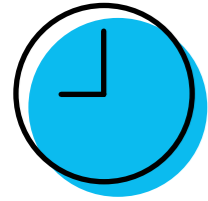
Responsibility, Strategy,  
Equity, Equality.



**SAFETY**

Space out objects in a safe way, so that students do not collide with each other. Eggs may only be carried and placed in the nest, not thrown.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:

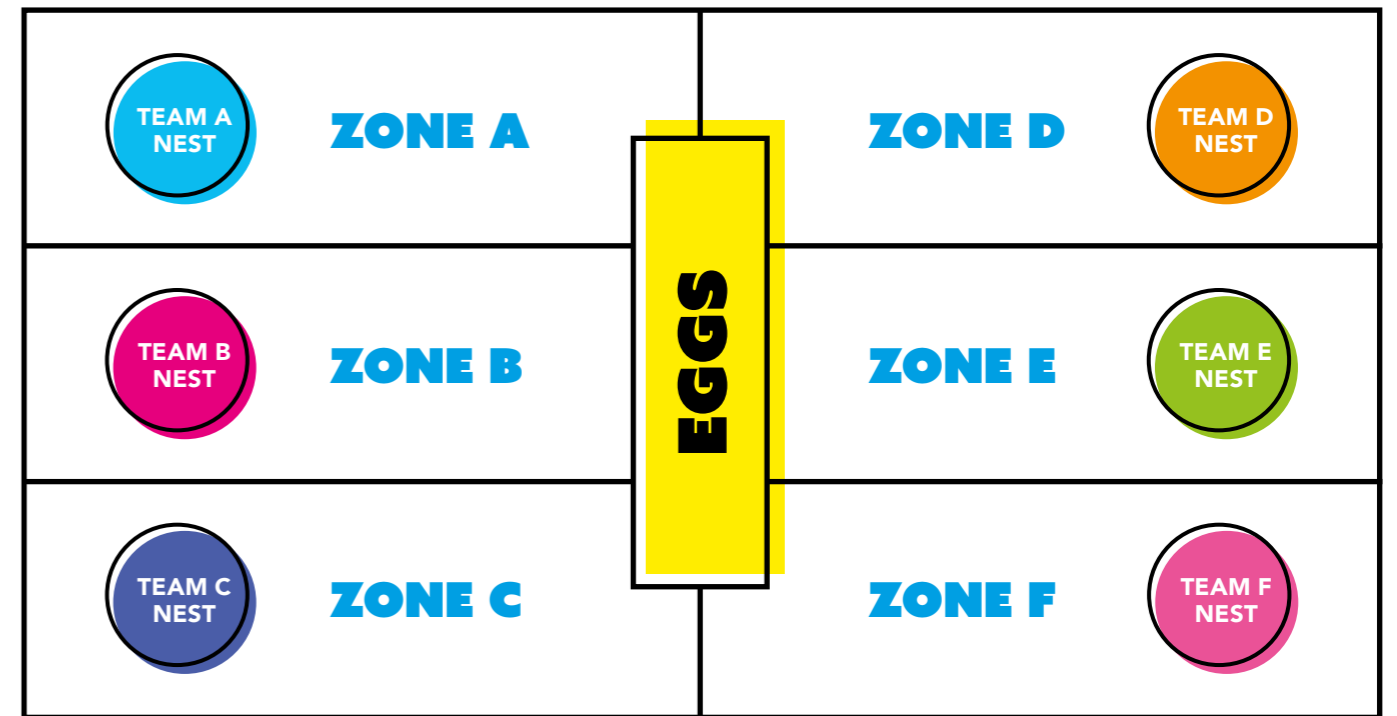


**7 MIN**

Assess the students' understanding of strategy and responsibility.

- Place students into **small groups**.

- Ask each group to identify one sport or game that requires **teamwork and strategy** in order to be successful.
- Have each group **brainstorm specific strategies** needed in order to be **successful** within their identified game or sport. As students identify strategies, have them list the responsibilities of each player in that strategy.
- As a class, **discuss the strategies** and identify how each player has a responsibility for the strategy to be successful.



# MAIN ACTIVITY



**25 MIN**



## NEST EGG

### OBJECTIVE:

The object of the game is to be the team with the **most eggs** in their nest after 5 minutes.

### SET UP:

- Divide the class into **4 to 6 teams** and the space into an equivalent number of zones.
- Give each team **coloured bibs** to differentiate one from the other.
- Give each team **1 hoop**, which represents their nest, to place in their zone.
- Place a collection of small equipment items such as **balls or beanbags** in the center of the playing space. These will represent the **eggs**.

### RULES:

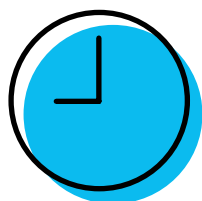
- On the start signal, players are allowed to leave their nest and travel to the middle of the space to collect an egg (**only 1 at a time**).
  - Once they return to their nest, the players leave the egg in their nest and go to collect another.
  - Players can decide to **take eggs from the centre** or **take them from other teams' nests**. However, in order to be able to take from other team's nests they must avoid being tagged. Players can only be tagged if they enter another team's zone. If a player is tagged, they must return to their own nest, complete an exercise (e.g., 10 jumping jacks, 5 sit-ups, 10-second balance) and then continue to play.
  - The game continues for roughly **5 minutes**.
  - At the end, the teams count **how many eggs** they have collected and the one with the most is the winner.
- Play **multiple rounds**, and encourage/allow players **time to strategize** between each round. Prompt them by asking: Is it better to take from the middle or other teams? Is it better to form an alliance with another team or fend for yourself? Is it better to have designated offense and defense or should everyone try to collect treasure?

### CROSS-CURRICULAR LINKS:

**History:** Ask students to research important moments in history when strategy/responsibility distribution led to victory or success and identify the circumstances that led to victory or success.



# CONSOLIDATE AND STIMULATE DISCUSSION:



## 8 MIN

Bring students together and discuss the concept of strategy and responsibility.

### Ask students:

- What was your **strategy** during this game? What was each player's **responsibility**? Were they the same?
- How did having a strategy and responsibilities **help your team**?
- In real life, are there situations where we have to **designate responsibilities**? How could we distribute these tasks? Equally to all or different for each and therefore equitable? Why?
- When might it be appropriate to **share responsibilities** equally? Equitably? What are responsibilities that you **share equitably** in your home? (e.g., one person prepares the meal, one person clears and cleans up...) How does this help with the functioning of your household?

## DIFFERENTIATION:

### S

### SPACE

Increase or decrease the **distance** to the eggs.

Increase or decrease the distance between the nests.



### E

### EQUIPMENT

As a challenge, give each player a tail (e.g., strip of fabric). To be tagged a player's tail must be pulled. To get back in the game they must go back to their base and reattach their tail.

### T

### TASK

As a challenge, players have to **move in different ways** between the eggs and nests (e.g., jumping, hopping, backwards).

The eggs can be differentiated (e.g., by colour). Each colour can be worth a **different number of points**.

**For more advanced learners:** Have students analyze the benefits of responsibility distribution on a greater scale, such as within their neighbourhood or country.

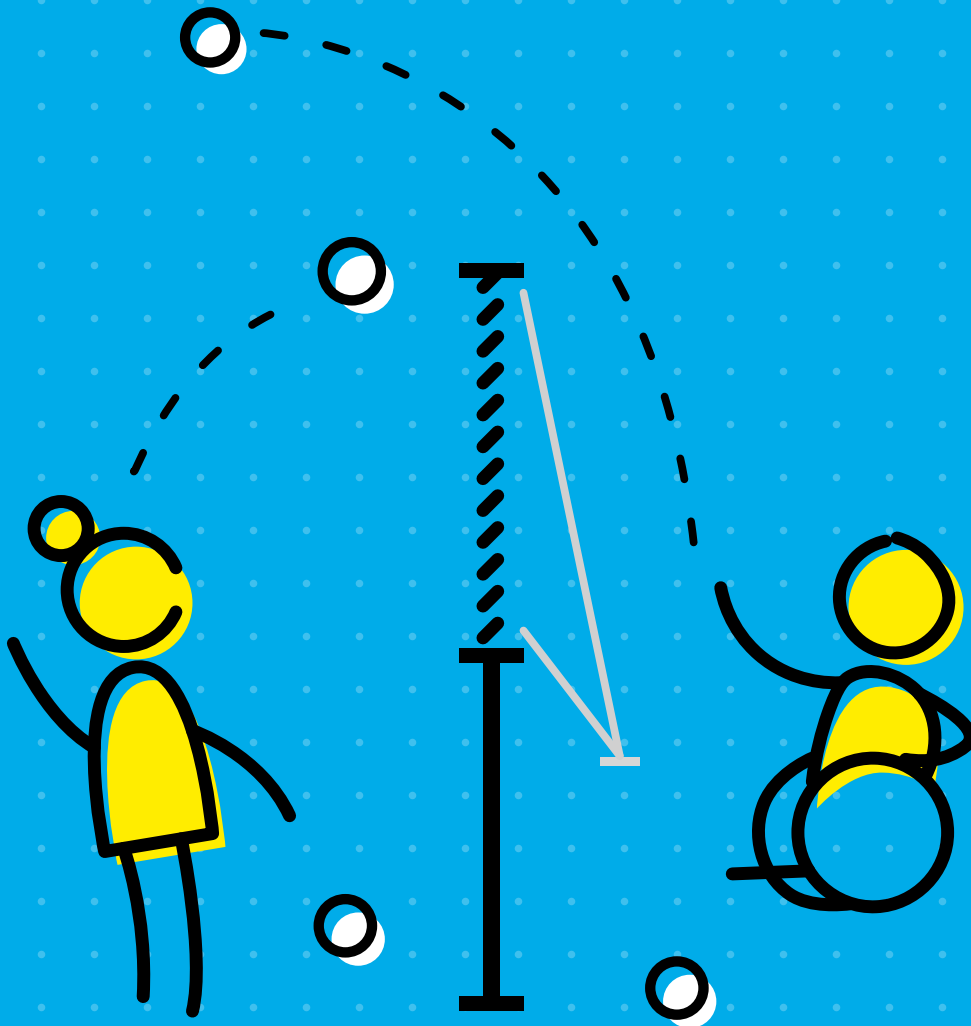
### P

### PEOPLE

Some **eggs can be placed at a higher level** (e.g., on a stool or chair) to make collection **easier** for some students.



# A GAME EVERYONE CAN PLAY



The purpose of this activity is to help students understand that with adaptations games can become accessible, fun and challenging for all. This will be accomplished by having students play **'Toss Across'** and brainstorm ways to modify the game to make it equitable and inclusive.



**30 MIN**



### LOCATION

Gymnasium, classroom or flat outdoor space.



### EQUIPMENT NEEDED

Selection of different lightweight balls, bean bags, net and two posts, marker cones.



### CORE COMPETENCIES

Cooperation, Social-Emotional Skills.



### LEARNING OBJECTIVES

Students will:

**Show an understanding of and analyze equity principles in games.**



### KEY VOCABULARY

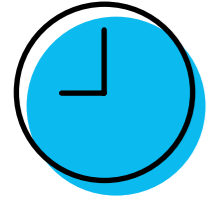
Equity, Accessible, Adapted, Inclusion.



### SAFETY

Use soft balls (e.g., foam or paper) to prevent injury. If the game is becoming dangerous, provide teams with their own half of the court to throw into – meaning they will not throw objects towards each other.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:

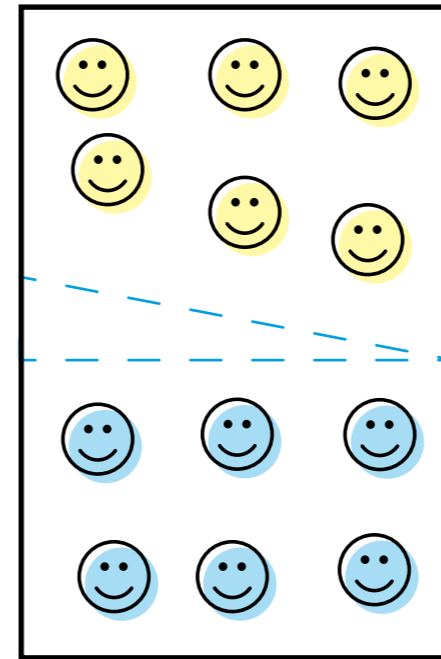


**5 MIN**

- Have you always had **equal opportunities** to play a game?
- Have you ever been **left out** of playing a game? How did that feel?
- How can other players in the game make sure **everyone has an equal chance** to play?

Explain that games can be modified to create a level playing field where everyone can be successful. Equipment, rules and the space can all be adjusted to make a game fun and challenging for everyone.

Prompt a discussion about the right to play by asking the following:



ZONE 3 = 30 POINTS

ZONE 2 = 20 POINTS

ZONE 1 = 10 POINTS

ZONE 1 = 10 POINTS

ZONE 2 = 20 POINTS

ZONE 3 = 30 POINTS

### CROSS-CURRICULAR LINKS:

**Creative writing/Social studies:** Write or tell a short story about an occasion when you helped someone or someone helped you to achieve a goal by making an adaptation. Alternatively, find moments in literature or history when adaptations were made in order to help someone achieve a goal.

# MAIN ACTIVITY



**15 MIN**



## TOSS ACROSS

### OBJECTIVE:

To be the team with the **least number of objects** at the end of the round.

### SET UP:

- Separate the group into **teams of 5 to 6 players**. Two teams will play against each other at a time. Position teams on opposite sides of a rectangular space that is big enough to accommodate all students who are playing (similar to a badminton or volleyball court).

- Place a **net** between the two teams in the center of the playing space (or use a rope or just mark a line between the two teams). Provide each team with an equal number of balls, bean bags, paper balls or similar. It is best to have **at least 5 objects per side**.

### RULES:

- On the start signal, have players **throw all objects to the other side** of the net continuously for 1 minute. When the round ends, teams count the number of objects on their side of the net. The team with **the fewest wins**.

### Introduce the concept of equity:

- Facilitate a discussion about how to make the game **more accessible and equitable for everyone**.

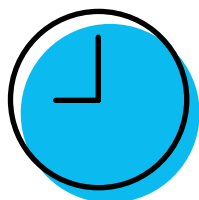
### Ask students:

- What might make the game **more equitable** so that everyone can play?

### Suggestions might include:

- **Lowering the net/barrier** at one end to create a **range of heights**.
- **Creating target zones** on the floor which count double if an object lands and remains inside.
- **Drawing a boundary line** on an angle at the net so that some players can stand closer to, and some can stand farther away, depending on their ability.
- After suggestions have been made, play a variety of **equitable versions** of the game.

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

Lead a discussion about the equitable version of the game.

### Ask students:

- How was your experience **different** from round 1?
- How did you **feel** playing the second version of the game?

Use this as an opportunity to address how an **equitable game is fun and challenging** for everyone, regardless of ability.

# DIFFERENTIATION:



### S

## SPACE

Raise or lower the height of the net or remove it and use a line of marker cones.

Increase or decrease the size of the area on either side of the net.

### E

## EQUIPMENT

Some players may prefer, or find it easier, to use lightweight or paper balls.

Instead of a net, a rope can be used as a barrier.

### T

## TASK

Ask players to throw their objects in different ways (e.g., using non-dominant hand or underarm only).

### For more advanced learners:

Have students create adaptations to other games, making them more equitable.

### P

## PEOPLE

Players with vision impairments can be included by working with a buddy who collects balls for them to throw.



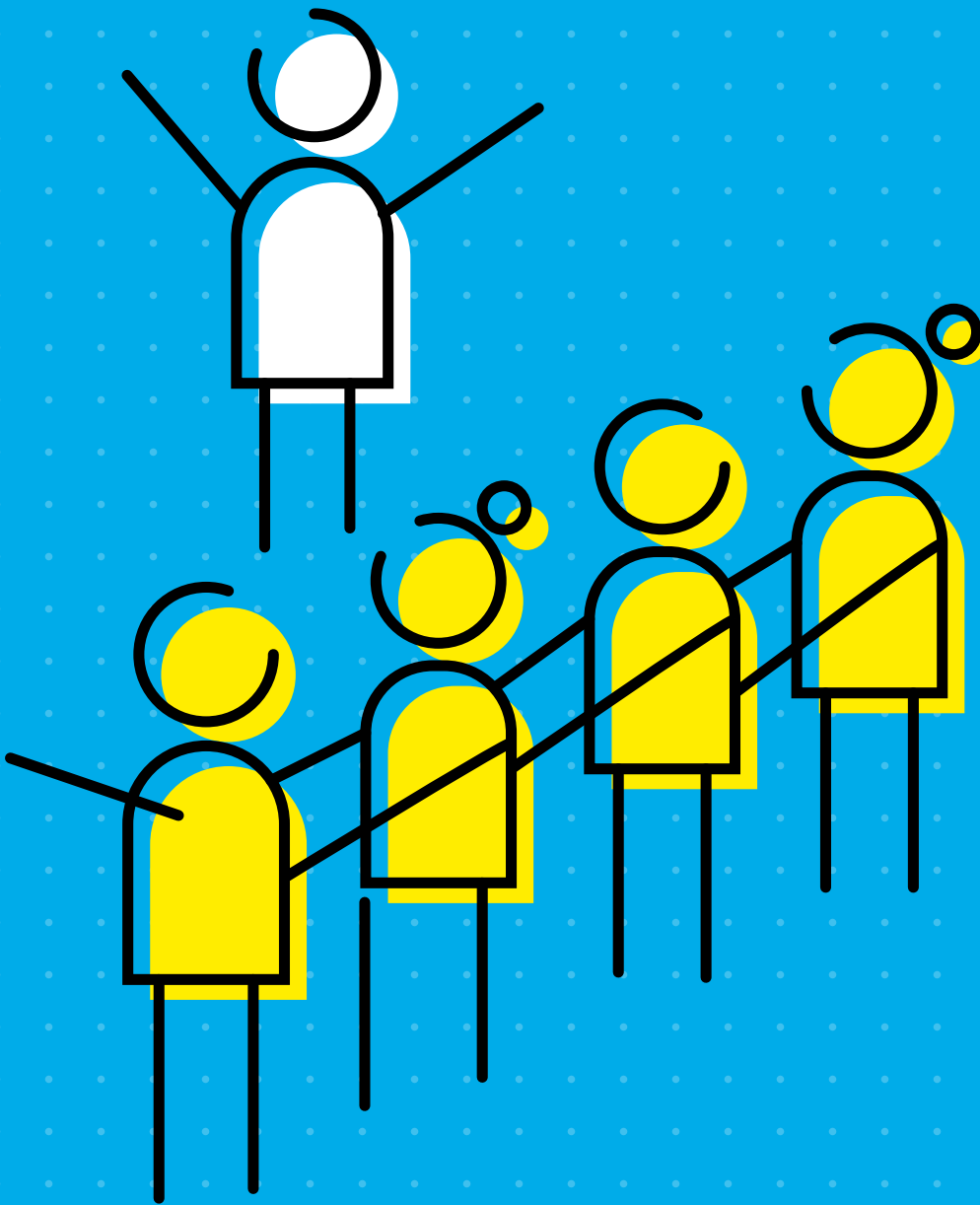


EQUITY

7

SPORT VALUES  
IN EVERY  
CLASSROOM

# TRADITIONAL GAMES FROM AROUND THE WORLD



The purpose of this activity is for students to understand that **everyone has a right to play**. This will be accomplished by having students play a traditional game.



60 MIN



## LOCATION

Classroom, gymnasium  
or outdoor space.



## EQUIPMENT NEEDED

**For advanced learners:**  
Research resources such as  
the internet and books.



## CORE COMPETENCIES

Social-Emotional Skills, Cooperation.



## LEARNING OBJECTIVES

Students will:

**Become familiar** with a traditional  
game from a different culture.  
**Reflect** on the right to play and how  
traditional games promote equity.



## KEY VOCABULARY

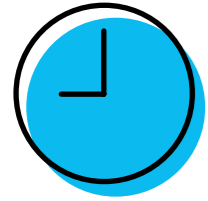
Culture, Difference, Right to play,  
Equity, Similarity, Traditional game.



## SAFETY

Create a respectful and safe  
environment for students to share  
about their culture and others'.  
For the main activity, players must  
make sure that everyone is safe  
by keeping control of the line.  
Players with vision impairments  
may be safer within the line rather  
than at the end.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



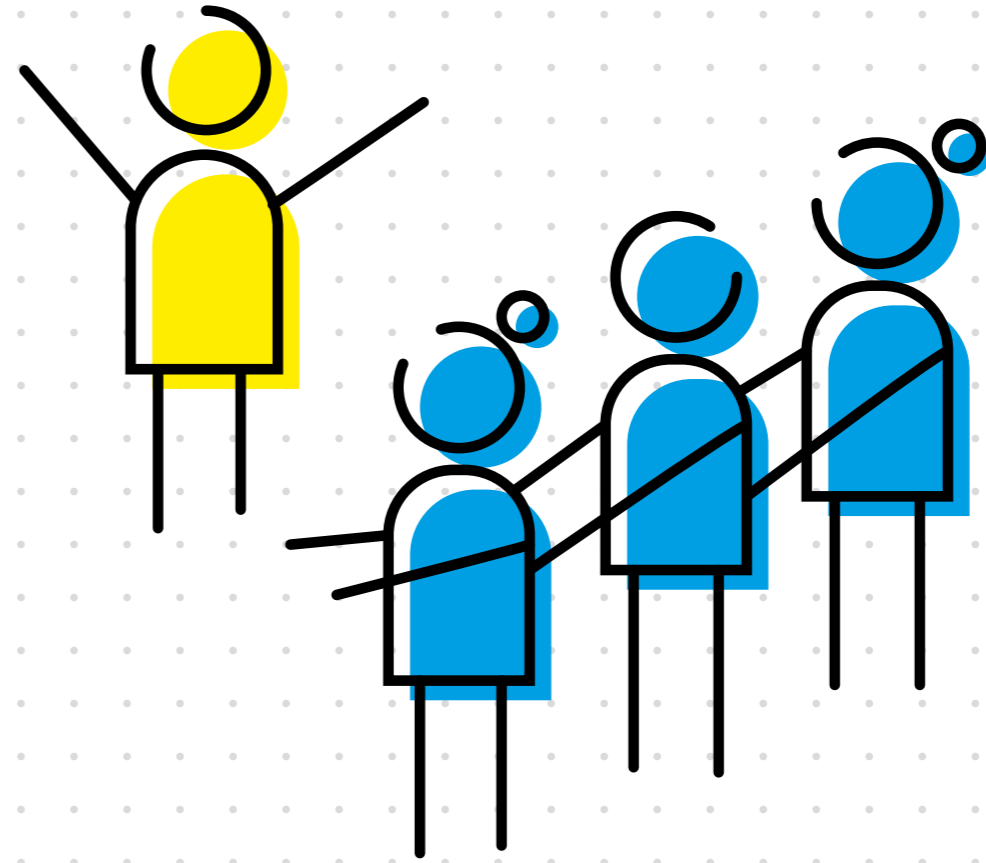
**10 MIN**

### Ask students:

- Do you play the same sports and games as people in other countries or communities?
- Can you name any sports or games that are **played in the Olympic and Paralympic Games** but not by people in your country?
- What are **traditional games**? Have you ever played a traditional game from your culture or another?

Use these questions to prompt a discussion about the wide variety of games played all over the world. If possible, **use visual aids** to show students sports or games that are unfamiliar.

Assess students' awareness of the games or sports played in different cultures.

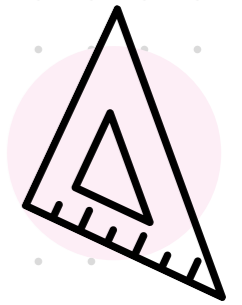


## CROSS-CURRICULAR LINKS:

**Social studies:** As new cultures and countries are discussed in geography, history, literature or other subjects, use this as an opportunity to discover games that are played within that context.

**For advance learners:** Encourage students to research or discuss the Olympic and Paralympic logos and the intercultural meaning behind their designs.

# MAIN ACTIVITY



**40 MIN**



## EAGLE & CHICKENS

Play a traditional game with students.

**Note:** If this game is familiar to students, choose a different traditional game to play.

### COUNTRY:

China.

### BACKGROUND:

There are different versions of this game, even in China. It is a chase game, with an eagle (tagger) pursuing the chickens.

### SETTING:

Indoor or outdoor flat space (10m x 10m, depending on the size of the group).

### RULES:

- One player is the eagle, the others are the chickens.
- The chickens **form a line in single file**. Each player holds onto the waist or shoulders of the player in front.
- The player at the front of the line is the Mother Chicken/ Rooster. They can spread their arms wide to obstruct the eagle.

- The **eagle tries to tag** (touch) the chicken at the end of the line on the back. If successful, the eagle scores a point.
- The **chickens twist and turn** to stop the eagle from reaching the last player.
- If the line breaks during play, the eagle scores a point.
- After a certain number of goes (say 3), the eagle changes places with one of the chickens and the chickens change place within the line.

### For advanced learners:

- Using the internet or other available resources (e.g., peers, family members, books), in groups of 2 or 3, have students **research a traditional game** from a specific culture.
- Have groups **present their games to the class** and, with the support of the teacher, have each group lead the class in playing the game.

**Note:** Traditional games can also be used as daily warm-up games in physical education or as movement breaks for classroom lessons.

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

### Stimulate reflection by asking students:

- What did you **enjoy** about this game?

- What other games do you like to play? What are the similarities?
- Do children across the world enjoy playing games?
- Should all children have the **opportunity to play** games?

Use these questions to facilitate a discussion about similarities between humans and their **need to play and be active**. Explain that this **promotes joy and well-being** for all. Encourage reflection on how this game, and others, could be made more **inclusive and equitable** for all children. Finally, describe or have students explore how **the right to play promotes equity across the world**.

## DIFFERENTIATION:

S

### SPACE

If space or time is limited, traditional games can be **arranged as stations**. Groups of students can rotate around to each game while the leaders remain at their station.

Increasing space allows for more movement. Decreasing spaces allows for more interaction.



E

### EQUIPMENT

Help the eagle by giving them a **safe implement to increase their reach** (e.g., a pool noodle, a rolled-up newspaper).

P

### PEOPLE

**Vary the number of chickens**. More chickens is harder for the eagle, less is easier.

**Introduce sounds** to assist players with a vision impairment (e.g., the end chicken must 'cluck').

Find roles in order to **include the widest range of participants** (e.g., students can be referees, scorekeepers, players, captains or coaches).

T

### TASK

**For advanced learners:**  
Have them teach and lead younger students from lower level groups their games.

**For advanced learners:**  
Have students research the *Right To Play* organization [righttoplay.com](http://righttoplay.com)



## EQUITY STORYLINES AND IMAGES CONTINUED:

### Let's have a race

Tell a story about 4 friends who want to race one another. Some are faster than others and one has a vision impairment. What should the rules be so that everyone has fun?

#### EQUITY



Allow the person with a vision impairment to use a guide.

#### EQUITY



Allow participants to start at different places.

### ADVANCED LEARNERS:

### Let's build a sand castle

Tell a story about 3 friends who go to the beach and want to build a sand castle. 1 has a broken arm and 1 is afraid of the water. How can they work together to be successful?

#### EQUITY INVOLVES COLLABORATION



#### EQUITY INVOLVES SHARING RESPONSIBILITY



### Let's play ball

Tell a story about girls and boys who want to play basketball. There are 6 girls and 6 boys. Some are stronger players and others are weaker. How should they organize themselves so that everyone has fun?

#### EQUITY COULD MEAN SEPARATING PLAYERS IN DIFFERENT WAYS



Female basketball players.

#### EQUITY COULD MEAN SEPARATING PLAYERS IN DIFFERENT WAYS



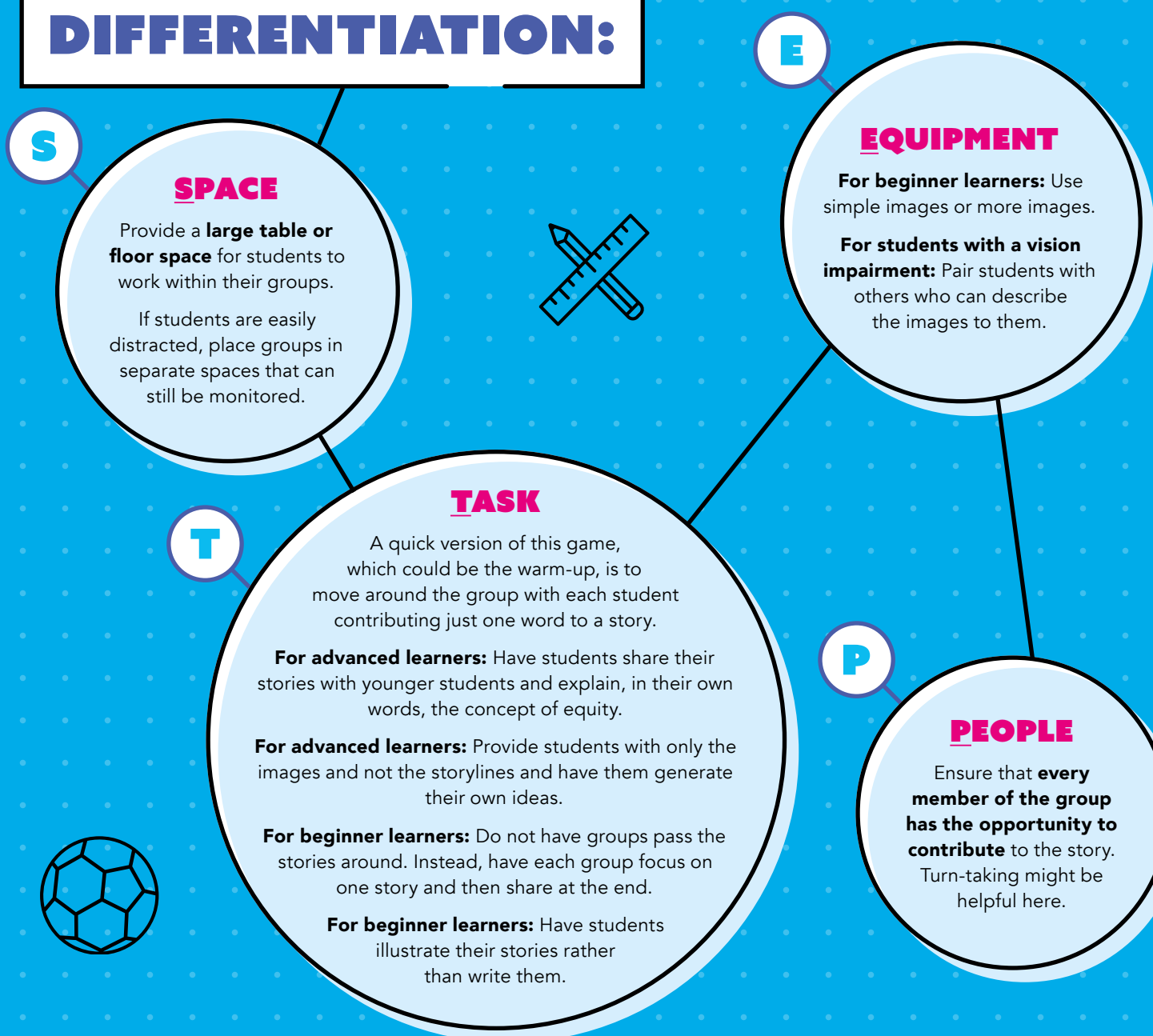
Beginner or advanced level sports.

## CONSOLIDATE AND STIMULATE DISCUSSION:



- Have students **explain how equity was shown** in their story by asking questions such as, 'What was the equitable solution to the problem in your story?', 'How was everyone included?', 'How were assets/responsibilities divided?'.
- Depending on the level of depth and relatedness to equity of the children's stories, it may be best to repeat the activity again, after discussing their first attempt.

## DIFFERENTIATION:

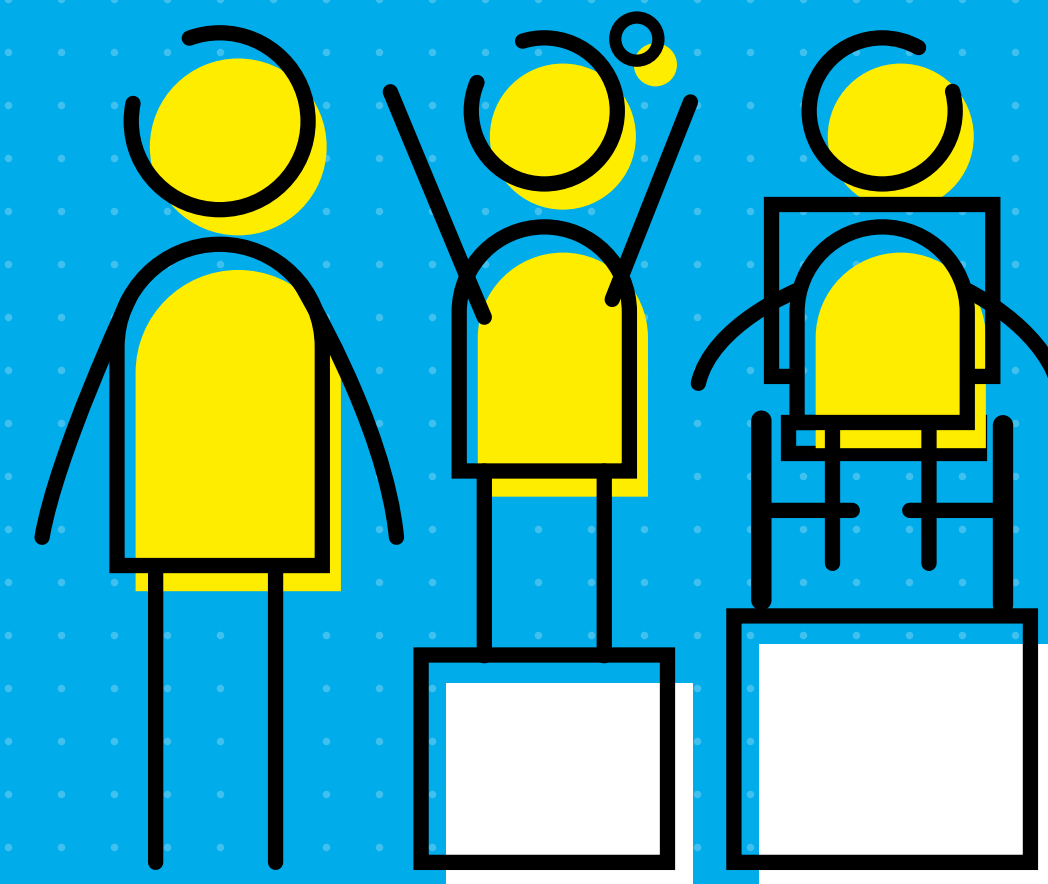


## EQUITY

8

SPORT VALUES IN EVERY CLASSROOM

# A STORY ABOUT EQUITY



The purpose of this activity is for students to **solidify their understanding of the concept of equity**. This will be accomplished by having students collaborate to write a story about an equity-related challenge that could present itself in daily life.



60 MIN



#### LOCATION

Classroom, gymnasium or outdoor space.



#### EQUIPMENT NEEDED

Equity storylines and images, pencils, paper.



#### CORE COMPETENCIES

Social-Emotional Skills, Critical Thinking.



#### LEARNING OBJECTIVES

Students will:  
**Identify** and **reflect** on daily life scenarios involving equity.  
**Cooperate** to find solutions to equity-related challenges.



#### KEY VOCABULARY

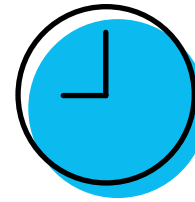
Equity, Communication, Cooperation.



#### SAFETY

It is important that students feel safe, respected and encouraged in their classroom environment. Teachers and students alike must provide care for one another, especially when sensitive subjects such as gender, cultural differences and impairments may be discussed.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**10 MIN**

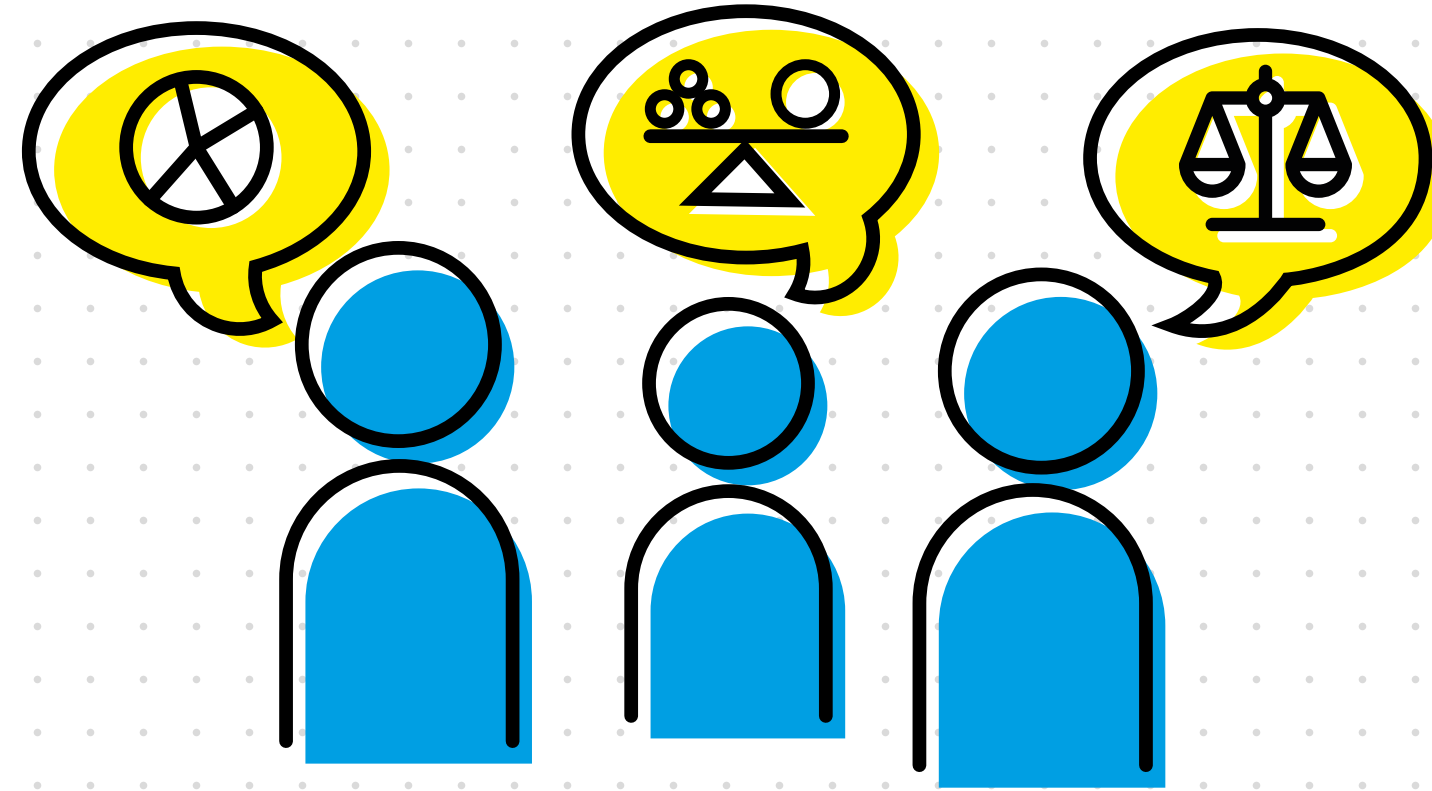
It is important that students have a **significant foundational understanding** of the concept of equity for this activity.

### Ask students:

- What does equity mean to you?
- If you were to draw equity, what would it look like? How would it differ from equality?

**Note:** It may be beneficial to have students illustrate and explain the concept of equity in small groups to ensure that everyone is ready for the next step.

Review the concept of equity.



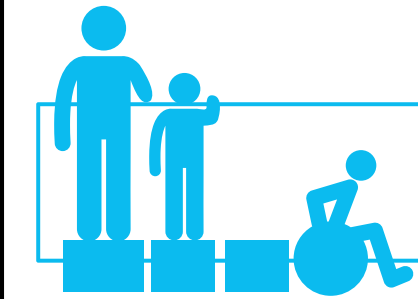
## EQUITY STORYLINES AND IMAGES:

### BEGINNER LEARNERS:

#### We're going to a sports match

Tell a story about 3 friends who want to watch a cricket match but there is a fence blocking their view. 1 is tall, 1 is short and 1 is in a wheelchair. How will they all see?

#### EQUALITY



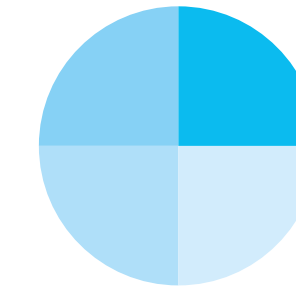
#### EQUITY



#### It's dinner time

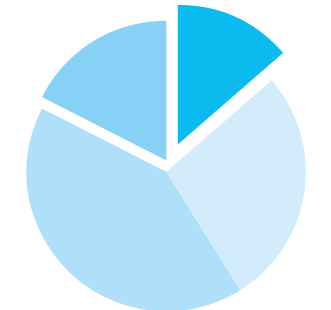
Tell a story about a family who is ready to eat dinner. There are 2 parents, 1 older child and 1 baby. How much food will they each get so that everyone is happy and full?

#### EQUALITY



Everyone gets the exact same size of pie.

#### EQUITY



Everyone gets the size of the pie they need.

#### We're going to the beach

Tell a story about 2 friends who want to collect rocks. One is older and bigger, the other is younger and smaller. What type of rocks and how many will they be able to bring home?

#### EQUALITY



It is the exact same for everyone.

#### EQUITY

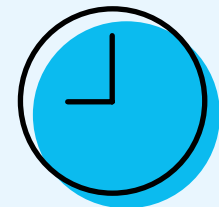


It doesn't have to be the exact same for everyone (e.g., 1 big rock vs 4 little rocks), it just needs to be fair for everyone.

# MAIN ACTIVITY

### CROSS-CURRICULAR LINKS:

**Art:** Students can be asked to create their own illustrations or cards for the activity.



**40 MIN**

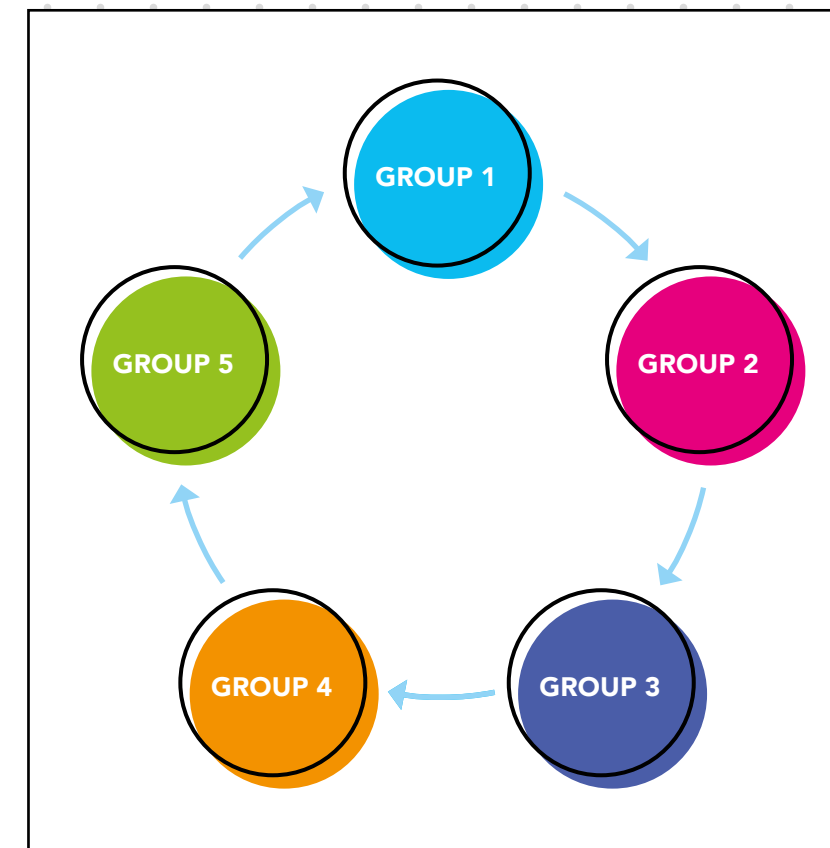


## OUR STORY ABOUT EQUITY

### SET UP:

- Divide students into **groups of 3 to 4** and provide each group with a storyline and corresponding images.
- Have each group **write the beginning of a story** corresponding to their storyline (a few sentences in length). Then, have them **pass it to the next group** who will add a few sentences of their own and pass it off again to the following group until the story has made its way around to each group.
- Each group passes their story on simultaneously, so **every group is active** and a number of stories are circulating at the same time.

- When the last group receives the story, direct them to **find a resolution** to the story. Then, have students pass the stories back to their original authors and have them share the stories aloud.
- The challenge is to develop a story with fundamental concepts linked to equity (e.g., access or lack of access due to different environments, impairment, or gender) leading students to a deeper level of reflection.



## STEP 2 ARTICLES:

### ARTICLE #3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

### ARTICLE #13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

### ARTICLE #31

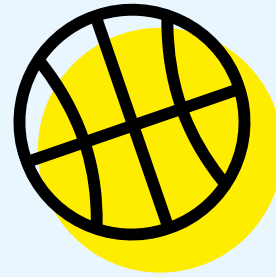
You have the right to play and rest.

### ARTICLE #12

You have the right to give your opinion, and for adults to listen and take it seriously.

### ARTICLE #15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.



## CONSOLIDATE AND STIMULATE DISCUSSION:



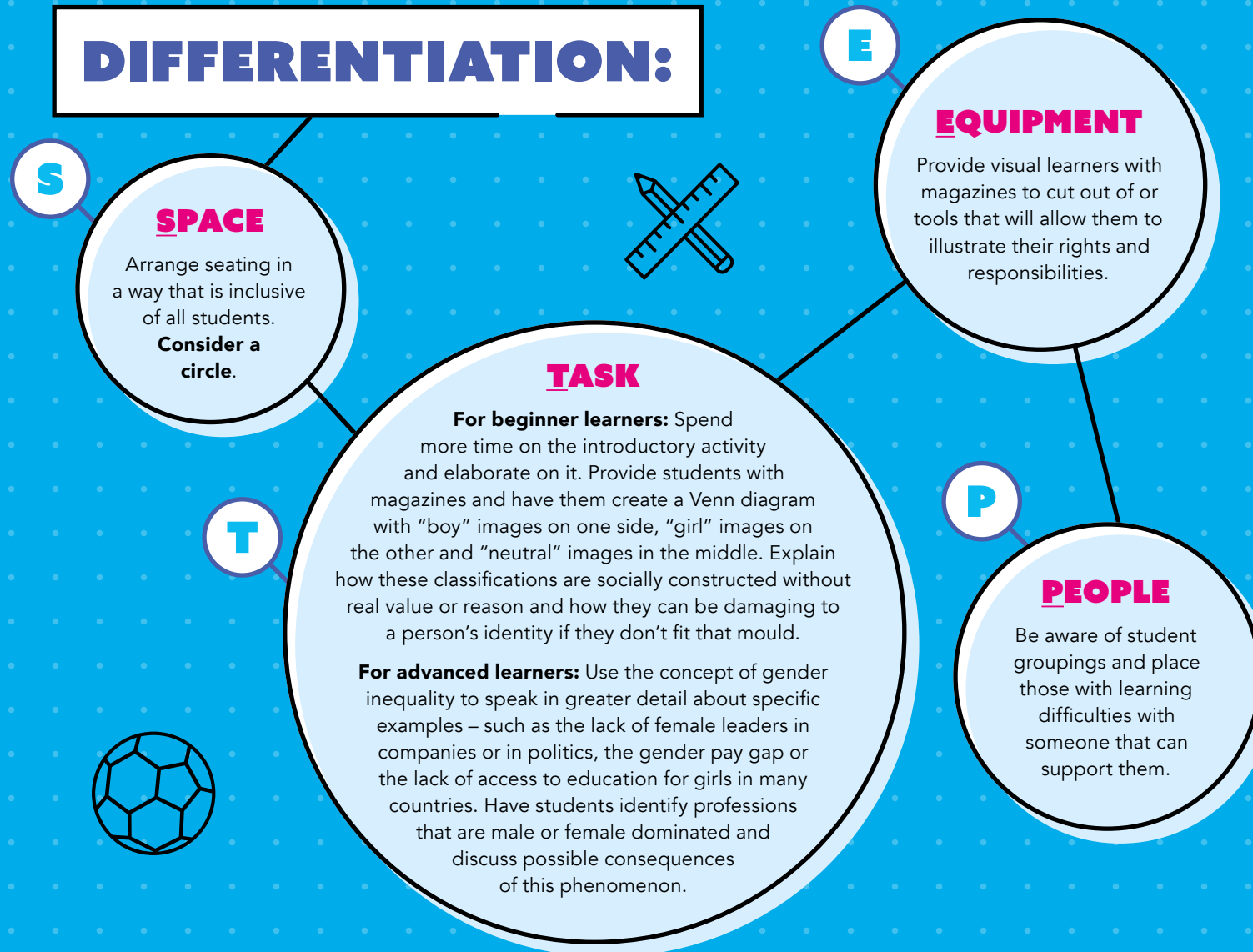
# 10 MIN

### Stimulate a discussion about the activity.

#### Ask students:

- Why is it important for girls and boys to have gender equality?
- Is it important for adults to have gender equality too? Why or why not?
- What rights and responsibilities are needed to help promote gender equality?
- Use the responses to these questions to reinforce how gender inequality negatively affects and excludes people and leads to inequity.
- For advanced learners: Ask students to individually reflect on the following (this reflection can be written so as to remain private):
  - Where do you see gender equality or inequality in your school/family/community?

## DIFFERENTIATION:

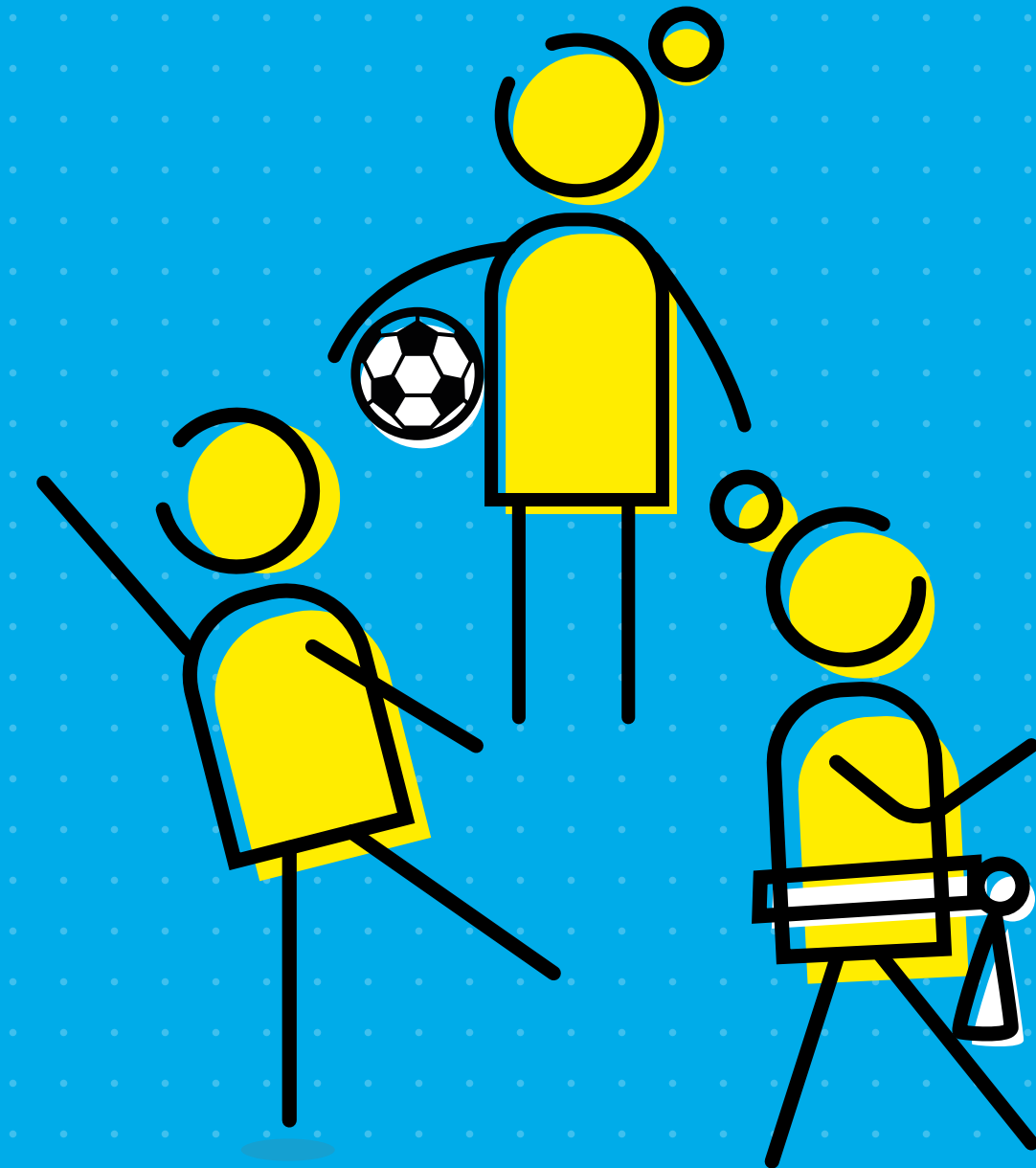


## EQUITY



### SPORT VALUES IN EVERY CLASSROOM

# PROMOTING GENDER EQUALITY



The purpose of this activity is for students to **learn about the concept of gender equality** and how it promotes equity. This will be accomplished by having students create a classroom bill of rights and responsibilities.



40 MIN



### LOCATION

Indoor or outdoor space.



### EQUIPMENT NEEDED

Paper, pencils, chalkboard or flip chart.



### CORE COMPETENCIES

Critical Thinking.



### LEARNING OBJECTIVES

Students will:

- Develop an understanding of and analyze the importance of gender equality.
- Identify rights and responsibilities of all girls and boys in order to promote gender equality.



### KEY VOCABULARY

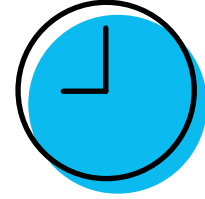
Gender equality, Gender inequality, Exclusion, Inclusion.



### SAFETY

It is important that there is an environment of trust and respect within the classroom. Students should feel comfortable sharing without the fear of judgement and understand the importance of being tactful and polite when discussing sensitive issues.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**10 MIN**

**Assess the students' understanding of gender equality (defined as the equal rights, responsibilities and opportunities of women and men and girls and boys (UN)).**

Ask students to provide examples of after-school activities that exist in their community. Write these activities down on the board.

### Ask students:

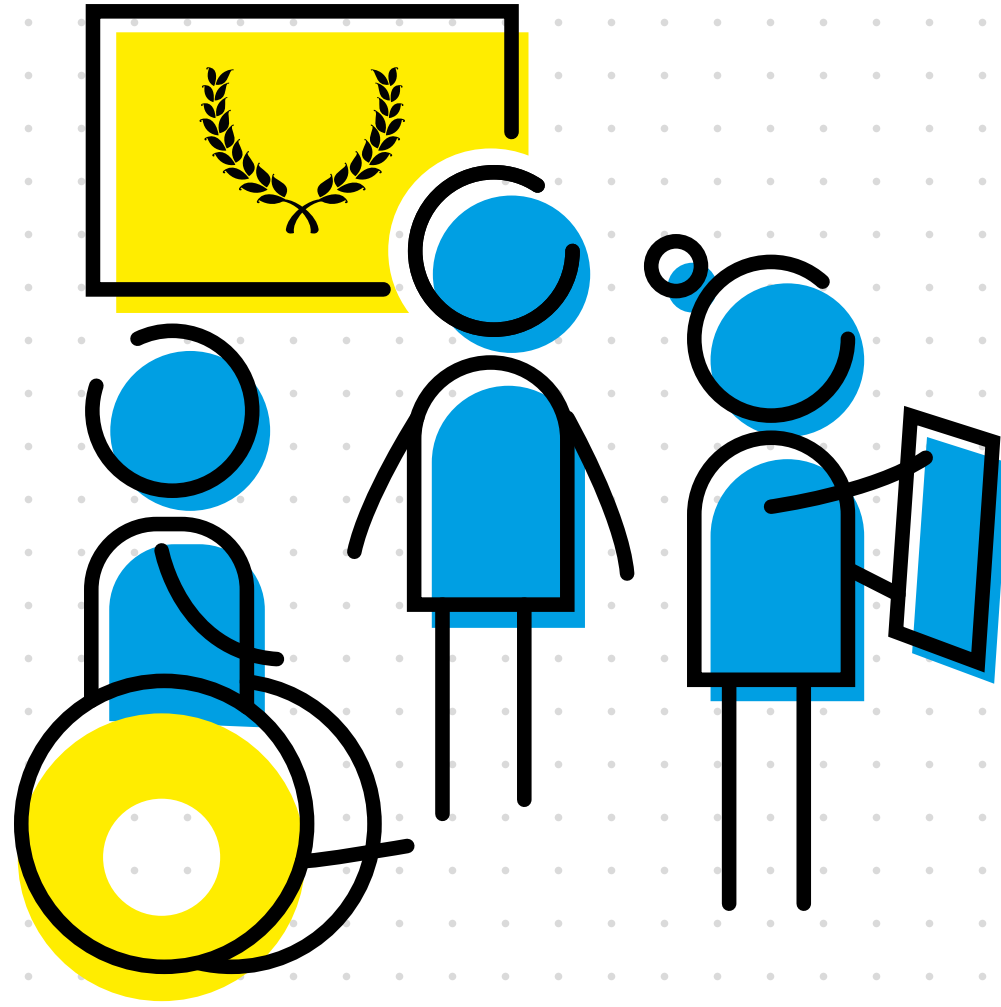
- Can girls and boys participate in all of these activities equally? Why or why not? Do girls and boys participate in all these activities equally? Why or why not?

Explain that in many communities after school activities are open to both boys and girls (both **have the right** to

participate) but many boys would hesitate or avoid certain activities that are labelled as being "for girls" because society has told them that these activities are feminine and not appropriate for boys and vice versa (they **do not have the same opportunity to participate**). Unfortunately, this is also why boys who might dream of being a nurse might be told that it is an inappropriate choice and a girl who dreams of being an engineer would be told the same. These thoughts and beliefs cause exclusion and gender inequality. In order to be equitable and fair, the same rights and similar opportunities need to exist for both boys and girls and boys and girls need to feel welcomed to participate in all parts of society equally.

**Note:** "Gender equality does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike, but rather implies an absence of bias or discrimination." UNICEF. (2011). *Promoting Gender Equality: An Equity-Focused Approach to Programming*. Retrieved from [https://www.unicef.org/gender/files/Overarching\\_Layout\\_Web.pdf](https://www.unicef.org/gender/files/Overarching_Layout_Web.pdf)

**Note:** It may also be worth mentioning that in some parts of the world girls do not have equal rights or opportunities as boys to participate in daily events such as school.



### CROSS-CURRICULAR LINKS:

**Social studies:** If you are examining your own country's government and laws discuss the rights and responsibilities that are given to the citizens. Discuss how your country's leaders promote gender equality.

Have students research how women became included in the Olympic Games. Have them identify regulations that have been put in place in order to create equality amongst men and women in the Olympic Games and in international sport.



# MAIN ACTIVITY



**20 MIN**



## OUR CLASSROOM BILL OF RIGHTS AND RESPONSIBILITIES

### STEP 1:

Read the Introduction and Articles 1 and 2 of the *UN Convention on the Rights of the Child in Child Friendly Language* (see opposite).

<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

### STEP 2:

Then, read a few other Articles that would resonate with the group. Consider Articles 3, 12, 13, 15 and 31.

### STEP 3:

Arrange students into small groups and explain that together, you are going to **create a classroom bill of rights and responsibilities**. Explain that **in your classroom there will be gender equality**, which means that **girls and boys will have equal rights and responsibilities**. Have students brainstorm what rights and responsibilities are important for them in the classroom (provide them with paper and pencil if necessary). After a few minutes, ask groups to share their findings. Write them down on the board or on a paper that can be posted.

## STEP 1 ARTICLES:

### INTRODUCTION

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

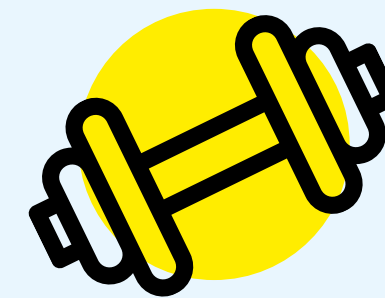
### ARTICLE #1

Everyone under 18 has these rights.



### ARTICLE #2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.



# DOES ECONOMIC BACKGROUND AFFECT EQUITY?



The purpose of this activity is for students to discover how **affluence and poverty** can affect the ability to participate in sport and beyond. This will be accomplished by having students participate in a simulation and then reflect on their experience.



**45 MIN**



### LOCATION

Classroom or outdoor space.



### EQUIPMENT NEEDED

Numbered cards 1 to 5.



### CORE COMPETENCIES

Critical Thinking,  
Communication Skills.



### LEARNING OBJECTIVES

Students will:

- Develop an understanding** of how social and economic background may affect the ability to participate in sport and beyond.
- Analyze** feelings and consequences associated with inequity based on poverty.



### KEY VOCABULARY

Economic/social background,  
Poverty, Wealth distribution,  
Affluence, Advantage.

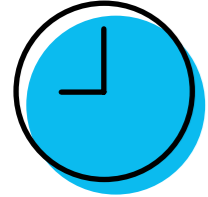


### SAFETY

Ensure enough space for young people to move without bumping or crowding. Provide extra space and guidance for those who have vision or mobility impairments. Because of the sensitivity of the subject ensure the classroom environment promotes respect, kindness and care for others.



## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**15 MIN**

Assess students' understanding of advantage.

Ask students:

- **Is a situation fair or equitable in sport if someone has an advantage?** Can you give some examples of when it is and when it isn't fair? (e.g., it is fair when all experienced players, who would have an advantage over beginner players, are grouped together in their own league; it is fair when a team commits an infraction and receives a penalty and the other team receives an advantage; it is not fair when one team has a lot of money and can afford more training than another team; it is not fair when one player

cannot afford to buy the necessary equipment to participate).

- Is this the case for life in general? Do some people have advantages over others? Can you give an example of when these advantages provide an equitable situation and when they provide an inequitable situation?

**Note:** Repeat Equity #1 if students require more understanding of the connection between advantage and equity.

- Explain to students that often times, **money and social and economic background allow some to have an advantage over others.** Those with more money often have opportunities to participate in sport and other activities that others would not have. This is an inequitable situation.

**Note:** For advanced learners, connect this concept with barriers to accessibility as seen in Inclusion #8.



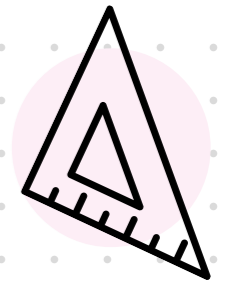
## CROSS-CURRICULAR LINKS:

**Geography/Economics:** If you are studying different countries or regions examine the economics of that region and compare it to other countries/regions. Speak to students about how a government might choose to spend money on social services or other needs. Have them identify equitable and inequitable situations within these contexts.

Examine how wealth is distributed in the world. What makes some nations wealthy and others poor? What are 'developed' or 'developing countries'? How are they classified as such?

**Mathematics:** If you are learning about statistics or graphs have students identify the percentage of a given population that lives in poverty, that is in the middle class and that is wealthy and have them create a corresponding graphical representation.

# MAIN ACTIVITY



**10 MIN**



## TRACK ATHLETES

### SET UP:

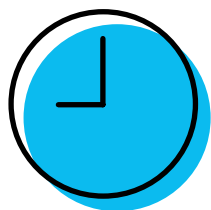
- Have students stand in a straight line, shoulder to shoulder, in the middle of the room.
- Explain that they should **imagine they are all young track athletes eager to train, compete and go to the Olympic or Paralympic Games.**
- Provide each student with a number from 1 to 5 at random.

### Read out the following statements:

- If you are a #1, your training facility was flooded when a tropical storm arrived and your government does not have the money to fix it. Take 10 steps backwards.
- If you are a #2, your coach had to take another job to support his family and now only has half the time available to train you. Take 5 steps backwards.
- If you are a #3, your government paid for all coaches to receive a basic level of training. Stay where you are.
- If you are a #4, your school was able to pay for a tutor so that you could travel to compete and still keep up with your school work. Take 5 steps forward.
- If you are a #5, your government paid for you to fly to Peru for high altitude training with one of the most talented coaches in the sport. Take 10 steps forward.

**Note:** This activity can be adapted to suit various situations in your community. Add in more statements to create interest.

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 20 MIN

**After reading through all of the statements, bring students together and discuss their experience.**

### Ask students:

- How did you feel if you got to advance/stayed the same/had to backup?
- How might it feel if your sports team could not afford to participate in a tournament or a championship that was far away?

Explain that the level of affluence of a country, city, group or individual can effect experiences and exclude individuals.

### Ask students:

- Can you think of moments in sport or elsewhere when money affected a person's ability to participate?
- Can you brainstorm some solutions to these problems?  
**Note:** provide students with some specific questions if needed (e.g., how might a school support students' participation in sport so that money is not an obstacle? How might a team find the necessary training if they cannot afford a fancy training facility or a trainer?).
- **For advanced learners:** What are the consequences of this economic disparity? When some can afford and others cannot?

## DIFFERENTIATION:

### S

### SPACE

Clear a space or go outside so that everyone can move freely.



### E

### EQUIPMENT

Different colour cards or cards with images can be used instead of numbering students from 1 to 5. Students with vision impairments could be told their number rather than given a card, or be given a number of sticks that reflects their number (i.e., 3 sticks means they are a number 3).

### T

### TASK

The game can be adapted to a board game format, moving pieces forward or back squares.

**For beginner learners:**  
Adapt the statements of the main activity to suit the level of understanding of the group.

### P

### PEOPLE

If there is a large group, have students work in pairs. Students can also be lined up facing one another on opposite ends of the space to create more room for movement.

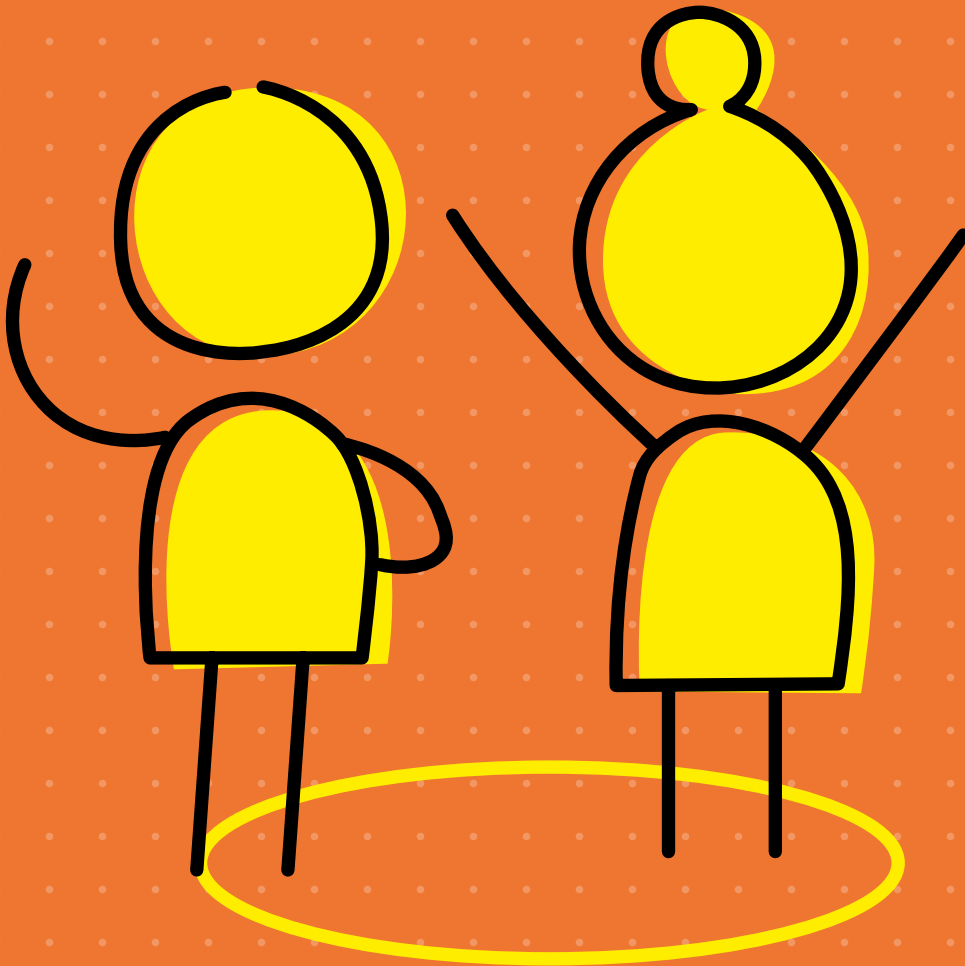


**INCLUSION**



**SPORT VALUES  
IN EVERY  
CLASSROOM**

# UNDERSTANDING INCLUSION AND EXCLUSION



The purpose of this activity is for students to understand the concepts of **inclusion** and **exclusion**. This will be accomplished by having students play a game of **Musical Hoops** where they experience being included and excluded.



**25 MIN**



## **LOCATION**

Gymnasium, classroom  
or outdoor space.



## **EQUIPMENT NEEDED**

Hula hoops, music,  
music player.



## **CORE COMPETENCIES**

Critical Thinking,  
Social-Emotional Skills.



## **LEARNING OBJECTIVES**

Students will:

**Show an understanding** of the  
concepts of inclusion and exclusion.

**Analyze** feelings associated with  
inclusion and exclusion.



## **KEY VOCABULARY**

Inclusion, Exclusion.



## **SAFETY**

Provide a safe environment,  
free of obstacles.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**5 MIN**

Assess students' understanding of the concept of inclusion.

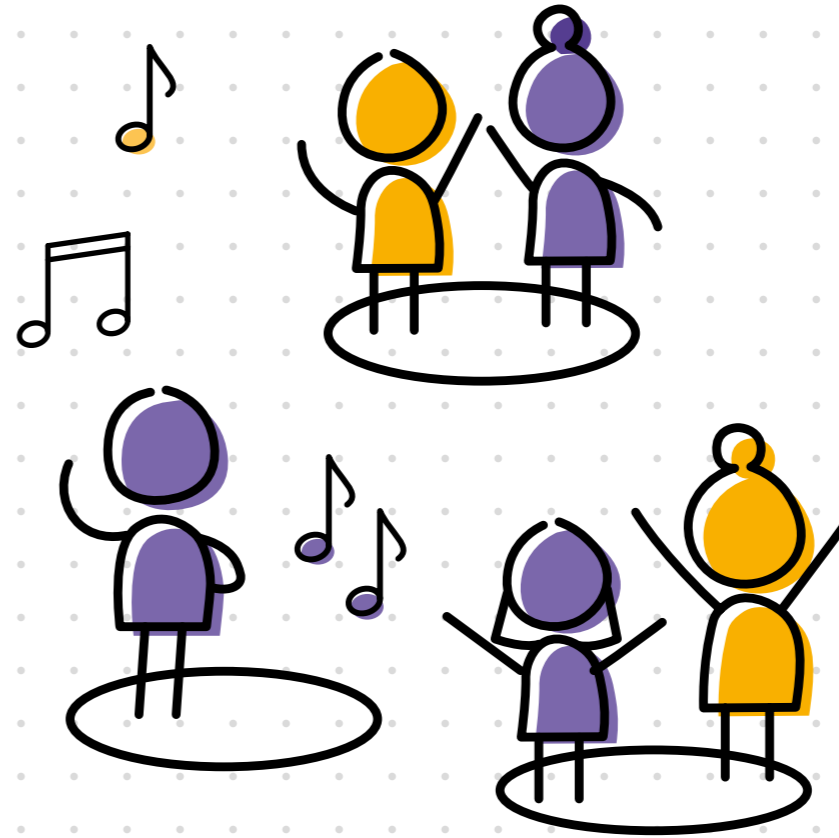
Ask students to reflect in silence, without sharing, on the following:

- Have you ever been **left out** when playing at school?

Now, ask them to share:

- How does it **feel** when you are left out?

Explain that, when someone is left out, they are being **excluded** and, when someone is welcome to participate, they are being **included**. Explain that all humans like to be included and accepted by others.



## CROSS-CURRICULAR LINKS:

**Mathematics:** Have students complete division problems. Numbers that can be divided into whole numbers without remainders demonstrate the concept of inclusion, numbers that have remainders (fractions) demonstrate exclusion. Have students verbally explain how many students would be included/excluded if the following problems were given: If there are 20 students in the class and they need to make 4 groups (e.g.,  $20 \div 4 = 5 \rightarrow$  We will be able to make 4 groups of 5. All 20 students are included). If there are 20 students in the class and they need to make 3 groups (e.g.,  $20 \div 3 = 6$  and  $2/3 \rightarrow$  We will be able to make 3 groups of 6 and one group of 2. 18 students are included and 2 are excluded).

# MAIN ACTIVITY



**15 MIN**



## MUSICAL HOOPS

### ROUND 1:

- **Objective:** To place 1 foot in a hula hoop once the music turns off.

### SET UP:

- Place hoops around the space **at random** (if hoops are not available see task below for an alternative). Use no more hoops than the total number of students.
- Turn some music on or begin to clap your hands.

### RULES:

- **When the music is on**, students move around to the beat.
- **When the music turns off**, students find a hoop and place **1 foot inside** (or position themselves **next to the hoop**).
- **More than 1 student** may be in a hula hoop at once.
- Before turning the music on again **remove 1 or 2 hoops** then repeat until there are only 1 or 2 hoops left. As the game continues there will be fewer and fewer hoops but all students will continue to be included.

### ROUND 2:

- In the second round of the game, everything remains the same but only 1 player may be in a hoop at a time. If there are no hoops available, the player is out and must sit on the side. This version will demonstrate the concept of exclusion. Play only for a few minutes so that students are not sitting out for long.

### ROUND 3:

- Repeat round 1 so that everyone is included once again.

# CONSOLIDATE AND STIMULATE DISCUSSION:



**5 MIN**

**At the end of the activity discuss and promote reflection of the students' experience.**

## Ask students:

- When were you **included** in musical hoops? When were you **excluded** from musical hoops?
- How does being **included** or **excluded** make you feel? How does it change the game for you?
- Use these questions to stimulate a discussion about how it is **kinder**, more considerate and respectful to be inclusive of others. Mention alternative scenarios (e.g., a team or game on the playground) if desired. It may be important to emphasize that we don't need to be friends or similar to others in order to **include them**.

# DIFFERENTIATION:

**S**

## **SPACE**

Ensure the **space is appropriate** for the size of the group. Play with fewer hoops if the space is small.



**E**

## **EQUIPMENT**

If music or a music player is not available, **clap your hands** or tap a rhythm using a hard object.

Instead of hoops, **string** or **tape** could be used to create circles on the ground, or chalk on pavement.

**T**

## **TASK**

### **For advanced learners:**

In small groups, have students discuss and analyze the impact of inclusion and exclusion in differing contexts (e.g., in school, in sports, in the community) and the groups that are most likely affected (e.g., girls are sometimes excluded from going to school).

**P**

## **PEOPLE**

Pair up those with a visual or hearing impairment with a guide.

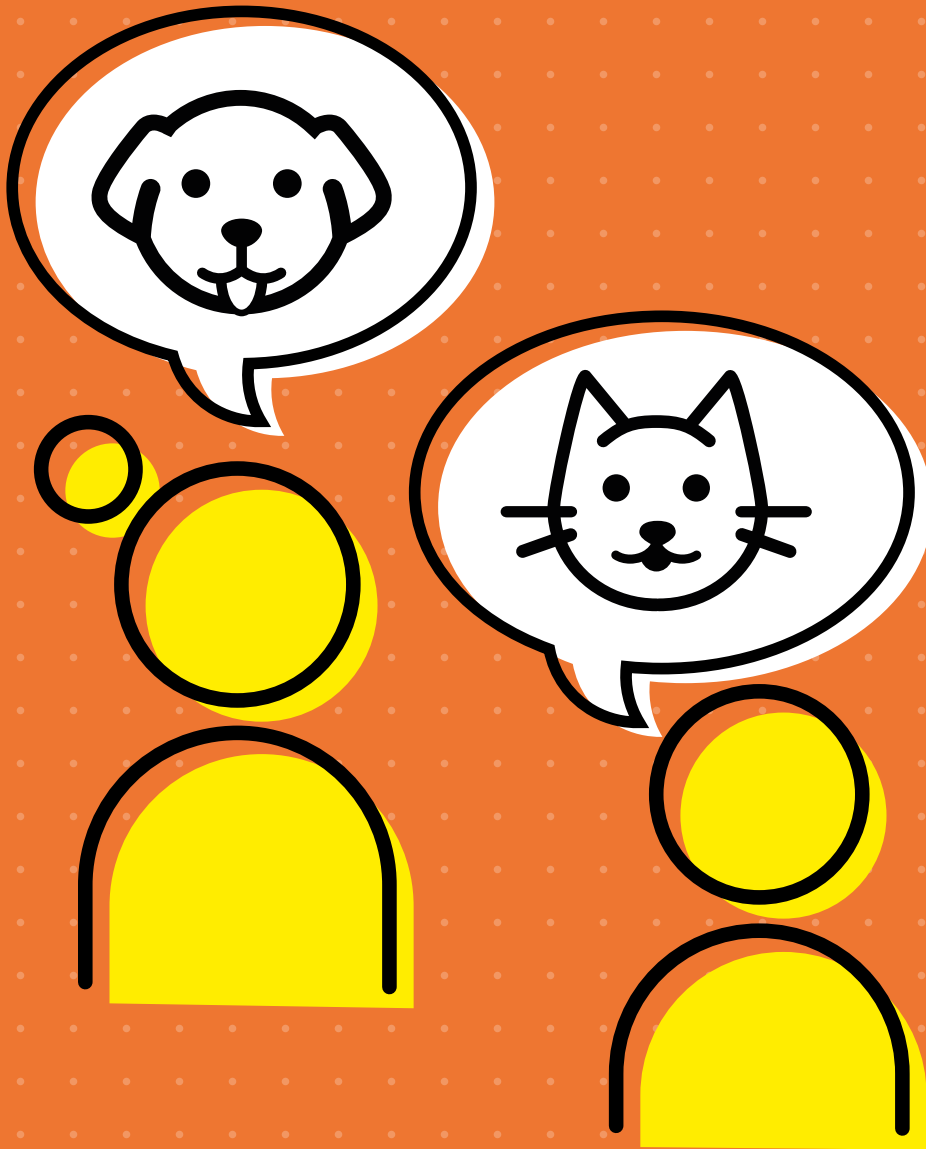


**INCLUSION**



**SPORT VALUES  
IN EVERY  
CLASSROOM**

# EMBRACING DIFFERENCES



The purpose of this activity is for students to understand that **we all have similarities and differences** with others but that the differences should not keep us from being inclusive. This will be accomplished by having students interview one another.



**50 MIN**



## **LOCATION**

Gymnasium, classroom or outdoor space.



## **EQUIPMENT NEEDED**

Interview sheets, pencils.



## **CORE COMPETENCIES**

Critical Thinking,  
Social-Emotional Skills.



## **LEARNING OBJECTIVES**

Students will:

**Identify** that people have similarities and differences.

**Show an understanding** and appreciation of differences in people.

**Analyze** feelings associated with being different.



## **KEY VOCABULARY**

Choice, Similarities,  
Differences, Preference.



## **SAFETY**

It is important that the classroom be a place of trust and respect. Students should feel comfortable sharing without the fear of judgement. They should also understand how to be tactful and polite when listening to others and discussing sensitive issues.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**10 MIN**

### Assess students' understanding of similarities and differences.

Have students move around the space (e.g., run, hop, jump, gallop, skip). Call out "all those who like indoor sports" and instruct the students with this preference to gather together in the centre of the space. Have the others stay still on the spot. Then, have them all move around again. Repeat with another 10 or so statements (e.g., all those who like animals; all those who like sports with a ball; all those who like vegetables; all those who like candy).

**Note:** Add music to make the activity more dynamic. Stop the music when calling out a statement and then start it again when students are to move.

#### Ask students:

- How did you feel when you came to the middle with lots of your classmates?
- How did you feel when you were one of the only ones to come to the middle?
- Is it okay to be the same? To be different? Can you still be friends if you are the same or different?

Use these questions to prompt a discussion about how **we don't have to be the same to get along.**

## INTERVIEW SHEET:

### WHAT IS YOUR FAVOURITE COLOUR?

Mine is: \_\_\_\_\_

Person next to you: \_\_\_\_\_

### WHAT IS ONE OF THE LEISURE ACTIVITIES THAT YOU LIKE DOING?

Mine is: \_\_\_\_\_

Classmate you do not know very well: \_\_\_\_\_

### WHAT IS YOUR FAVOURITE SPORT?

Mine is: \_\_\_\_\_

Your class friend: \_\_\_\_\_

### INVENT YOUR OWN QUESTIONS

Interview someone you want to know more about.

# MAIN ACTIVITY



**30 MIN**



## SIMILARITIES & DIFFERENCES

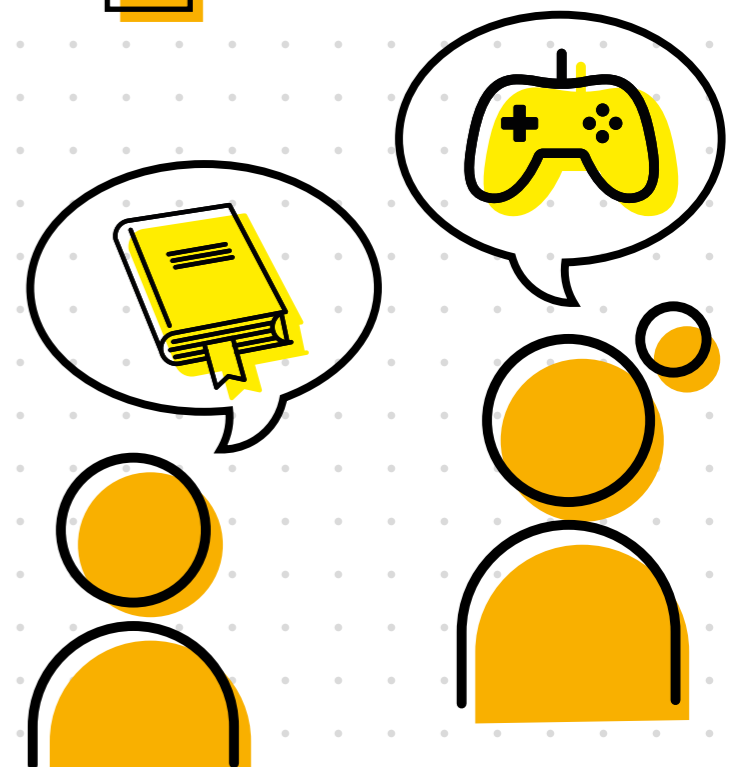
Distribute an interview sheet and pencil to each student. Have students walk around the gym and **discover some of the similarities and differences among their classmates** by interviewing them.

### CROSS-CURRICULAR LINKS:

**Biology:** What are the things that all human beings share (i.e., what makes us all similar in some way – fundamental needs, body systems, etc.)?

**Social Studies:** If exploring different regions of the world, compare and contrast different cultures and identify similarities and note differences that make each culture unique.

**For advanced learners:** Discuss moments in history when a lack of understanding or fear of differences has caused social problems or violence. Have students identify and reflect on similar instances within their own lives.



# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

**Stimulate a discussion and self-reflection about different or similar choices and what this could mean in the students' daily lives.**

**Ask students:**

- Did you learn something new about your classmates? How did you feel when your answers matched? When they didn't?

- How are you different from your friends? How are you the same?
- How does having similarities and differences help your friendship?
- In your daily life, what do you do and how do you feel when someone has a different viewpoint? Different clothing? Different customs? Different language?

Use these questions to stimulate a conversation around **being inclusive and considerate regardless of differences**. Use this opportunity to explain how uncertainty and lack of understanding can cause judgement, fear, exclusion, intolerance and even violence. Explain how a good way to solve this problem is to take the time to get to know someone.

## DIFFERENTIATION:

### S

### SPACE

**Adjust the space according to the group's needs.** Small space is better for greater interaction while large space is better for greater movement.



### E

### EQUIPMENT

Questions/answers can be written on a board/poster for the whole group.

Interview responses can be remembered rather than written down if pencils are not available.

### T

### TASK

#### For beginner learners:

Reduce the number of questions or the complexity of questions within the introductory or main activities.

#### For advanced learners:

In small groups, have students analyze the benefits of being different in specific contexts (e.g., why is it good to be different than your teammates on your handball team? Why is it good to be different than your group members when working on a project?).

### P

### PEOPLE

Students are encouraged to **speak to as many of their classmates as possible**.

Those with a vision impairment can work with a partner who writes down responses for them.



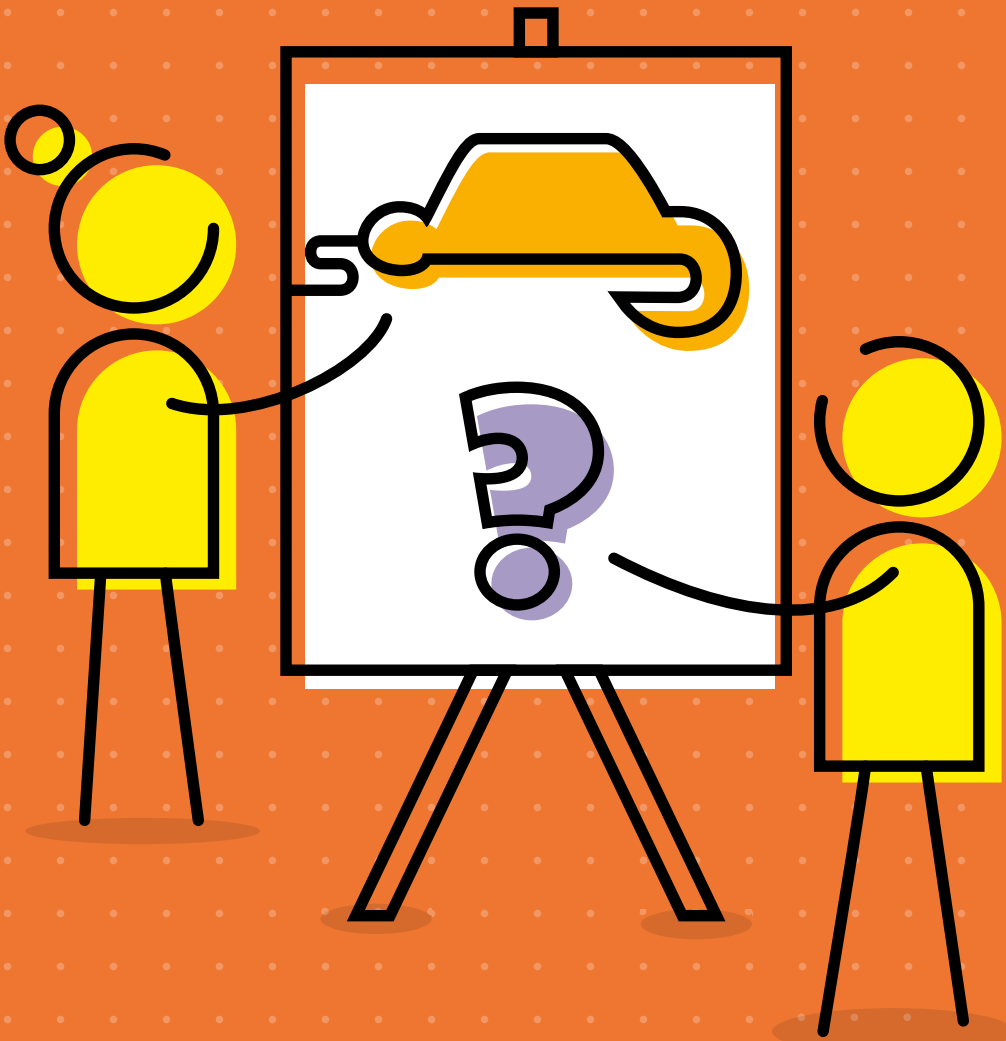


**INCLUSION**

**3**

**SPORT VALUES  
IN EVERY  
CLASSROOM**

# EXPLORING FIRST IMPRESSIONS



**45 MIN**



**LOCATION**

Classroom or outdoor space.



**EQUIPMENT NEEDED**

Interview worksheet, pencils, assorted objects (optional), blindfolds (optional), pictures from books, magazines or other, thick piece of paper.



**CORE COMPETENCIES**

Critical Thinking.



**LEARNING OBJECTIVES**

Students will:

**Reflect** on and **analyze** initial assumptions.

**Question** the reliability of first impressions.



**KEY VOCABULARY**

Surface, Superficial, First impression, Inner person, Assumption.



**SAFETY**

For the introductory activity, ensure that pairings are appropriate and that everyone is treated with respect and dignity. Students should feel comfortable and at ease with whomever they are working with.

The purpose of this activity is for students to **examine and reflect on first impressions** and how **they may be misleading**. This will be accomplished by reading and discussing an excerpt from *The Little Prince* and by examining images that may spark multiple interpretations.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



10 MIN

### Assess students' understanding of first impressions.

- Pair students and have them observe each other in silence. Or, provide each student with a blindfold and an object (e.g., pencil, ball, box, coin).

#### Ask students:

- What do you notice first about your partner/object?  
**Note:** Students may need reminders to offer respectful observations only.
- What other things are important about your partner/object that you cannot see? (e.g., for their partner: personality, energy, friendship. For their object: the usefulness, the purpose, the value.)
- Could you know these things from only your partner/object's appearance?

Use the students' responses to **discuss first impressions**. Explain the human tendency to make assumptions based on first impressions and how they may be inaccurate.

### Drawing 1



Read Part 1 of the extract from "The Little Prince" (*Le Petit Prince*, Antoine de Saint-Exupéry, 1943):

### PART 1:

"Once when I was six years old I saw a magnificent picture in a book, called True Stories from Nature, about the primeval forest. It was a picture of a boa constrictor in the act of swallowing an animal. In the book, it said: 'Boa constrictors swallow their prey whole, without chewing it. After that they are not able to move, and they sleep through the six months that they need for digestion'.

I pondered deeply, then, over the adventures of the jungle. And after some work with a coloured pencil, I succeeded in making my first drawing. My Drawing Number One. It looked something like this".

### Drawing 2



Read Part 2 of the extract from "The Little Prince" (*Le Petit Prince*, Antoine de Saint-Exupéry, 1943):

### PART 2:

"I showed my masterpiece to the grown-ups, and asked them whether the drawing frightened them. But they answered: 'Frighten? Why should anyone be frightened by a hat?'

My drawing was not a picture of a hat. It was a picture of a boa constrictor digesting an elephant. But since the grown-ups were not able to understand it, I made another drawing: I drew the inside of a boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained. My Drawing Number Two looked like this".

# MAIN ACTIVITY



30 MIN



## 'THE LITTLE PRINCE'

### PART 1:

Show students Drawing 1 without letting them see Drawing 2.

#### Ask students:

- What does this look like to you?

### PART 2:

Show students Drawing 2.

#### Ask students:

- When you saw the first drawing, did you guess that the animal was an elephant?
- What is the main message of the story?

### PART 3:

- Continue to encourage reflection and analysis by taking an image (from a children's book, magazine, the internet, etc.) and only showing students a small part of it. This can be accomplished by covering half of the image with a thick piece of paper or by zooming into the page if using a computer.

#### Ask students:

- What do you see in this image?
- Are you getting all the information you need to understand the image from this small section?

Discuss the **ambiguity of first impressions** and the **difficulty with making assumptions**.

### CROSS-CURRICULAR LINKS:

#### Science and technology:

Explore how eyes and lenses work to allow us to see images. How can these images then sometimes be distorted? How does our brain perceive optical illusions? What about the other senses? Can our senses of hearing, taste and touch be deceived?

# CONSOLIDATE AND STIMULATE DISCUSSION:



**5 MIN**

Promote discussion and self-reflection by asking students:

- Can first impressions be misleading?
- Are assumptions we make always accurate?
- What might happen if we make a wrong first impression? What might happen if someone makes a wrong first impression about us?

## DIFFERENTIATION:

**S**

### SPACE

Ensure visuals are **close enough** or **large enough** for all students to see.



**E**

### EQUIPMENT

Rather than using half covered images, show students images of **optical illusions** and have them discuss first impressions and how their first impression might be different from another student's first impression.

**T**

### TASK

**For advanced learners:** Have students analyze the potential detriment of making judgement based on first impressions in specific situations (e.g., when picking teams for a game in the school yard, when picking group members for a project in class). Have them identify the repercussions not only for themselves but for the other individuals involved.



**P**

### PEOPLE

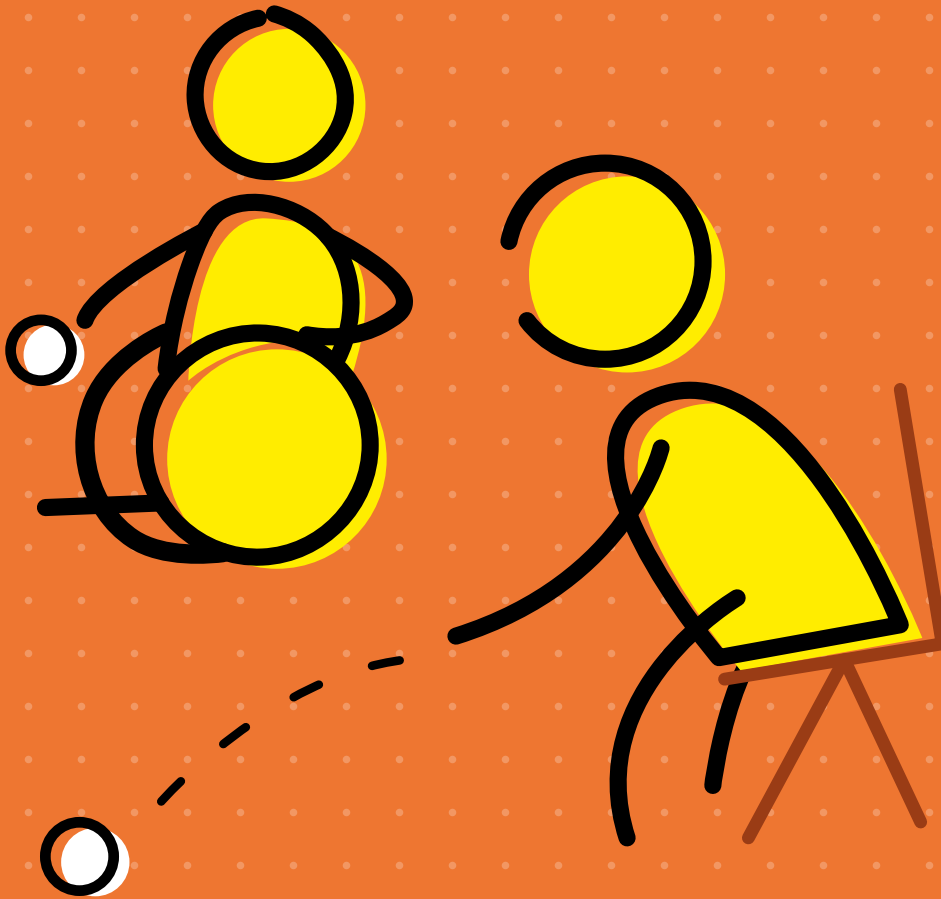
For students with vision impairments, pictures in the main activity may be described to them. Other senses can also be explored. Consider having students **touch different textures** or **smell different scents** and ask them about their first impressions.

**INCLUSION**

**4**

**SPORT VALUES  
IN EVERY  
CLASSROOM**

# PARA SPORT: BOCCIA



The purpose of this activity is for students to experience and reflect on inclusive sport, to appreciate the abilities of people with impairments and **find ways to adapt activities to include all**. This will be accomplished by having students play a **modified game of boccia**.



**40 MIN**



**LOCATION**

Flat, indoor or outdoor area.



**EQUIPMENT NEEDED**

1 ball per student, chalk, tape or marker discs, to define targets.



**CORE COMPETENCIES**

Critical Thinking,  
Social-Emotional Skills.



**LEARNING OBJECTIVES**

Students will:

**Develop an understanding** of the potential of people who have impairments.

**Reflect** on and create ways to adapt activities to all.



**KEY VOCABULARY**

Impairment, Adapted, Sport, Boccia, Para sport.



**SAFETY**

Keep students and others out of the target areas during play. Look out for loose balls laying around the playing space.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



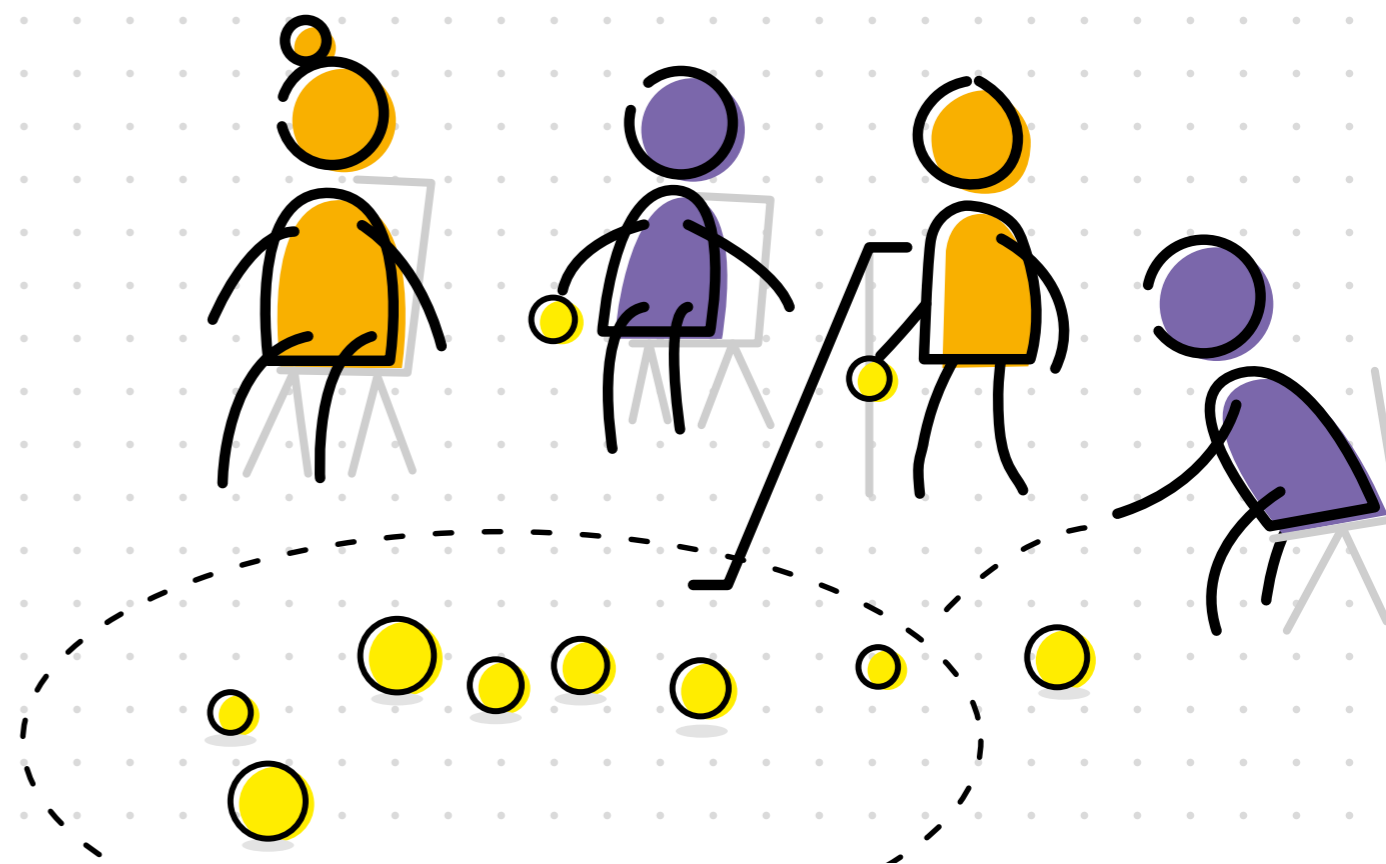
**10 MIN**

Assess students' understanding of Para sport.

Ask students:

- Have you seen people with an **impairment** playing sport?
- Have you ever watched the **Paralympic Games**?
- Which sports have you seen?

Record responses on a board.



# MAIN ACTIVITY



**20 MIN**



## EVER-DECREASING CIRCLE: A MODIFIED VERSION OF BOCCIA

### OBJECTIVE:

To get your ball into the target circle and have it remain within bounds.

### SET UP:

- Have students sit, either **on chairs** or **on the floor**, in a circle, facing inwards, around a large target circle, which can be marked using chalk, tape, marker cones, or by simply tracing it in the ground.
- Distribute one ball to each student.

### RULES:

- Each player tries to **propel their ball** into the target circle. They may **roll or throw** their ball overarm or underarm.
- **Count** the number of balls inside the circle after each round.
- After each round, **reduce the size** of the circle.

For more information about boccia, please see: [www.paralympic.org/boccia](http://www.paralympic.org/boccia)

### CROSS-CURRICULAR LINKS:

**Mathematics:** In boccia, the referee often has to measure the distance between competing balls and the jack (the target) to determine who is nearer. Assign the role of referee to one of the students and provide him/her with a measuring device. In addition to the distances between boccia balls, their random dispersal across the court can allow students to consider the simple geometric shapes that connect them and the angles that these shapes form. Students can illustrate the shapes on paper and measure the angles using protractors.

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

Stimulate a discussion about the students' experience.

Ask students:

- What worked best for you when attempting to get the ball in the target?

- Did you need to **change your technique** as the circle became smaller?
- How would people who have different impairments play this game (e.g., if they had a vision impairment, if they were unable to use their upper limbs)? (See **STEP** for suggestions.)
- Is this game **inclusive**? Were all genders, cultures and ability levels able to be successful and participate together? Is there a way we can make the game more **inclusive**?

Use this discussion to **prompt student reflection** about inclusive sport and to establish new or modified ways of playing bocchia.

## DIFFERENTIATION:

### S

### SPACE

Change the distance to the target circle or jack ball to make the game harder or easier.

Targets can be **different distances** or **sizes** for different players, according to ability.

The game can be adjusted to suit the available space.



### E

### EQUIPMENT

Use **skittles (pins)** or **plastic bottles** as targets instead of a target circle or target ball.

Divide the target circle or bocchia court into zones using tape, chalk or markers. **Allocate points** for each zone based on distance/size.

### P

### PEOPLE

**Appoint a captain** to decide who plays next in their team (alternating).

If throwing is not an option, players can roll the ball down a **gutter, ramp** or **flat board**.

A partner can **clap** or **make sounds** from near the target to guide a player with a vision impairment.

### T

### TASK

Try a version with **2 target circles** or **target balls**, one for red, one for blue. Players aim for their own colour target.

**For advanced learners:**  
Have students create a more inclusive version of a popular game or sport using bocchia as their model.

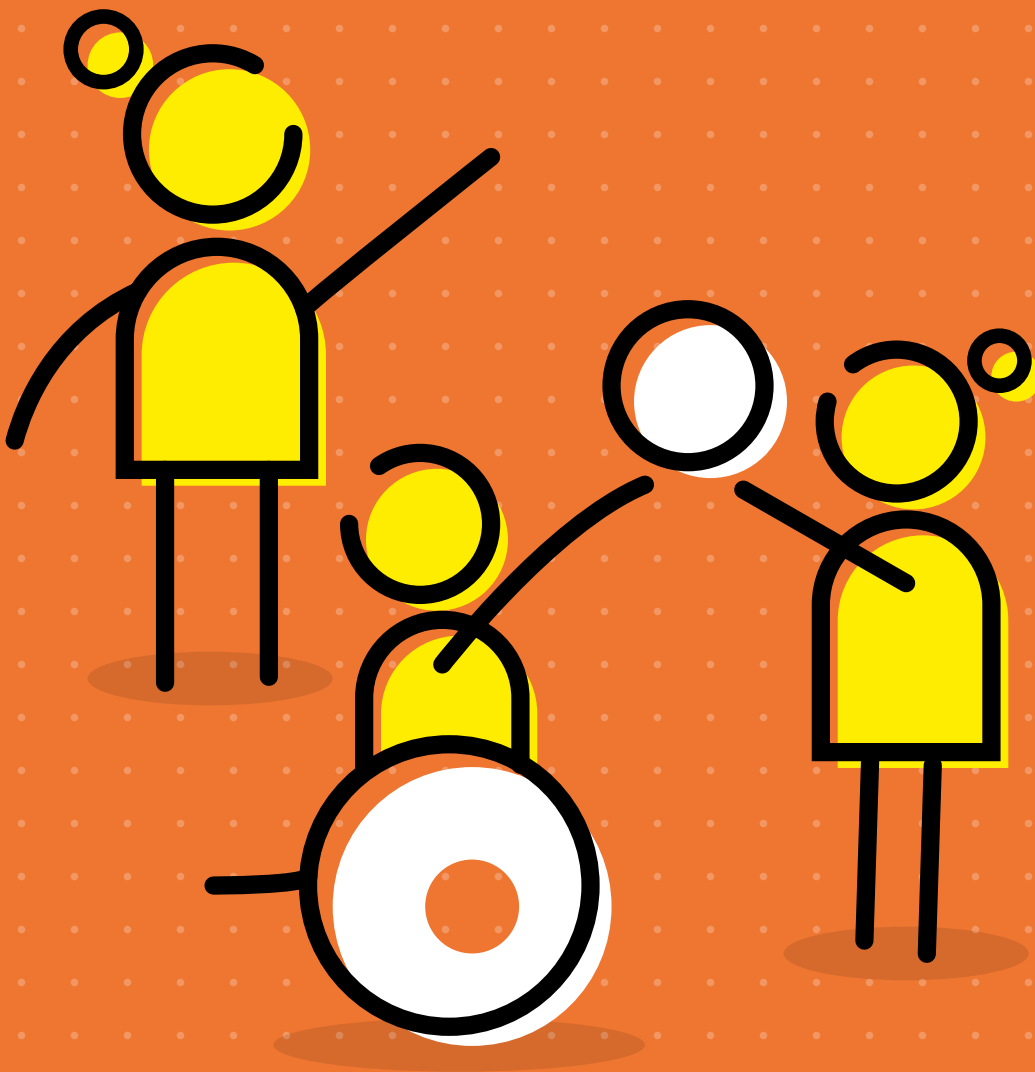


**INCLUSION**

**5**

**SPORT VALUES  
IN EVERY  
CLASSROOM**

# EXPERIENCING A WORLD WITHOUT VISION



The purpose of this activity is for students to develop an **appreciation for those with vision impairments** and establish **effective communication methods** so that activities may be inclusive for all. This will be accomplished by having students play an Over-Under relay.



**40 MIN**



**LOCATION**

Flat, indoor or outdoor space.



**EQUIPMENT NEEDED**

Eyeshades (blindfolds), large ball for each group (e.g., football, volleyball), marker discs or cones.



**CORE COMPETENCIES**

Communication Skills,  
Cooperation.



**LEARNING OBJECTIVES**

Students will:

**Identify** and **demonstrate** methods of adapting communication.

**Analyze** and **create** guidance strategies and inclusive practices.



**KEY VOCABULARY**

Vision impairment, Verbal, Tactile, Senses, Cooperation, Guidance.



**SAFETY**

In Over-Under, it is a good idea to have one or two sighted players available to retrieve and return loose balls.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:

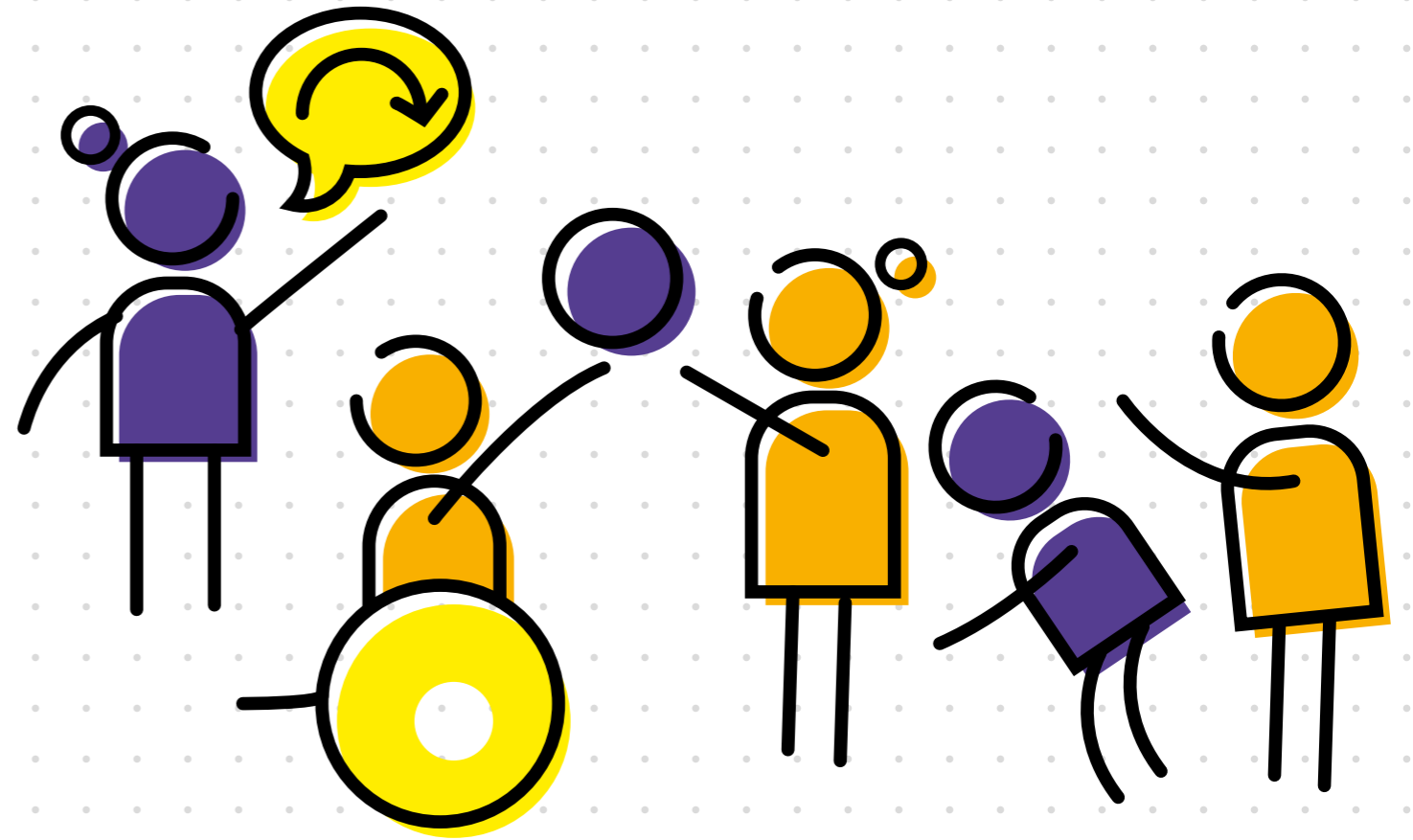


**10 MIN**

Assess students' knowledge of the five senses.

Ask students:

- Can you name the five senses?
- Which sense do you think is the most important? Why?
- What happens when one sense is missing?



# MAIN ACTIVITY



**20 MIN**



## OVER-UNDER

### OBJECTIVE:

To be the **first team to pass the ball down the line and back to the front again.**

### SET UP:

- Divide students into **2 equal teams.**
- Designate **one team leader per group** who will stand aside and have the remaining students line up one behind the other at the start line.
- Pass a ball to the first person in line and have all players **put on eyeshades** except the group leaders.

### RULES:

- On "Go" the first person in line passes the ball over their head to the second person in line who passes the ball between their legs to the third person in line, who passes the ball over their head and so on until the end of the line.
- With help from the team leader, the person at the back of the line carries the ball to the front of the line (still wearing eyeshades) and then passes the ball over their head, as before.
- When the person who began at the front of the line gets back to their original starting position, the team calls 'Done!' and sits down.



### CROSS-CURRICULAR LINKS:

**History:** Have students identify historical figures with vision impairments and their achievements (e.g., musicians, scientists, political leaders).

**Language Arts:** Examine how those with vision impairments read and write. Teach students how to be descriptive in their writing to help the reader imagine the scene.



# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

### Ask students:

- What was a good way to communicate to the next player in line that the ball was coming over or under?

- What did the team leader say or do to help the last player come to the front of the line?

Have students split into groups of 3 or 4 and ask them to discuss the following:

- If you need to communicate with a peer with a vision impairment at school, what might you do?
- How can you include a peer with a vision impairment in your game at recess?

If time allows, play again so that students can practice new communication strategies.

## DIFFERENTIATION:

### S

### SPACE

Students should space themselves within their team in a way that helps them transfer the ball.



### E

### EQUIPMENT

A **bell or rattle ball** can be used to help guide players. If students shake the rattle as they pass the ball, it can help place the location of the ball. Alternatively, a plastic bag can be wrapped around the ball. It will crackle when passed from player to player.

### T

### TASK

Players can **pass the ball in different ways** as passing under may not be appropriate for everyone. Try a twist to the side instead.

**For beginner learners:**  
Have all players pass over head.

**For advanced learners:** Have students create guidance strategies for a blindfolded obstacle course. Challenge them by limiting the type of sounds they can make then have them play.

### P

### PEOPLE

Students with a hearing impairment can play without eyeshades.

Students who prefer not to wear eyeshades can close their eyes.

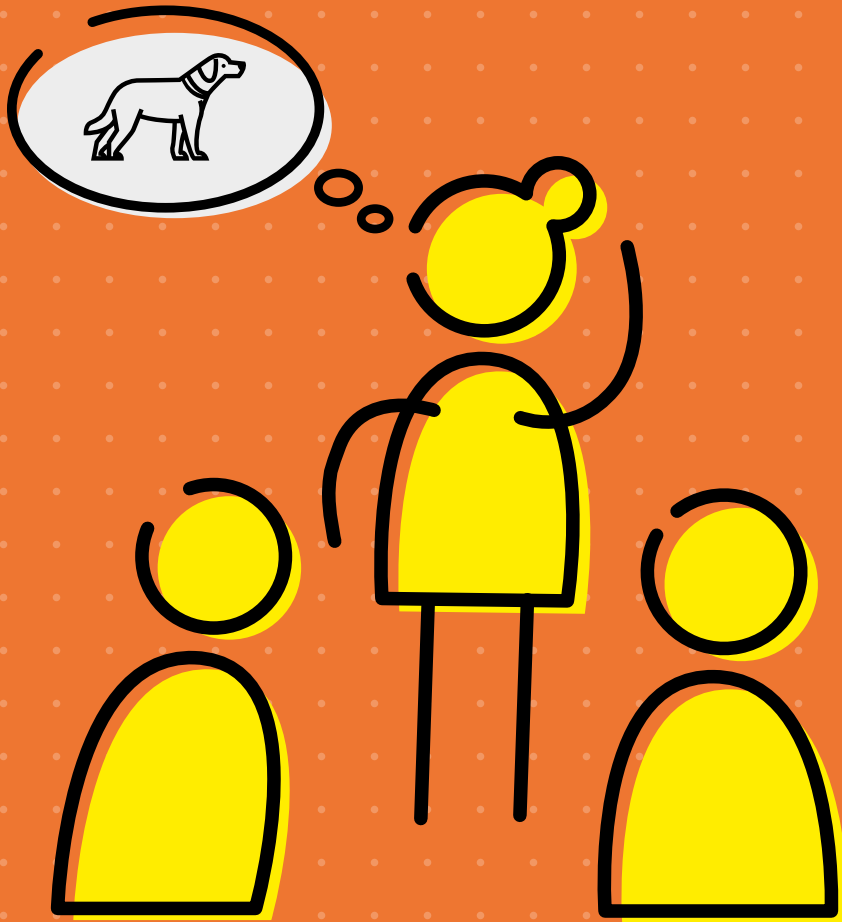


**INCLUSION**



**SPORT VALUES  
IN EVERY  
CLASSROOM**

# EXPERIENCING A WORLD WITHOUT SOUND



The purpose of this activity is for students to **develop an appreciation** for those **with hearing impairments** and those who **speak a different language**, while establishing ways to effectively communicate so that activities may **be inclusive for all**. This will be accomplished by having students **play a game of Charades**.



**35 MIN**



**LOCATION**

Classroom or outdoor space.



**EQUIPMENT NEEDED**

Paper, pencils, pictures or pictograms, bag or box.



**CORE COMPETENCIES**

Communication Skills.



**LEARNING OBJECTIVES**

Students will:

**Identify, demonstrate** and **devise** forms of non-verbal communication.  
**Understand** and **analyze** the importance of differing communication methods in order to be inclusive.



**KEY VOCABULARY**

Communication, Barriers, Non-verbal, Body language, Facial expression, Hearing impairment.



**SAFETY**

Ensure that there is sufficient space and that the area is free of obstacles.  
Select age appropriate words, feelings and concepts to be mimed.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:

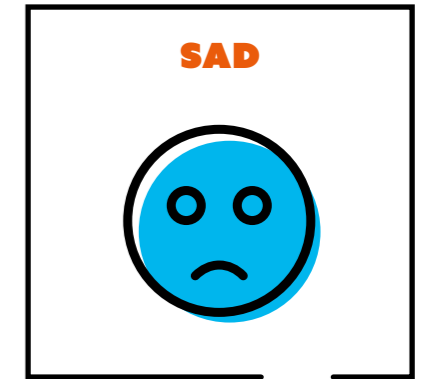
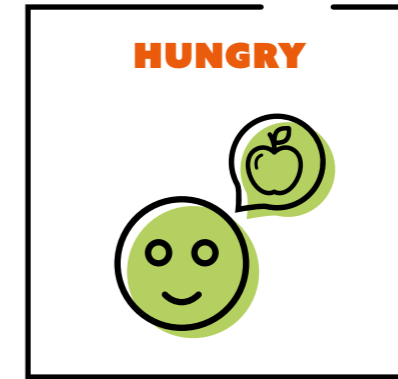
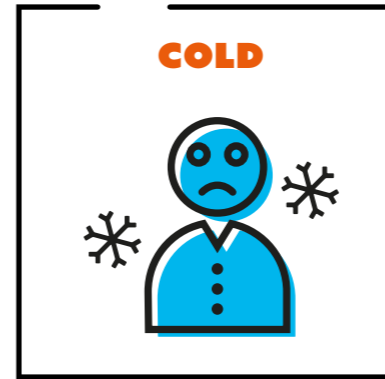
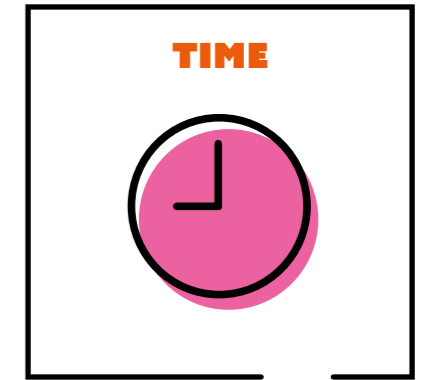
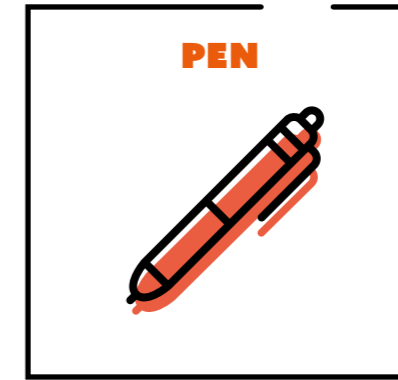
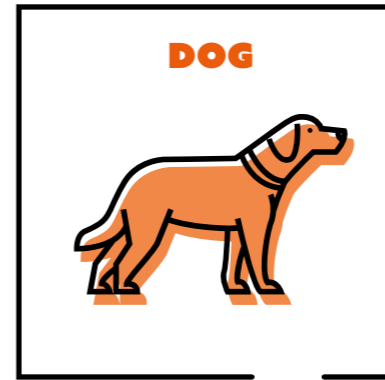


10 MIN

Assess the students' knowledge of different forms of communication and their importance: verbal (oral and written), non-verbal, and visual.

### Ask students:

- Can you suggest **examples** of each type?
- When would each of these forms of communication be **useful**?
- Explain how those who are deaf, hard of hearing, or those who speak another language might rely on **different forms of communication**.



# MAIN ACTIVITY



20 MIN



## CHARADES

### OBJECTIVE:

To guess the word that is being mimed (communicated using gesture, expression, and movement).

### SET UP:

- **Write various words or draw images** that represent objects (e.g., car, tree, table) or feelings (e.g., love, understanding, calm) on slips of paper. Place them in a box or bag.
- Divide the students into **groups of 4 or 5**.
- Have each group take a word or image from the box and give them 2 minutes to decide how they will act it out for the other groups.

### RULES:

- **Round 1:** Have one or more students from each group act out the selected word without speaking (mime) in front of the class while the rest of the students guess the word.
- **Round 2:** In their individual groups, have one student draw a word and act it out for the remaining group members who try to guess the word.

### CROSS-CURRICULAR LINKS:

**Social studies:** Identify and explore different communication methods (e.g., sign language), language development systems (sign and symbols to assist language development), adapted technology (speech synthesizers for vision-impaired people or those who have expressive language impairments).

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 5 MIN

Stimulate a discussion about the importance of alternative forms of communication when trying to be inclusive.

Ask students:

- What did the actor have to do to get the **message across**?

- What were the **main difficulties** encountered? **How did it feel** when you couldn't speak?
- Is it possible to communicate a feeling or concept without talking? (e.g., hungry, tired, angry, hot...) How?
- How might you communicate with a person who speaks a **different language**?
- **For advanced learners:** How can communication affect inclusion?

Use these questions to stimulate a discussion about how body language and facial expressions help us communicate.

## DIFFERENTIATION:

**S**

### SPACE

Ensure there is **sufficient space** for students to enact their mimes. Note that some young people **may require more room** (those using mobility aids, for example).

**E**

### EQUIPMENT

Simple **pictures and pictograms** may assist some students.



**T**

### TASK

**Increase or decrease** the number of rules to **support or challenge** the students (e.g., you may point to objects, you may make sounds).

**For advanced learners:** Have students create entire scenes without using language and have them act the scenes out for the group. The group can then **guess what is being portrayed**.

**P**

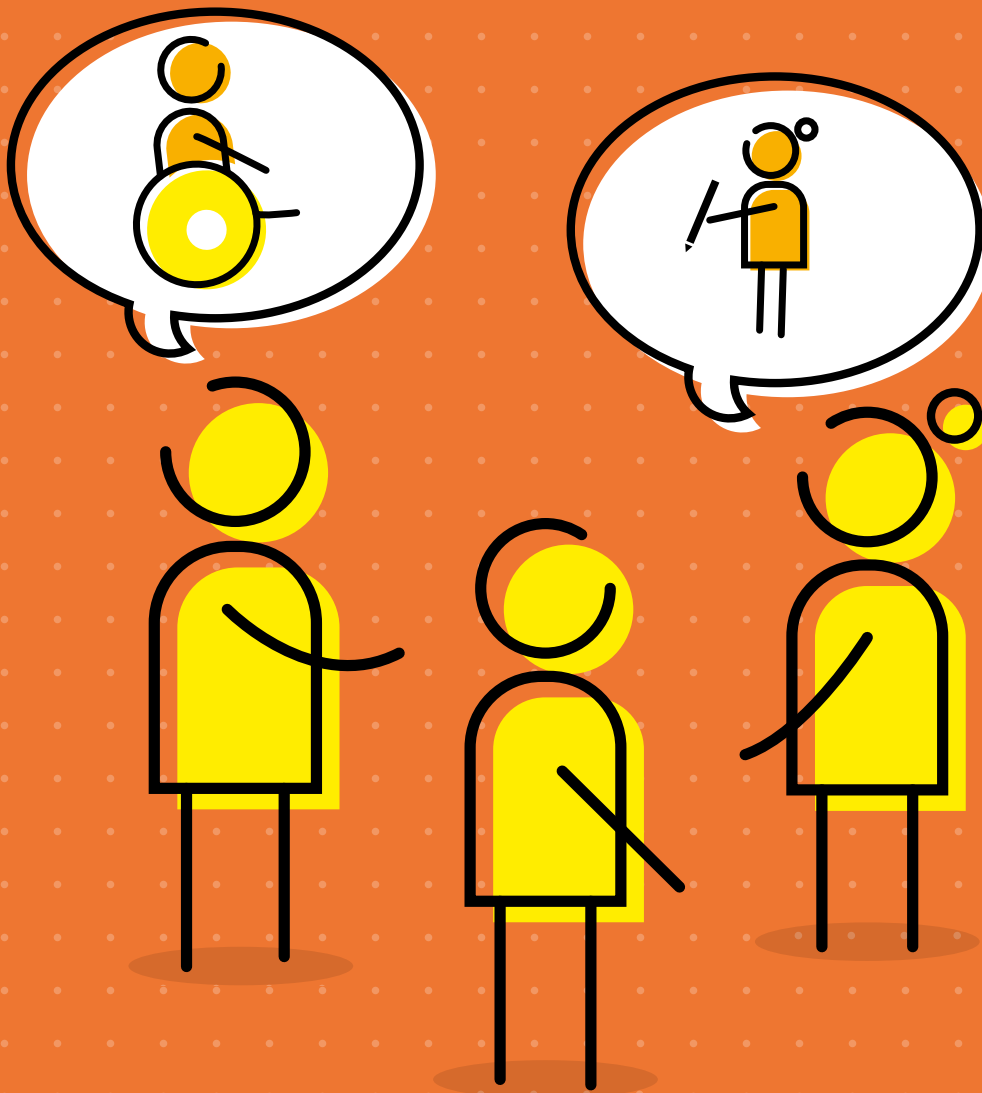
### PEOPLE

Students can **work with a partner** to act out the words.

**Vision impaired students** can work with a sighted partner who describes the scene to them.



# DOWN WITH STEREOTYPES



The purpose of this activity is for students to **develop an understanding of the concept of stereotyping** and how it can be inaccurate and damaging. This will be accomplished by having students consider stories of individuals who have succeeded and establish how their outcomes may be different if they were stereotyped.



**35 MIN**



### LOCATION

Gymnasium, classroom  
or outdoor space.



### EQUIPMENT NEEDED

Board or chart paper,  
simple illustration of a person,  
stories of success.



### CORE COMPETENCIES

Critical Thinking,  
Social-Emotional Skills.



### LEARNING OBJECTIVES

Students will:

**Develop an understanding** of the concept of stereotypes, **question** their accuracy and **assess** their impact. **Examine** how people overcome challenges surrounding stereotypes.



### KEY VOCABULARY

Stereotypes, Challenge, Generalization,  
Discrimination, Exclusion.



### SAFETY

When considering stereotypes for discussion, ensure that none can affect the dignity of the students. Ensure an environment of trust and respect has been built within the classroom where students feel comfortable sharing and understand how to be tactful and polite when discussing sensitive issues.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



10 MIN

### Ask students:

- Do all children like this colour? Do all children like wearing t-shirts? Would it be accurate or fair to say "All children like yellow t-shirts"?

Explain that if we make generalized statements, we are stereotyping.

**"A stereotype is 'an often unfair and untrue belief that many people have about all people or things with a particular characteristic.'" Stereotype. (2019).**

In Merriam-Webster.com. Retrieved from <https://www.merriam-webster.com/dictionary/stereotype>

**Note:** It may be helpful to provide age-appropriate examples of stereotypes (e.g., all superheroes are male, all children are slower runners than adults, all dogs are friendly).

### Assess students' knowledge of the five senses.

Show students a picture of a happy child wearing a yellow t-shirt (or similar). Explain that this child likes the colour yellow and is happy wearing this t-shirt.

## YIP PIN XIU

I'm Yip Pin Xiu. I was born with a condition called muscular dystrophy. When I was young my muscles, especially the ones in my legs, got weaker. I started using a wheelchair when I was 13 years old.

I am a Para swimmer. I learnt to swim when I was 5 years old. Someone spotted my talent for swimming and seven years later I became a competitive swimmer. I began swimming freestyle, but as my muscles weakened I found it difficult to kick my legs. Now I use my arms to swim backstroke. At Beijing 2008, I became the first Singaporean to win a Paralympic gold medal. This is my most memorable sporting achievement. Four years later, at the Rio 2016 Summer Paralympic Games, I was proud to be Singapore's flag bearer at the Opening Ceremony of the Games.

(Source: Agitos Foundation, *I'm Possible: Engaging young people with the Paralympic Movement*)

## CROSS-CURRICULAR LINKS:

**Art:** Have students create a collage with photos or illustrations that show people breaking common stereotypes.

**Language arts:** Have students identify characters in stories (consider using picture books) that represent or encourage stereotypes (e.g., overly feminine female characters, overly masculine male characters).

**Science:** As new concepts are learned, identify influential female scientists who contributed to the discovery of these concepts and broke gender stereotypes.

# MAIN ACTIVITY



20 MIN



## SUCCESS STORIES

In small groups or as a whole, depending on ability, have students **read through stories of individuals who have experienced success in their lives.** Read the included stories or find stories that will resonate well with your specific group.

Have students identify how the character could have been stereotyped. Together, discuss how the **stereotype would have been inaccurate** and how it **might have been damaging** to that person's goals.

### EXAMPLES:

#### YIP PIN XIU

Yip Pin Xiu could have been stereotyped as being physically incapable of becoming an athlete. If people shared these inaccurate beliefs with her, they could have caused her to become discouraged and perhaps believe these false ideas to be true. Yip Pin Xiu may have stopped training and not achieved a Paralympic gold medal as a result.

#### MALALA YOUSAFZAI

Malala Yousafzai was stereotyped because she was a girl. Others believed that it would not be beneficial or useful for society if Malala or other girls went to school. If Malala listened to these people, she may never have continued her studies and made it all the way to University. She may also have never had the courage to defend and support herself and other girls and their right to be educated.

**Note:** Some students may need support with this activity, in which case, read the stories and discuss together as one group.

#### MALALA YOUSAFZAI

Malala is an activist for girls' education. When she was just a child, she was banned from going to school because she was a girl. As a result, she started a blog describing her life and her fight to protect girls' education. Because she spoke out she was targeted and badly hurt. Once she recovered she continued to campaign for girls' rights to go to school. She met with world leaders and started a fund that helped raise money for girls' education. Once she was better, Malala also went back to school and continued on to University.

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 5 MIN

### Stimulate reflection by asking students:

- Does everyone fit into a stereotype? How can stereotypes make a person feel?
- How can they be harmful or lead to discrimination or exclusion?

**Allow students to think or write for 1 or 2 minutes. Then, ask them to share with the group.**

While reflecting, highlight the damaging effects stereotypes can have, and explain that **it is important that we treat all people equally without making judgements based on stereotypes and strive to be more inclusive.**

**For advanced learners:** You may wish to have students reflect on this quote from Chimamanda Ngozi Adichie:

*"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."*

## DIFFERENTIATION:

**S**

### SPACE

If some students need quiet to focus, provide them with a **separate space**.



**E**

### EQUIPMENT

Pictures or photos that represent stereotypic behaviour may assist some young people.

**T**

### TASK

Some young people may find it easier to understand the stories if they are associated with people they know or who are well-known. Feel free to **modify the stories as needed**.

**For beginner learners:** Try choosing illustrated children's books or video clips where characters could experience stereotyping. Illustrations will help students visualize the situation.

**For advanced learners:** Have students write/perform alternate endings to each story, describing what would happen if the character had been affected by a stereotype.

**P**

### PEOPLE

Young people can take turns providing feedback on behalf of their discussion group.

**For beginner learners:** Read the stories to the group as a whole and discuss all together.



**INCLUSION**



**SPORT VALUES  
IN EVERY  
CLASSROOM**

# BARRIERS TO ACCESSIBILITY



The purpose of this activity is for students to **understand the concept of accessibility** and **identify accessibility barriers** that pose a problem to inclusion. This will be accomplished by having students examine their surroundings, identify barriers and suggest solutions.



**60 MIN**



**LOCATION**

Classroom or outdoor space.



**EQUIPMENT NEEDED**

Paper, pencils, cardboard, scissors, tape or glue.



**CORE COMPETENCIES**

Critical Thinking.



**LEARNING OBJECTIVES**

Students will:

**Develop an understanding** of the concept of barriers to accessibility.

**Identify, reflect on and create** solutions to situations that might constitute a barrier or impediment.



**KEY VOCABULARY**

Access, Physical barriers, Non-physical barriers, Mobility, Accessibility, Vision impairment.



**SAFETY**

Ensure that the area is clear of obstruction and debris when students are moving around the school environment.



## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**10 MIN**

Assess students' knowledge of the concept of access and accessibility.

Ask students:

- What do **access** and **accessibility** mean?

- What might stop someone from getting access into a building if they are in a wheelchair or have a vision impairment? (e.g., stairs for those with mobility difficulties, signs for those with vision impairments, traffic lights for those who are colour blind.)

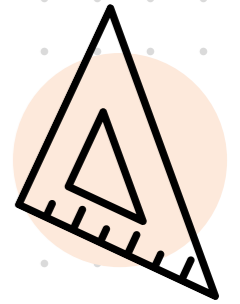
Explain that these are **physical barriers to accessibility**.

- How about **non-physical barriers**? How can something be accessible for a girl but not for a boy, and the opposite? Accessible for an adult but not for a child? Are there ways in which people living with disease are excluded, people living in poverty?

Use these questions to discuss how these **barriers can exclude rather than include people**.



# MAIN ACTIVITY



**40 MIN**



## ACCESSIBILITY ISSUES

### STEP 1:

- Divide the students into **small groups**.
- Have each group **explore outside the classroom** and **identify potential accessibility issues** in the school environment.

### STEP 2:

- After a time you deem suitable, bring students back into the classroom and have each group **share the potential accessibility barriers** they have found. Have each group select one accessibility barrier to focus on.

### STEP 3:

- Have students **brainstorm potential solutions** to their selected accessibility barrier within their small groups. Have them **design and create a prototype** for that barrier using cardboard, tape, or any available materials.

**Note:** This is an excellent way to stimulate creativity and develop problem-solving skills.

### STEP 4:

- With any time remaining, have students **share their prototypes** with the group.

## CROSS-CURRICULAR LINKS:

**Mathematics:** If students are completing a geometry unit, have them identify and draw geometric shapes they see along their search for barrier of accessibility (e.g., rectangles or rectangular prisms in stairs, triangles or triangular prisms in ramps). Spend time explaining that traffic signs are universally shaped certain ways so that people from all over the world can understand their meaning, regardless of where they are from (e.g., stop signs are octagons, yield signs are triangles).

If students are learning about ratio, have them illustrate the floor plan of the school space to scale identifying the accessibility barriers within.

**History:** Explore accessibility issues that have existed for certain marginalized groups (e.g., women, people of different ethnic background, religious beliefs, socio-economic status) within your history curriculum.

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

In their groups, have students discuss the identified barriers and brainstorm solutions.

### Ask students:

- What were some of the **challenges** you faced when brainstorming potential solutions to your accessibility barrier?
- Think outside our school, how can we make our **community** more accessible?

Explain to students that when we make a space **more accessible** we make it **more inclusive**, so all can feel welcomed in every space.

## DIFFERENTIATION:

**S**

### SPACE

Assign spaces within the school building to certain groups depending on supervision needs and student ability.



**T**

### TASK

It might help some students to **try a simulation** (e.g., in pairs, one wearing eyeshades, one guiding, have students try to move around the school environment). However, check with the views of impairment groups in the area who may not approve of impairment simulation. In this case, play a Para sport instead (such as goalball) where the use of eyeshades is part of the game.

**For beginner learners:** Have all students remain in one space for the main activity so that they can be supervised and ask the teacher questions as needed.

**For advanced learners:** Go for a walk around the school neighbourhood and have students identify accessibility barriers along the way.



**E**

### EQUIPMENT

Provide **paper and pencils** to students so that they can write down their ideas and notes.

**P**

### PEOPLE

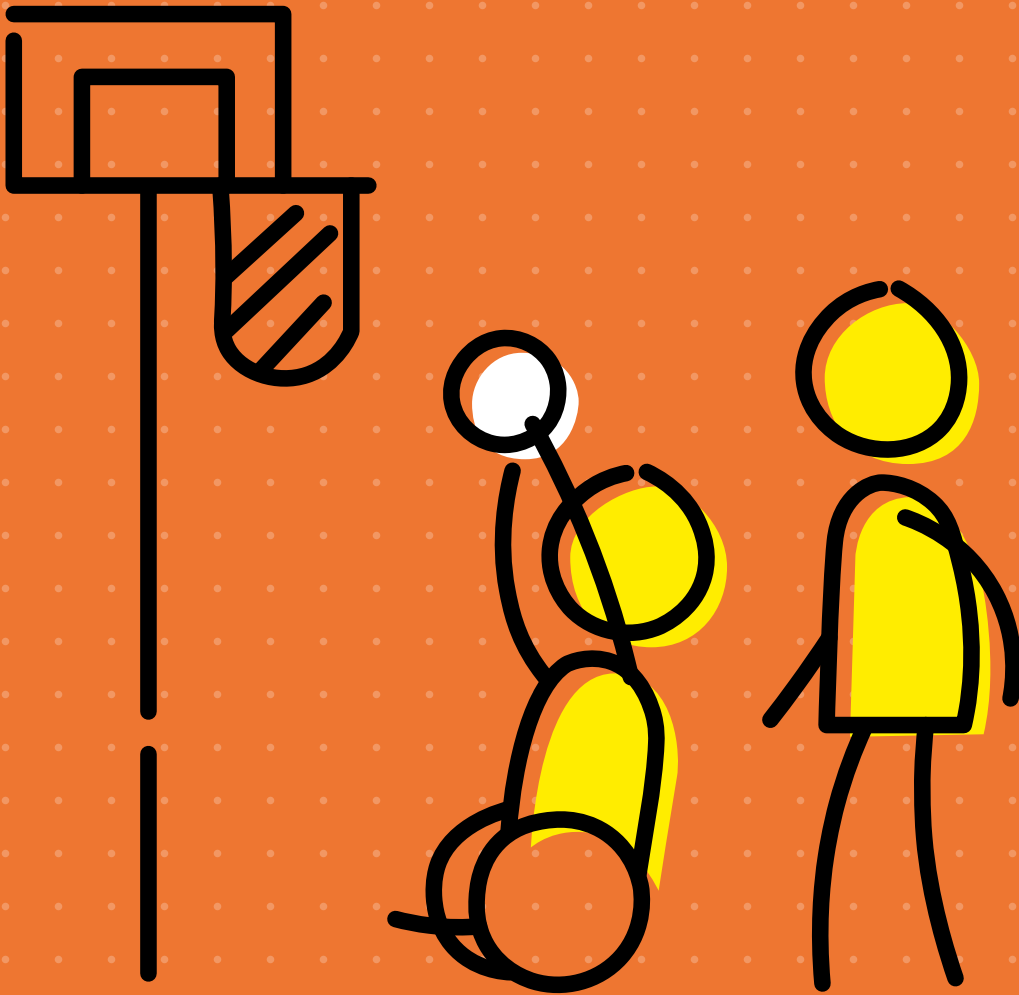
Be aware of student groupings and place those with learning difficulties with someone that can support them.

**INCLUSION**



**SPORT VALUES  
IN EVERY  
CLASSROOM**

# INCLUSION IN SPORT



The **purpose** of this activity is for students to understand how **certain groups** within society are **excluded from sport** and reflect on ways games can be modified to be inclusive and **fun for everyone**. This will be accomplished by having students play 'Keep It Up'.



**45 MIN**



**LOCATION**

Gymnasium or outdoor space.



**EQUIPMENT NEEDED**

Lightweight ball,  
volleyball, beach balls  
or balloons, eyeshades.



**CORE COMPETENCIES**

Critical Thinking, Cooperation.



**LEARNING OBJECTIVES**

Students will:

**Develop an understanding**  
of the ways individuals are included  
and excluded in sport and **analyze**  
how that might feel.

**Reflect** on how sport can be  
modified to be more inclusive.



**KEY VOCABULARY**

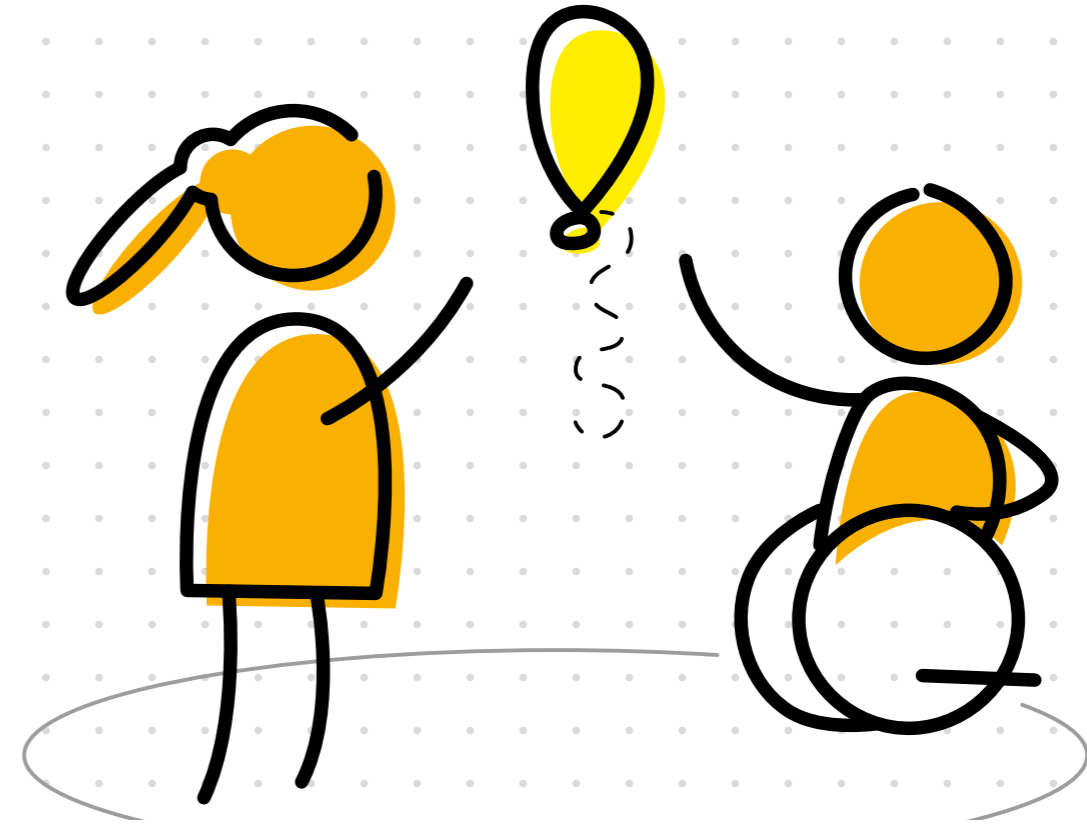
Impairment, Inclusion, Exclusion.



**SAFETY**

'Keep It Up' can be played outdoors on grass. However, care should be taken to avoid abrasions (e.g., legs covered).

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



### CROSS-CURRICULAR LINKS:

**Social studies:** Have students consider other examples of inclusion and exclusion. For example, where people have been discriminated against because of their ethnicity (race) or religious/cultural beliefs or gender.



#### Assess students' understanding of inclusion and exclusion.

- As a class, have students **brainstorm different sports** that they play or see in their community and beyond.
- Write them on a board or chart paper.
- In small groups, have students **discuss** ways that people are both **included** and **excluded** from these sports (e.g., girls have separate leagues than boys or no leagues at all).
- Have students **share their discussions** with the class.

# MAIN ACTIVITY



**20 MIN**



## KEEP IT UP

### OBJECTIVE

To keep the balloon from touching the floor.

### SET UP:

- Divide students into **groups of 6** and give each group a balloon.
- Have students stand in a circle with their group.

### RULES:

- Students must **keep the balloon off the floor** using any body part while remaining standing.
- Have students **count their number of touches** within a certain time limit.
- As students experience success, **add in** additional balloons or **replace** the balloon with a heavier ball.

### NEXT:

- Present the following scenarios to students and ask them to **brainstorm solutions to each**. Once they've come up with a solution try playing a new round with the new rules.

#### Scenario 1:

- A new teammate is going to join your game. She has a mobility impairment and is in a wheelchair. **How can you include her in the game and make it fun for everyone?**

#### Scenario 2:

- A new teammate is going to join your game. He has a vision impairment. **How can you include him and make it fun for everyone?**
- **Ask students** how others might be excluded from sport (affluence, access to facilities and equipment, gender, climate, access to coaching staff, etc.). **Are there solutions to these barriers?**

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 15 MIN

Stimulate a discussion about how sport can be inclusive or exclusive.

In their groups of 6, have students discuss:

- How was the first version of the game **different** from the other versions?
- How does it feel to be **included/excluded** from a game?

## DIFFERENTIATION:



**S**

### SPACE

Increase or decrease the **size of the court** to suit the number of players (e.g., if there are more players, use a bigger space). However, limit the number of players per group so that everyone remains active.

**E**

### EQUIPMENT

Use **lightweight balls**, or slower-moving balls (e.g., balloons, beach balls) to give players more reaction time.

**T**

### TASK

Allow the players to **play the ball off one bounce** initially.

**For advanced learners:**  
Have students analyze how other games or sports are excluding and have them adapt the rules to create a more inclusive version.

**P**

### PEOPLE

Some players may prefer to play from a **seated position** in a chair or wheelchair rather than sit on the floor/ground.

Players with a vision impairment can start every play and play off a bounce to help them locate the ball.



## WORKSHEET 2:

### INSPIRATIONAL INDIVIDUALS/ GROUPS

List your inspirational individuals or groups below:

## CONSOLIDATE AND STIMULATE DISCUSSION:



If time permits, have students **present their poster** boards within small groups or to everyone. In addition, have students **reflect on their work** (this can be completed individually through a written/illustrated reflection or aloud to the group).

#### Ask students:

- How did you feel when thinking of the inspirational individual and making the poster? Why?

#### For beginner learners:

- Has your inspirational individual ever faced moments of being excluded?

#### For advanced learners:

- Where do you see inclusion and exclusion in your story?

## DIFFERENTIATION:

**S**

### SPACE

A 'story space' can be created where students show their pictures or retell their stories. Or, a wall can be used to display the inspirational tales.

**T**

### TASK

**For advanced learners:** Have students create their own fictitious stories of overcoming discrimination.

**For beginner learners:** Group students and provide each one with a short story that speaks of overcoming discrimination (no more than a paragraph in length). Have students read and retell the story back to the class.

**E**

### EQUIPMENT

Students can bring their display to life by using available materials (e.g., clay, cardboard) to create figurines or other 3D models.

**P**

### PEOPLE

**For advanced learners:**

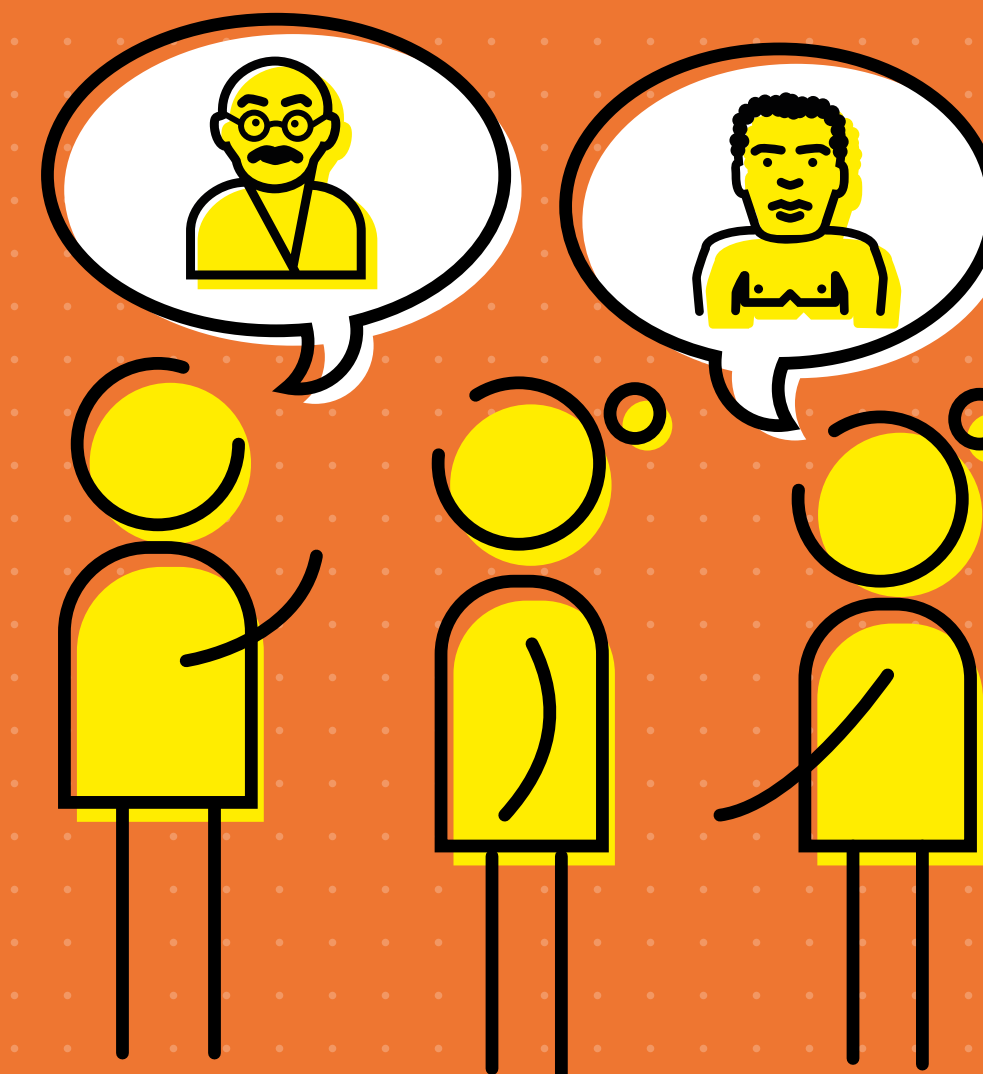
All students should play a part in creating the inspirational stories exhibition/display (e.g., some can do further research at the school library while others begin to create the poster board; some can find images online while others find images in magazines; some can be designated to retell the story to classmates).

## INCLUSION

**10**

**SPORT VALUES  
IN EVERY  
CLASSROOM**

## STORIES OF OVERCOMING DISCRIMINATION



The purpose of this activity is for students to **connect the concepts of inclusion and exclusion to broader contexts**. This will be accomplished by having students research stories of individuals overcoming discrimination in current day or the past.



**60 MIN**



#### LOCATION

Indoor or outdoor space.



#### EQUIPMENT NEEDED

Newspapers, magazines, the internet, and other sources of information, poster boards or paper, markers or other colouring tools, scissors, tape or glue.



#### CORE COMPETENCIES

Critical Thinking.



#### LEARNING OBJECTIVES

Students will:

**Identify** and **analyze** authentic examples of overcoming discrimination and connect to the concept of inclusion and exclusion.



#### KEY VOCABULARY

Inspiration, Inclusion, Exclusion, Discrimination, Unjust, Persistence.



#### SAFETY

Teachers should take care that age appropriate materials are available for students. Providing students with specific websites to use will help avoid inappropriate web searches.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



15 MIN

### Assess students' understanding of discrimination.

Explain to the group that people are sometimes treated unjustly based on their race, age, gender or other personal trait. At times, this discrimination **causes them to be excluded** and in order to achieve their goals they need to **overcome this discrimination**.

Share one or more **positive stories** involving inspirational individuals overcoming hardships. Read the story of Muhammad Ali or choose other relevant individuals to speak about.

**Note:** Choose authentic stories that children will resonate with. Tailor the content to the age and level of understanding of the students.

Explain to students that in the 1960s the United States was going through the Civil Rights Movement, where people fought for the legal rights of African Americans, rights other Americans already had. Muhammad Ali, an African American, supported the Civil Rights Movement.

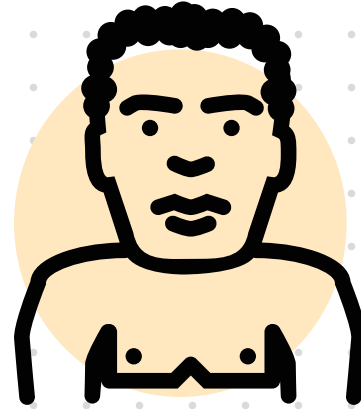
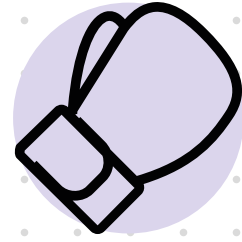
#### Ask students:

- What difficulties did Muhammad Ali have to overcome? Where in his story do you see the concept of **inclusion** and **exclusion**? (e.g., **inclusion** is seen when Muhammad Ali supports the equal rights of African Americans and **exclusion** is seen when Muhammad Ali is wrongfully convicted of a crime.)

**Note:** Students may need added support with this discussion. More detail, examples or time may be required to help them understand this expanded concept.

- How might Muhammad Ali have persisted through these hardships, overcoming these difficulties?

**Note:** This is a matter of personal opinion. Allow students to explore various options.



## MUHAMMAD ALI

Muhammad Ali was an American professional boxer and possibly the most famous sportsman who ever lived. At 18 he won the Olympic light heavyweight boxing Gold Medal at the 1960 Olympics in Rome and went on to win the Heavyweight Championship of the World in 1964 at the age of just 22. However, he was known even wider for his life outside of the ring where his principles and views often placed him in conflict with authorities.

He spoke about his views on life and in particular, the discrimination he observed against African American people (he, too, was African American). He campaigned against the war in Vietnam and refused to fight when drafted into the military in 1967. His stance put him in conflict with the US government and he was sentenced to serve 5 years in jail. The conviction was eventually overturned, but during the dispute he was stripped of his boxing title and license to box.

He returned to the ring in 1970 and in 1974 regained the World Title by defeating George Foreman in Zaire, Africa (now Democratic Republic of Congo) at the age of 32.

After his retirement in 1981, Muhammad Ali announced that he had Parkinson's Disease and devoted much of his later life to philanthropic projects, including opening a centre where Parkinson's could be studied and researched.

# MAIN ACTIVITY



30 MIN



## INSPIRATION POSTER BOARD

#### For beginner learners:

Individually, have students **brainstorm** responses to questions 1 and 2 on Worksheet 1.

Individually, have students **create a collage** that reflects the person they are inspired by. Provide students with paper, colouring tools, scissors, glue or tape, and magazines or other printed materials to cut out from in order to create their collage.

#### For advanced learners:

In small groups, have students **search information sources** (e.g., newspapers, magazines, the internet) for current or past stories of **people overcoming discrimination**. Inspirational individuals may have been discriminated against based on gender, religious beliefs, social status, disabilities or other contexts of society. Have them list their inspirational individuals or groups on Worksheet 2.

**Note:** It might be necessary to provide students with a list of pre-selected

articles, websites or inspirational individuals who have overcome discrimination to direct their searches. Additional time may need to be given for more research depending on how much information and support is provided to students.

In their groups, have students **create a poster** by cutting out or printing the stories and posting them on a poster board. Have students write words that relate to their display around the border (e.g., overcoming, willpower, talent, unlimited, joy, excellence).

## CROSS-CURRICULAR LINKS:

**Social studies:** Take this opportunity to connect this material to your existing curriculum by having students research historical figures that are part of your syllabus. An exhibition of the students work can be displayed for the greater school community. Students can be tasked with explaining their stories to other students, teachers and parents.

## WORKSHEET 1:

### QUESTION #1

Who in your life has inspired you (e.g., an athlete, a parent, a grandparent, a sibling, a teacher)?

---

---

---

---

---

---

---

---

### QUESTION #2

What difficulties has this person had to overcome in order to achieve success (e.g., saving enough money, overcoming an injury or medical problem, being stereotyped or discriminated against)?

---

---

---

---

---

---

---

---

## PART 2:



What other positive qualities, characteristics or skills do you have? Fill in the boxes below.

QUALITY, CHARACTERISTIC OR SKILL	ILLUSTRATION	DESCRIPTION

## CONSOLIDATE AND STIMULATE DISCUSSION:



### 10 MIN

Ask students:

- Are any of your characteristics the **same/different** as your partner?

- Can you think of any other positive characteristics/qualities/skills that you or your partner possess that have not been mentioned?
- How do these positive characteristics/qualities/skills **help you or others**?
- How does it make you feel knowing that **you have so many positive characteristics/qualities/skills**?

Use this discussion as an opportunity to highlight that **everyone has positive characteristics, and not all are the same but all are important.**

## DIFFERENTIATION:

**S**

### SPACE

Move excess furniture to the walls or go outside the classroom to gain more space.

**E**

### EQUIPMENT

Pictures, illustrations or videos relating to characteristics for both the introductory or main activity may assist some learners.

**T**

### TASK

**For beginner learners:**  
Add illustrations to each positive characteristic sign to be posted around the classroom.

**For advanced learners:**  
Have students analyze how their positive traits can be helpful in different contexts (e.g., at school, at home, on a sports team).

**P**

### PEOPLE

If students have a tendency to always partner with the same person, it may be beneficial to **set the pairings beforehand**. This is a good activity for students to connect with new people.

Students with vision impairments may need to be accompanied by a partner who can read the roles aloud and help complete their card.

## RESPECT

# 1

SPORT VALUES  
IN EVERY  
CLASSROOM

# DEVELOPING SELF-RESPECT



The purpose of this activity is to have students **develop self-confidence and self-respect**. This will be accomplished by having them think critically to identify positive characteristics about themselves and understand that these characteristics may be different from others but equally valued.



40 MIN



### LOCATION

Gymnasium, classroom or outdoor space.



### EQUIPMENT NEEDED

Developing self-respect worksheet, pencils, paper, pen.



### CORE COMPETENCIES

Critical Thinking, Social-Emotional Skill.



### LEARNING OBJECTIVES

Students will:  
**Identify** personal strengths to build self-confidence and self-respect.  
**Compare and contrast** different positive traits understanding that all are important.



### KEY VOCABULARY

Characteristic, Quality, Skill, Sportsmanship, Positive.



### SAFETY

Before completing this activity, an environment of trust and care needs to be established in the classroom. This activity may put students in a vulnerable position. Teachers must be present and engaged throughout the lesson to ensure everyone is treated with kindness.



## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



10 MIN

**Note:** A definition of the word 'characteristic' as well as examples may need to be given.

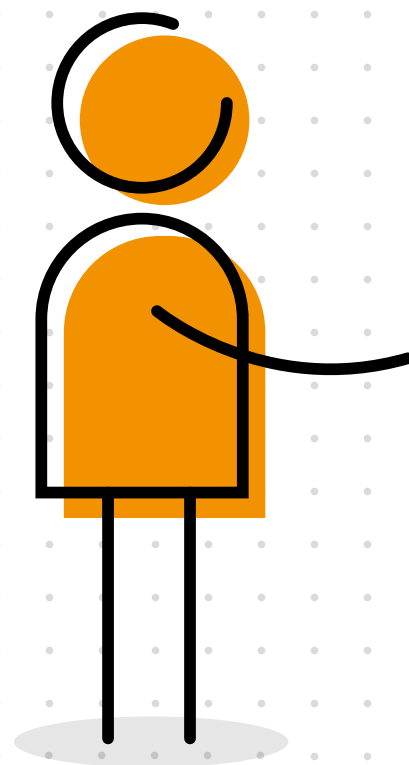
- If possible, pass around images of athletes during competition displaying positive traits to spark ideas (e.g., athletes cheering one another on, athletes congratulating their teammates and the opposition, athletes thanking the referee, athletes listening to their coach).

- After a few minutes of discussion, have students share their thoughts. Explain that **we develop respect for someone when we admire their abilities, qualities and achievements**. We see them as important and have greater care for them. Explain that it is **also necessary to have self-respect and see ourselves as important and care for ourselves**. Explain that students will now take time to identify personal positive characteristics to help build self-respect.

Assess students' understanding of the concept of respect and of the characteristics, skills and qualities associated with respectful behaviour.

In small groups, ask students to discuss:

- Why do we respect athletes? What characteristics, skills or qualities do they have that we admire? (e.g., they are hardworking, they are skilled, they are leaders, they encourage their teammates.)



# MAIN ACTIVITY



20 MIN



## SELF-RESPECT WORKSHEET

### PART 1:

- Pass out worksheet, Part 1, and pencils and instruct students to **complete the worksheet**.
- As they do, make positive characteristic signs: using paper and a pen, write down one positive characteristic, quality or skill that students might possess per sheet and place them around the room (e.g., friendly, thankful, courageous, generous, sharing, creative, problem-solver, adventurous, curious).

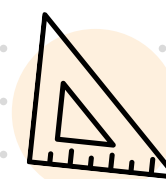
**Note:** It might be helpful to have an illustration accompany each word.

### PART 2:

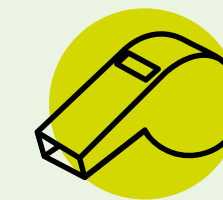
- Once they have completed Part 1, pass out the worksheet, Part 2. Have students circulate around the room. **As they identify with a characteristic, quality or skill have them write it down** on their sheet and complete the remaining information. Tell students that they can write in their own characteristics if none of the posted ones are applicable.
- After 10 minutes, have students pair up and share their work with a peer. Give each student 2 minutes to speak, while the other person listens, and then switch.

### CROSS-CURRICULAR LINKS:

**Language arts:** Students can be asked to identify positive characteristics/qualities/skills of a character in a novel or short story they are reading. They could also be asked to identify positive characteristics of character types (e.g., father figures, heroes, grandmothers).



## PART 1:



Everyone deserves respect. So do you! Fill in the card below to see how many positive qualities, characteristics or skills you have and why you are a person worth respecting.

QUALITY, CHARACTERISTIC OR SKILL	ILLUSTRATION	DESCRIPTION
HELPFUL		I'm helpful when...
CARING		I am caring for others when...
INCLUSIVE		I include others when...
ENCOURAGING		I encourage others when...

## SOLUTION WORDS:

FOLLOW

SHAKE HANDS

ENCOURAGE

ABILITIES

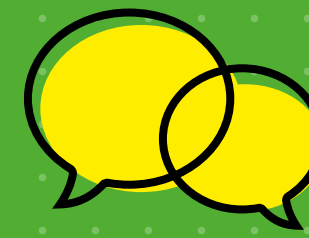
COMFORT

ACCEPT

LISTEN



## CONSOLIDATE AND STIMULATE DISCUSSION:



15 MIN

Once the crosswords have been completed, stimulate discussion by asking:

- When have you demonstrated or used respectful words or behaviours? With whom?
- **Why is it important** to use these words and demonstrate these behaviours? What are the outcomes?
- What other clues could be added to the crossword?

## DIFFERENTIATION:

S

### SPACE

The distance between the groups and the solution words can be **varied** (e.g., shorter distance for younger children or for those who have mobility impairments).



E

### EQUIPMENT

Have children wear **blindfolds** or have them travel on seated scooters or use different movement methods to increase the level of physical activity and difficulty.

If pencils are not available, students can build their solution words into a crossword using the template as a guide.

T

### TASK

**For beginner learners:** Pair illustrations with each of the sentences in the crossword. It may also be necessary to go through and read each of the clues prior to beginning the game.

**For advanced learners:** Have students create a story/skit using all of the words from the puzzle.



P

### PEOPLE

To increase collaboration and cooperation, have all participants travel together to collect words. Parameters can be added in such as *all members must be connected by at least one body part or all members must be touching another member's shoe.*

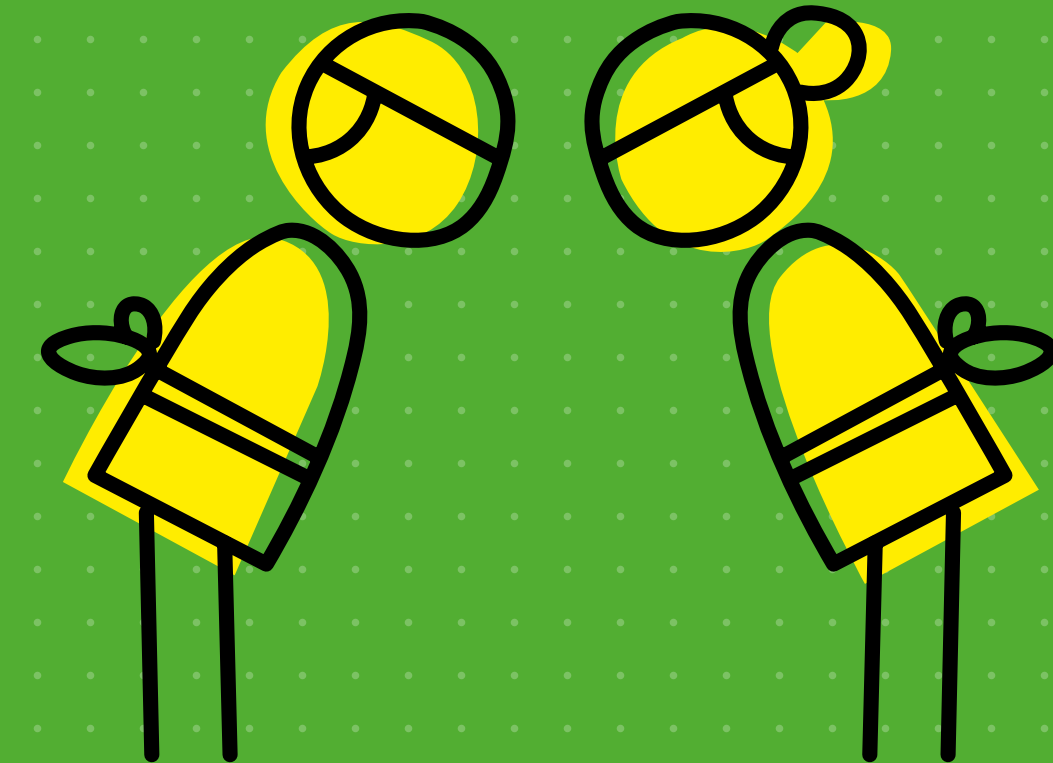
**For beginner learners:** The first activity might be best accomplished in pairs.

RESPECT

2

SPORT VALUES  
IN EVERY  
CLASSROOM

# THE CONCEPT OF RESPECT



The purpose of this activity is to have students **learn and identify** respectful behaviours, vocabulary and gestures that contribute to living in a **harmonious society**. This will be accomplished by having students **race** to complete a crossword about respect in teams.



40 MIN



### LOCATION

Classroom or gymnasium.



### EQUIPMENT NEEDED

Crossword templates, solution words, pencils, sticky notes or small pieces of paper with tape.



### CORE COMPETENCIES

Social-Emotional Skills.



### LEARNING OBJECTIVES

Students will:

**Identify** respectful words and actions that can be used in everyday situations.

**Analyze** the importance of using respectful words and gestures.



### KEY VOCABULARY

Respect, Comfort, Ability, Encourage.



### SAFETY

Ensure the space is free of clutter (e.g., objects or furniture) that could be run into or tripped over. Take precautions and remind students to be careful not to collide.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



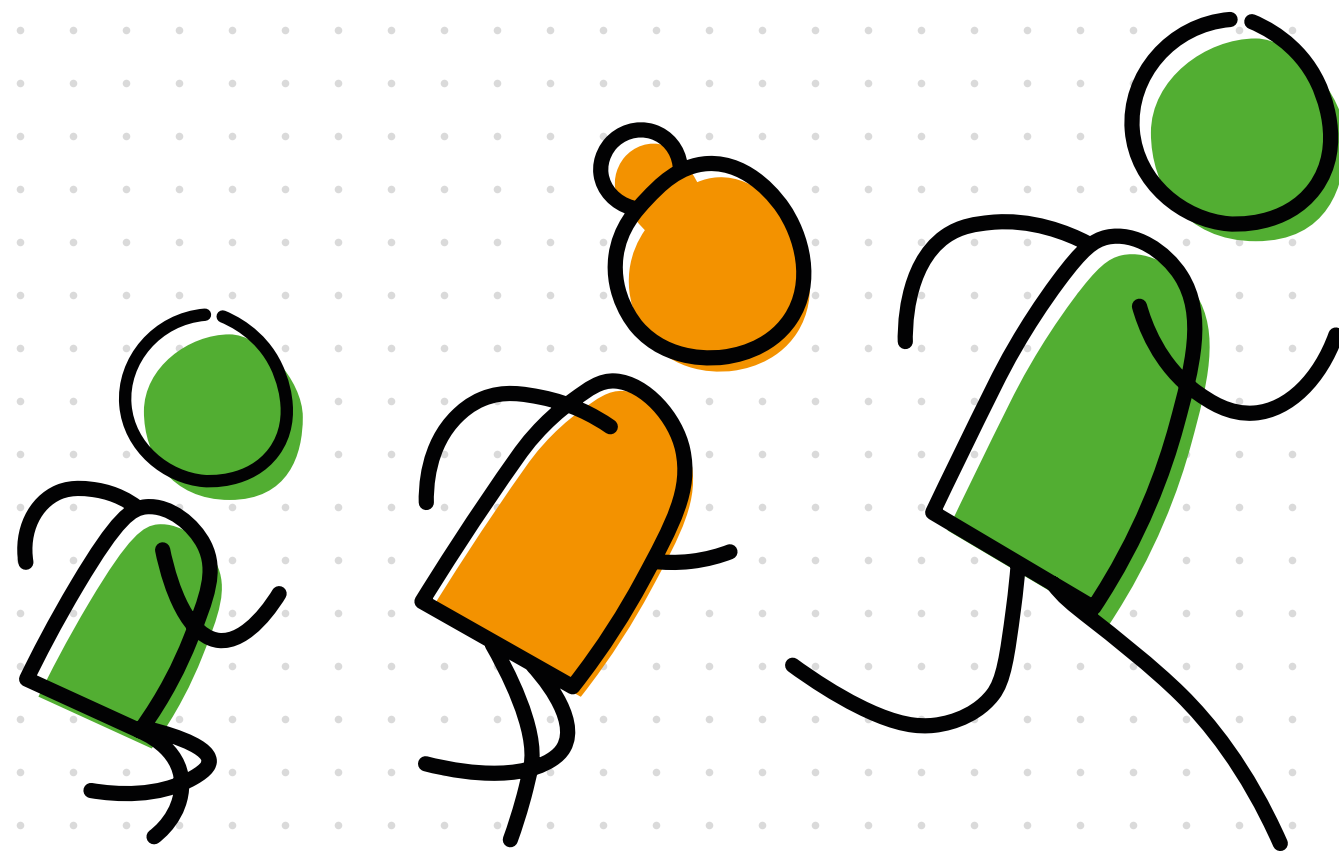
10 MIN

Assess the students' level of knowledge of the concept of respect.

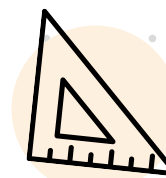
- Write the word "respect" on the board.
- Pass out a small stack of sticky notes or small pieces of paper with tape to each of the students.

- Have students **illustrate** or **write words or actions** that they associate with respect on the sticky notes and then place them on the board (e.g., kind, caring, friend, helpful, smile, hug, handshake, high-five, bow, listen, share).
- After 5 minutes, as a class, go through the words they have written. Organize the words into categories (e.g., respectful behaviours at school, respectful things people say, respectful behaviours at home, respectful gestures). Use these categories as a starting point for a **conversation** about the concept of respect.

**Note:** If students are struggling, write the categories on the board ahead of time in order to spark creativity.



# MAIN ACTIVITY



15 MIN



## CROSSWORD

### SET UP:

- Place students into **groups of 4 or 5** and have them line up one behind the other at one end of the classroom.
- **Pass out one crossword template**, face down, to each group and **place the cut-out solution words at the other end of the classroom**, away from the groups of students. To increase the level of difficulty, mix up all the words and scatter them around the entire back area of the classroom.

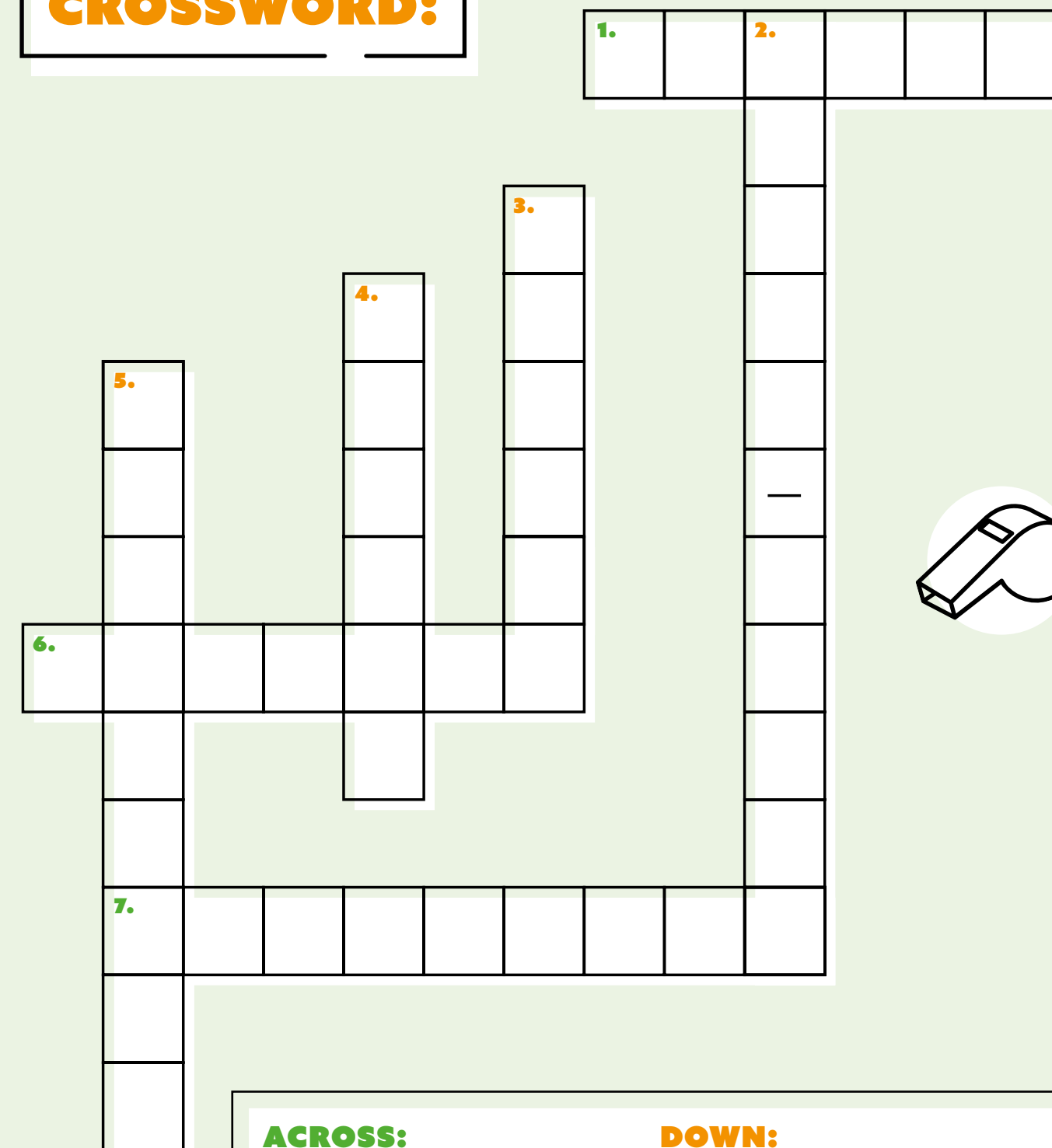
### ACTIVITY:

- On 'Go', have teams flip over their crossword template and read through the clues. **Note:** For beginner learners, it may be necessary for you to do this with the class as a group or with specific individuals.
- One by one students run (or hop, skip, gallop, crawl, crab walk, etc.) to the other end of the classroom and **collect one solution word**. Once it has been brought back the next student can go while the remaining group members begin to **solve the puzzle**.
- Once a solution word has been matched with a clue, it can be written on the puzzle template.

### CROSS-CURRICULAR LINKS:

**Mathematics:** Rather than enumerating each clue of the puzzle, create short equations that students need to solve to know which number the solution is associated with. For example, rather than listing the Down clue as #2, write out  $(6 - 4 = x)$  or  $(4 / 2 = x)$ . Adjust equations to be easier or harder depending on the age and ability of the students.

## CROSSWORD:



### ACROSS:

1. I \_\_\_\_\_ to my coach when she is speaking.
6. I \_\_\_\_\_ my classmates when they are sad about missing a shot in basketball.
7. I learn to see the \_\_\_\_\_ of people around me. Everyone has their strengths.

### DOWN:

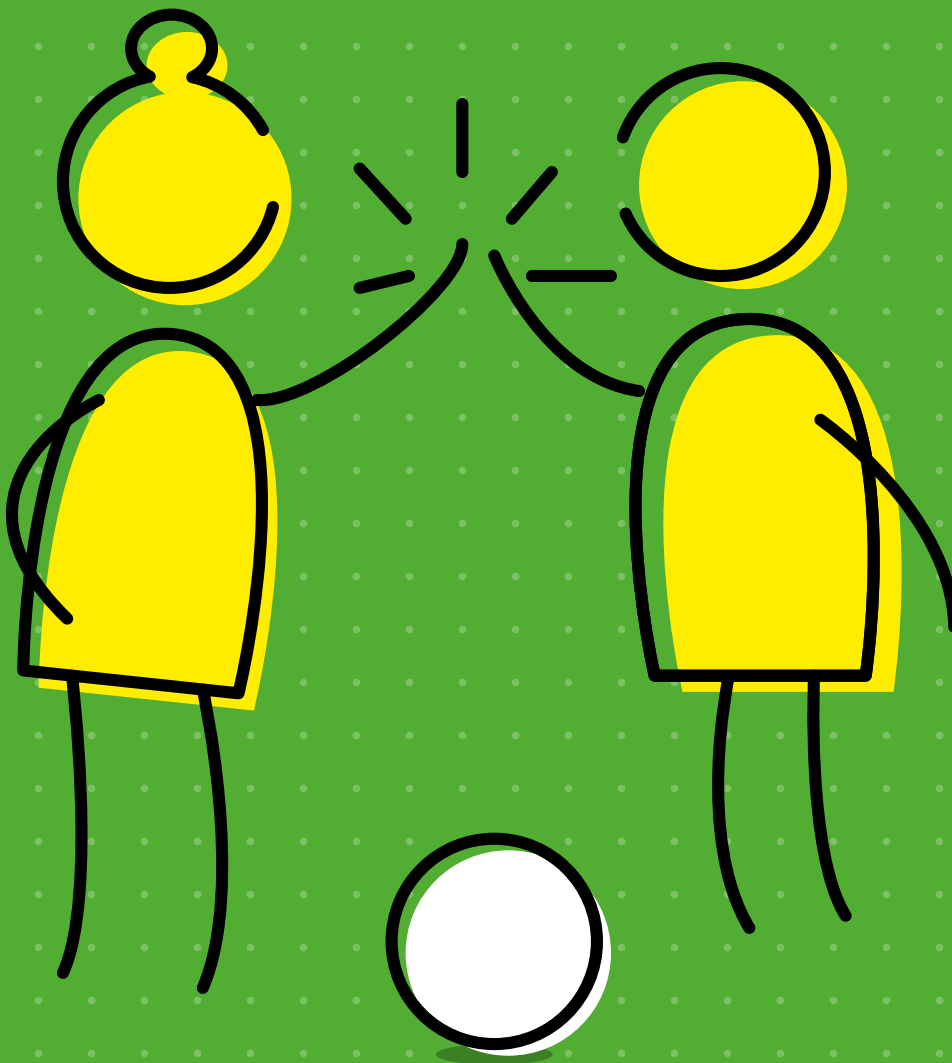
2. I \_\_\_\_\_ with my opponents after the game is done to thank them for the game.
3. I \_\_\_\_\_ the referee's decision in a game.
4. I \_\_\_\_\_ the rules of the game so that everyone has a fair chance of success.
5. I \_\_\_\_\_ my teammates in all situations, even if we are losing.

RESPECT

3

SPORT VALUES  
IN EVERY  
CLASSROOM

# RESPECTFUL BEHAVIOURS



The purpose of this activity is to have students identify and **practice positive, respectful behaviours** and be able to contrast them with disrespectful behaviours. This will be accomplished by **critically thinking** about disrespectful scenarios and acting out a positive alternative.



50 MIN



**LOCATION**

Classroom or gymnasium.



**EQUIPMENT NEEDED**

Sticky notes, a video clip, story or images of disrespectful behaviour, chalk board or white board.



**CORE COMPETENCIES**

Social-Emotional Skills,  
Critical Thinking.



**LEARNING OBJECTIVES**

Students will:

**Analyze** and **evaluate**  
scenarios involving respectful/  
disrespectful behaviour.

**Demonstrate** respectful behaviours.



**KEY VOCABULARY**

Respect, Body language,  
Disrespect, Facial expression.



**SAFETY**

Ensure that the space is free and clear of any objects or furniture when students are practicing and presenting their skits.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:

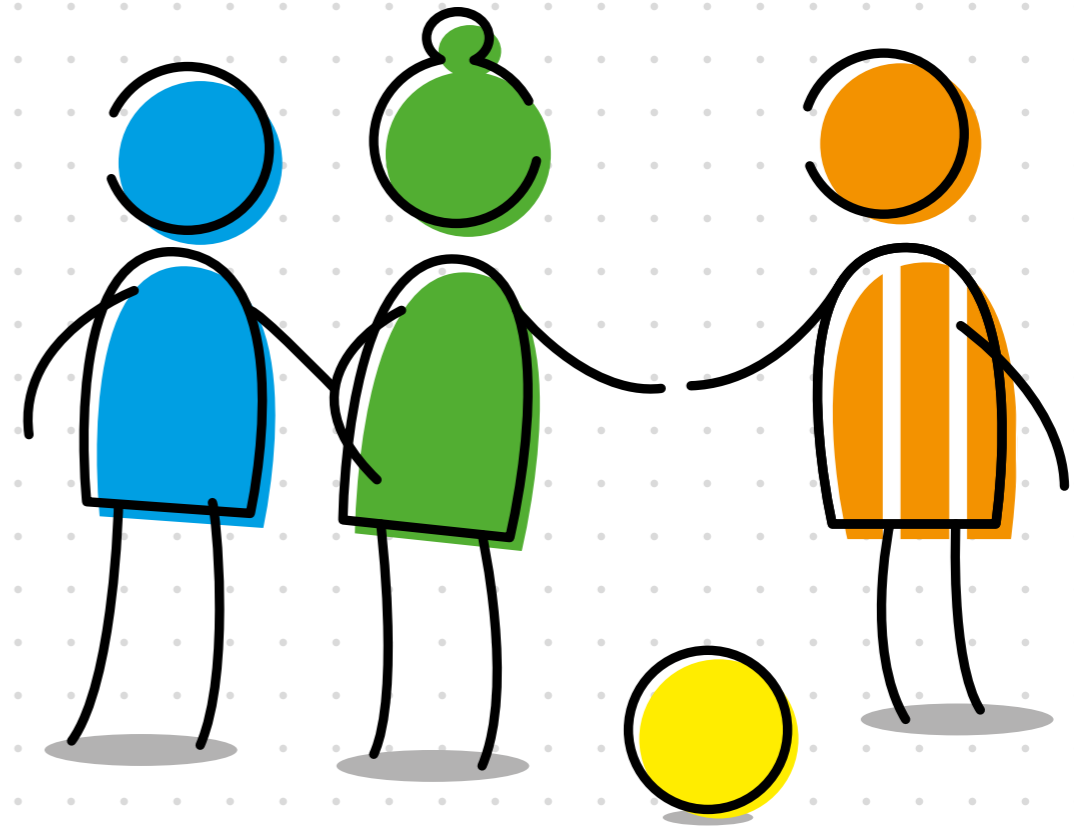


**10 MIN**

Assess students' understanding of respectful behaviours.

### Ask students:

- What does a **respectful behaviour** look like? Can you tell me or show me? How is it different from disrespectful behaviour?
- When have you **shown respect** in our class? At home? To whom?
- How do **you feel** when someone shows you respect? Disrespect?
- What does it mean to **earn respect**?



# MAIN ACTIVITY



**30 MIN**



## RESPECT IN ACTION

### ACTIVITY:

Show a video clip, read a book passage, or show images where characters are being disrespectful.

### Ask students the following:

- How were the characters behaving?
- What **emotions** might they be feeling?
- Was their reaction reasonable for the situation?
- Were they successful in getting what they wanted?

Place the students into **groups of 3 or 4**. Have them **create a skit** that demonstrates the opposite behaviour than they were just shown in the video clip, story or image. Alternatively, have them create an entirely new situation where the characters are faced with a difficult situation but choose to **act respectfully**.

### CROSS-CURRICULAR LINKS:

**Language arts:** Students can read a passage from a novel or story they are currently examining that displays disrespectful behaviour and recreate that scene to show respectful behaviour.



# CONSOLIDATE AND STIMULATE DISCUSSION:



**10 MIN**

**After all groups have performed their skits, stimulate discussion by asking the following:**

- How does it appear to others when people **behave disrespectfully**? How does it affect them?
- How does respect/disrespect **affect a community** or group?
- What are you going to do today that will show **respect for your family**? For a friend? For a teacher?

# DIFFERENTIATION:



**S**

## **SPACE**

Ensure that there is **enough space** for students to act out their skits.

**E**

## **EQUIPMENT**

Answers to the introductory questions can be written on the board.

Consider using **large visuals** so they are easy to see.

**T**

## **TASK**

In order to spark **greater creativity** and engagement, students can be given a prop that they must use in their skit (e.g., a referee's whistle).

### **For advanced learners:**

Have students **analyze** their own respectful behaviour by journaling or reflecting on specific scenarios (e.g., their behaviour at recess).

**P**

## **PEOPLE**

For the introductory activity, it may be best, if there is a large number of children, to **split the group** into 2 or 3.

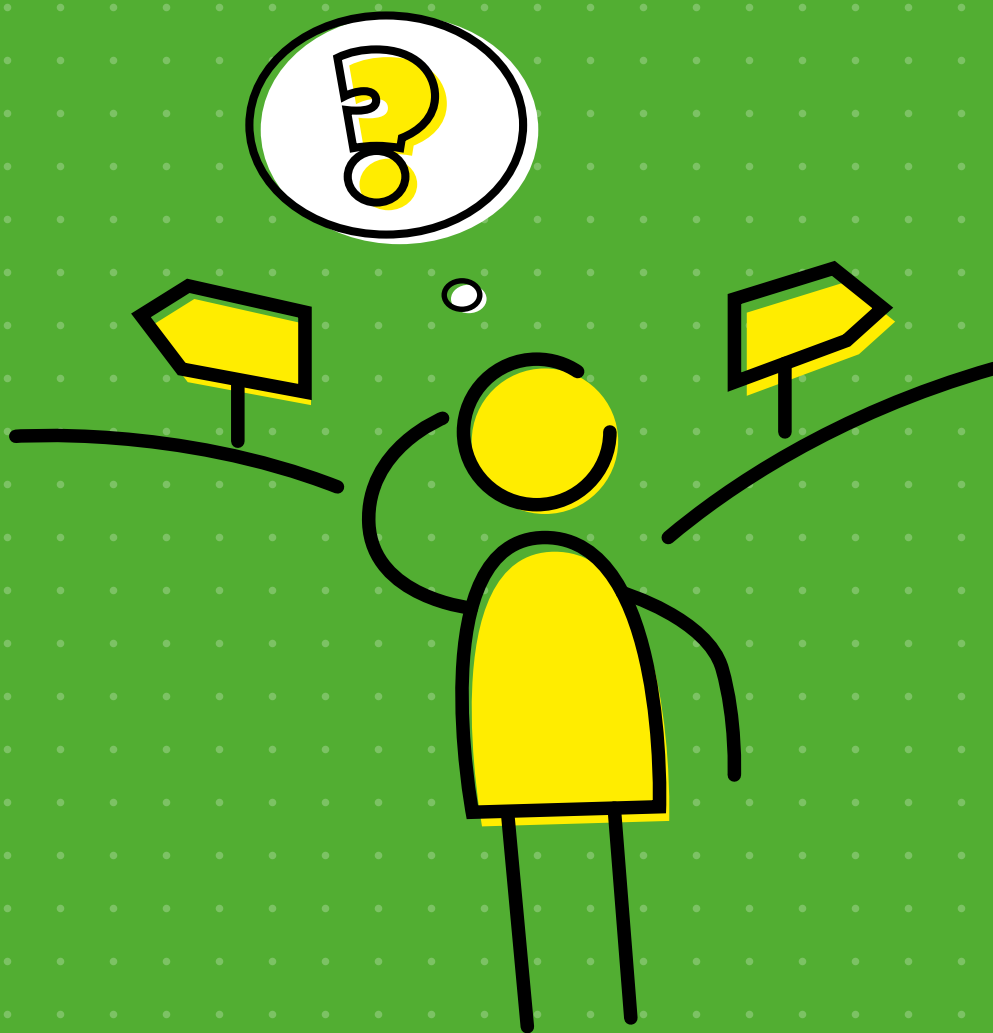


RESPECT

4

SPORT VALUES  
IN EVERY  
CLASSROOM

# RESPECTFUL SOLUTIONS TO ETHICAL DILEMMAS



The purpose of this activity is to have students **think critically about difficult ethical situations**, then identify how best to **act with integrity** and **show respect for self and others** in the given situations. This will be accomplished by having students examine ethical dilemmas and create skits based on these scenarios.



50 MIN



## LOCATION

Classroom, gymnasium  
or outdoors.



## EQUIPMENT NEEDED

Dilemma sheet, students may  
need paper and pencil to write  
down their ideas.



## CORE COMPETENCIES

Social-Emotional Skills,  
Critical Thinking.



## LEARNING OBJECTIVES

Students will:  
Consider and **demonstrate** respectful  
solutions to ethical dilemmas.  
**Assess** how behaving with or  
without integrity impacts self  
and others.



## KEY VOCABULARY

Rules, Dilemma, Integrity,  
Moral code, Code of conduct.



## SAFETY

Ensure that any objects are  
removed from the space during  
the skit presentations.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



15 MIN

**Introduce the concept of integrity (being honest and following a moral code) by discussing scenarios:**

**Present Dilemma #1 to the class.**

- In small groups, have students discuss:
  - Would you **break the rule**? Why or why not?
  - **How might you feel** if you won after having broken the rule? How might you feel if you lost but played by the rules?
  - What is a **respectful solution** to this dilemma?
- Have students share their opinions with the class.

**Present Dilemma #2 to the class.**

- In small groups, have students discuss:
  - Would you **listen to your coach**? Why or why not?
  - Is faking an injury **acceptable** when your coach asks you to?
  - **How would you feel** if you **faked** the injury? What if you faked and then won?
  - What is a **respectful solution** to this dilemma?
- Have students share their opinions with the class.
- Explain that when we **act with integrity**, we behave in a way that feels right for the given situation and shows respect for ourselves and those around us. It is based on our personal morality, as well as codes of conduct or principles set by others.

## DILEMMA #1

You are playing a soccer game with your classmates. The game is very close to the end. Your team is losing by one point. The teacher isn't paying close attention. You realize that if you **break a rule** your team can score a goal and tie up the game.

No one is watching you...



## DILEMMA #2

The opposing team is moving down the field quickly with the soccer ball. It looks like they are about to score. Your coach tells you to **fake an injury** to stop the game. Pretending to be hurt could stop the play, prevent the other team from scoring and help your team win.

# MAIN ACTIVITY



30 MIN



## DILEMMAS

### ACTIVITY:

Place students into **groups of 2 to 4**. Pass one dilemma to each group. **Note:** Create dilemmas that are appropriate for your own group or use the ones below:

**Dilemma:** You forgot to do your homework and the teacher will be mad but you can copy off of a friend.  
**What do you do?**

**Dilemma:** You see some of your friends damaging a bench in the school yard. They call you over and want you to join in.

**What do you do?**

**Dilemma:** You forgot your pencil and you need one to take the test. Your neighbour has lots of pencils but last time you borrowed one you broke it so he probably won't lend you one again. He isn't looking and his pencil case is sitting open.

**What do you do?**

**Dilemma:** You announce that you want to play football in the school yard and lots of kids run over. There are too many people to play and some aren't very good at football.

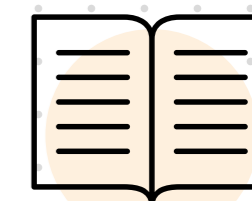
**What do you do?**

Review the scenarios with each group individually and check for understanding.

Have students create a skit based on their dilemma. The ending should be one that demonstrates a respectful solution and integrity.

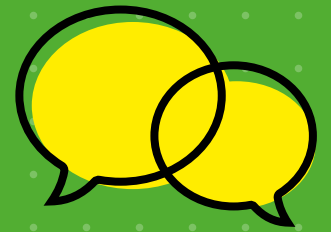
## CROSS-CURRICULAR LINKS:

**Language arts:** Provide students with dilemmas from literature that is currently being examined in your classroom. Use these scenarios in place of the ones above.





# CONSOLIDATE AND STIMULATE DISCUSSION:



**5 MIN**

After each skit, stimulate discussion and reflection by asking the following:

- How does the **main character feel** after he has acted with integrity? What if he acted without integrity? How would he **feel then**?
- How does **acting with integrity** affect the other characters? How would they be affected if the main character acted without integrity?
- Think about the main character's future. What might her future look like if she **continues to act** with/without integrity?

# DIFFERENTIATION:



**S**

## SPACE

Create space for skits to take place by moving furniture out of the way.

**E**

## EQUIPMENT

**Props** may be provided to enhance creativity.

**T**

## TASK

**For beginner learners:**  
Provide dilemmas that are **simple** and **relatable**.

**For advanced learners:**  
Challenge them with creating their own dilemma that they may face in a classroom, home, or sport setting.

**P**

## PEOPLE

Ensure that **all students** have a voice in the skit creation and a role in the presentation. Smaller group sizes are better for participation.

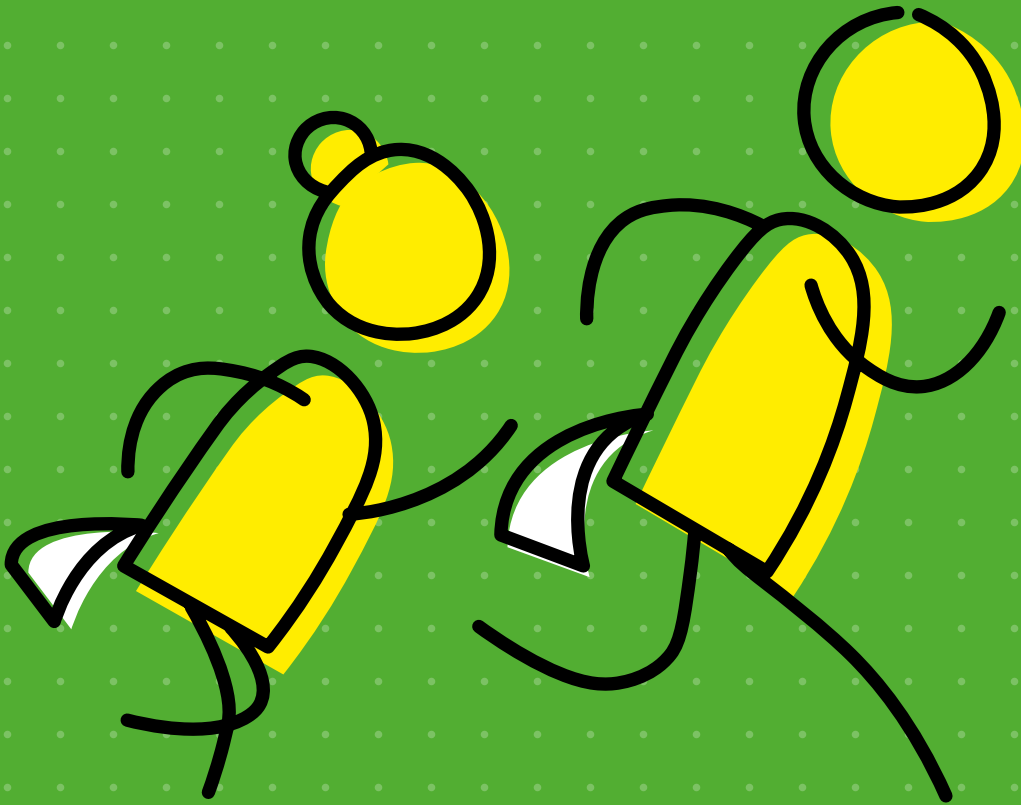


RESPECT

5

SPORT VALUES  
IN EVERY  
CLASSROOM

# THE IMPORTANCE OF FOLLOWING THE RULES



The purpose of this activity is to have students examine the **importance of following and respecting the rules**. This will be accomplished by having students play **Capture the Flag**, experiencing and then comparing moments where rules are followed and rules are broken.



60 MIN



**LOCATION**

Gymnasium or outdoors.



**EQUIPMENT NEEDED**

Cones or markers, 2 flags  
(can be cones or bean bags),  
pinnies or coloured bibs.



**CORE COMPETENCIES**

Cooperation, Critical Thinking.



**LEARNING OBJECTIVES**

Students will:

**Examine** and **evaluate** the  
importance of following rules.



**KEY VOCABULARY**

Rules, Fair play.



**SAFETY**

Ensure that the space is free and clear of any objects or furniture when students are playing Capture the Flag. Take time to debrief after the game so that there are no feelings of frustration around the broken rules. Ensure that students understand the purpose of the simulation.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



10 MIN

Initiate the lesson with a brief discussion about rule breaking.

Ask students to reflect individually on the following:

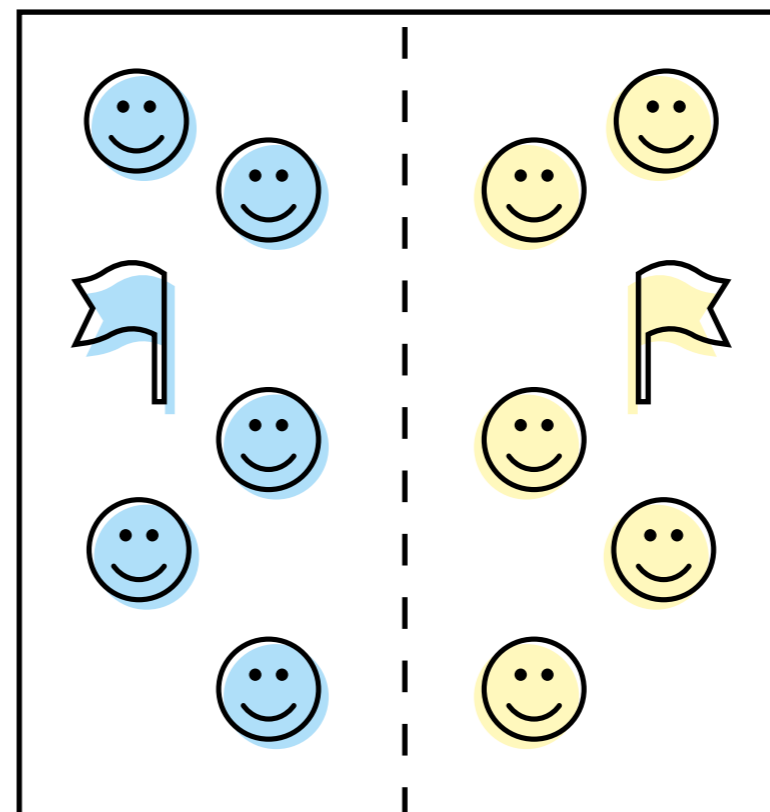
- When have you **broken a rule** at school?
- Why was the **rule broken**?

Now, ask them to share:

- How did you **feel** when you **were** breaking the rule? **After** you broke the rule?
- What **happened** as a result? Was anyone else affected by your decision?

Then ask:

- Have you ever **broken a rule** in a game in physical education or in a sport? Were there any **consequences**?



## CROSS-CURRICULAR LINKS:

**Mathematics:** Give students a series of math equations to solve. As the class is working to solve the equations pass out rule cards to some students. Rule cards will allow these students to break certain mathematical rules.

Rule cards could include:

- Choose your own operation for question #1.
- Substitute all number 4s with the number 10.
- Multiply all of the equations that ask for addition.
- Read the math problem from right to left instead of from left to right.

Once the problems have been solved and answers clearly differ, have a discussion about how rules in math, just like rules in life are important to respect.

# MAIN ACTIVITY



40 MIN



## CAPTURE THE FLAG

### OBJECTIVE:

The object of the game is to be the first team to **capture the opposition's flag** and return it to your own base.

**Note:** The flag could be any object that the team could protect, such as a cone or beanbag.

### SET UP:

- Divide students into 2 teams and give each player a **"tail"** – a coloured bib, strip of fabric, paper, or a similar item that will differentiate them (e.g., blue for one side and yellow for the other). Players tuck the tail into the side of their shorts. Tails should extend to the child's knee.
- A flag is either **hidden** within each team's base or placed inside a hoop at either end of the gymnasium.

### RULES:

To prevent the other team from advancing, players may **pull their opponent's tail**. If a player's tail is pulled they

must complete 10 jumping jacks or hold a balance for 10 seconds (or equivalent exercise) and then resume play.

### NEW ELEMENT TO ADD IN:

- Once the game has been in play for a few minutes, begin to pull players aside and assign them **task cards**.
- Task cards will allow specific players to **break certain rules**, so long as they maintain possession of the card.
- **Suggestion:** Provide task cards to only one team so as to create an **unfair advantage**.

## TASK CARDS:

If your tail is pulled, continue to play the game without it.

If your tail is pulled, do not do any jumping jacks.

Tuck your tail in as far as possible, leaving only a small part visible to your opponents.

Move the position of the flag within your base.

# CONSOLIDATE AND STIMULATE DISCUSSION:



## 10 MIN

Stimulate a discussion about the version of Capture the Flag that was played.

### Ask students:

**Note:** It would be best to get responses from students who had task cards and those who did not in order to see a contrast of opinions.

- What parts of the game did you **enjoy the most**?
- What was **fun** for you in this game?

- What was **not fun** for you in this game?
- What **emotions** did you feel at different points in the game (e.g., when you had a task card, when someone with a task card followed different rules)? Was the game more enjoyable for all when the rules were respected?
- When someone **breaks the rules in real life**, how does that impact you? How does it impact them and their community?

Discuss the **importance of following and respecting the rules** and how they help everyone have fun and coexist in a harmonious society.

For a deeper discussion, connect the concept of following the rules to the concept of **acting with integrity** (see **Respect #4** for more information).

## DIFFERENTIATION:

S

### SPACE

Modify the **size of the space** to suit your needs. It's easier to run away from opponents in a larger space and more challenging in a smaller space.



E

### EQUIPMENT

If cones are **not available**, water bottles can be used as markers.

If coloured bibs are not available, **pieces of material** or clothes pins can be used so long as they clearly identify two teams.

T

### TASK

If the game is **too challenging** or static, add in many different flags that can be captured.

**For advanced learners:** Have students reflect on how rules impact a community or country.

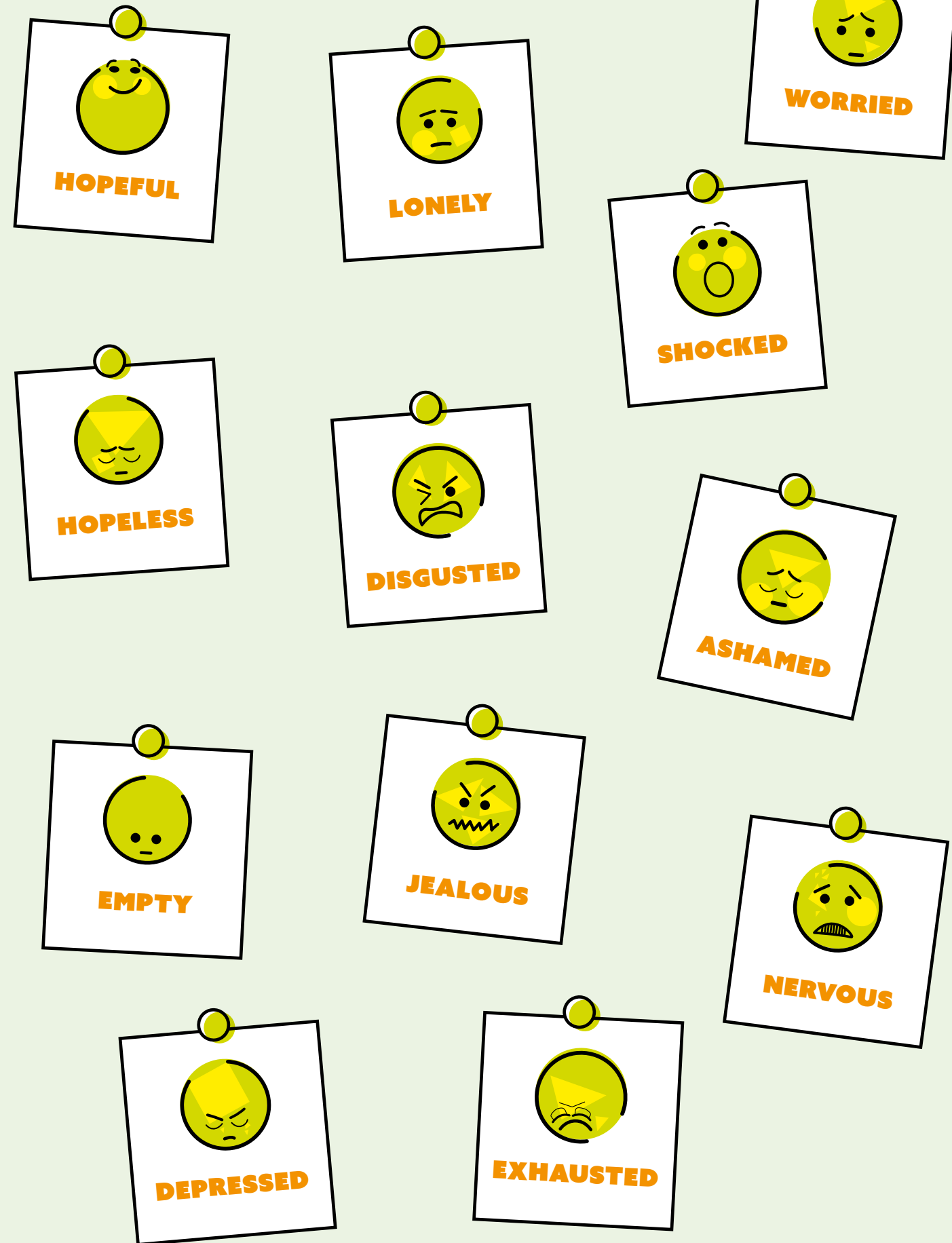


P

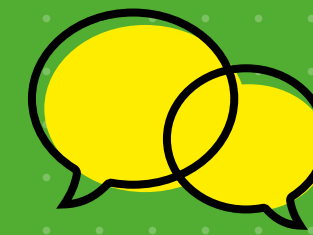
### PEOPLE

With a **large group**, it is best to play this game outdoors, in a large space. If only an **indoor space** is available, consider having two shifts, so that there is lots of room to **run and play**.

# HOW ARE YOU FEELING?



## CONSOLIDATE AND STIMULATE DISCUSSION:



**10 MIN**

Ask them to describe the situation in which a person might feel that emotion.

- Ask students:**
- How many of us have felt this emotion before?
  - In what situation have you felt this emotion?
  - Does everyone look the same when they are portraying an emotion?

Use this opportunity to **help students build empathy** and understand that **everyone feels these emotions** from time to time but we might **express them differently**.

**For advanced learners:** Have students discuss how we recognize and/or respond to these emotions in ourselves and others.

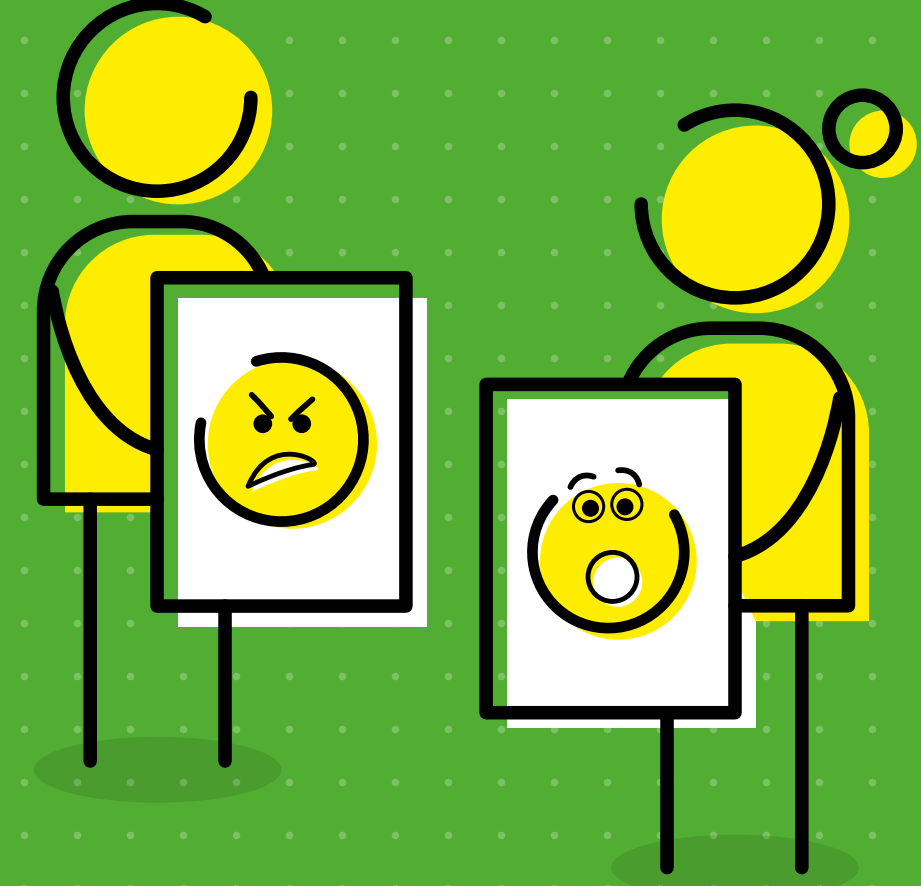
Following the main activity, ask each group to share an example from their discussion.

## RESPECT



**SPORT VALUES IN EVERY CLASSROOM**

# UNDERSTANDING EMOTIONS



## DIFFERENTIATION:

**S**

### SPACE

Ensure there is enough space for groups to collaborate. **Move furniture and objects** or go outside.

**E**

### EQUIPMENT

Illustrate emotions faces on the board if printing is unavailable.

**P**

### PEOPLE

Be aware of who is grouped together. As this activity asks children to share personal experiences and therefore places them in a vulnerable situation it is important that they are **working with supportive peers**.

**T**

### TASK

**For beginner learners:** Begin the lesson by **reading a picture book** where characters are portrayed showing different emotions. Ask students to identify what the characters might be feeling as they read along.

**For advanced learners:** Ask students to identify and describe emotions that they would most likely discover in a given scenario (e.g., at a party, on the football field, before an examination). Ask them to identify behaviours or thoughts that might accompany each of the emotions and then ask them how they might cope with each scenario. Discuss self-regulation of emotions, thoughts and behaviours for an added challenge.



**50 MIN**



### LOCATION

Classroom, gymnasium or outdoors.



### EQUIPMENT NEEDED

1 emotions chart per group.



### CORE COMPETENCIES

Communication Skills, Social-Emotional Skills.



### LEARNING OBJECTIVES

Students will:  
**Develop** a vocabulary to name emotions.  
**Identify** visual cues that relate to each emotion.



### KEY VOCABULARY

Emotions, Empathy, Embarrassed, Jealous, Guilty, Anxious, Proud.



### SAFETY

Discussion about emotions can make children feel vulnerable. Ensure the classroom is a safe space where students can share without judgement. Be aware of the tendency for students to be silly when speaking about emotions and of different expectations for their expression in males and females.



## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



10 MIN

- What does happy look like? (Have students demonstrate.)
- What does angry look like?
- What does sad look like?
- What words are new to you on this chart?

### Assess students' understanding of emotions:

- Separate students into groups of 3 or 4.
- Pass out one emotions chart per group and have students look through it.

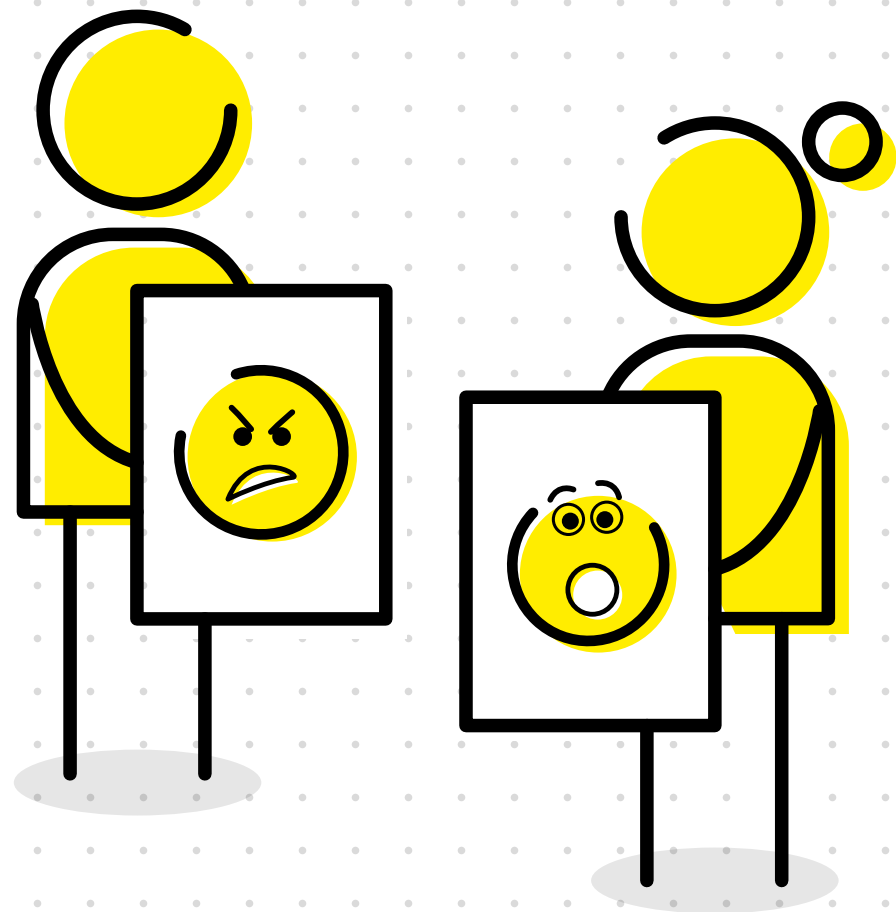
### Ask students:

- Which emotions do you know on this chart?

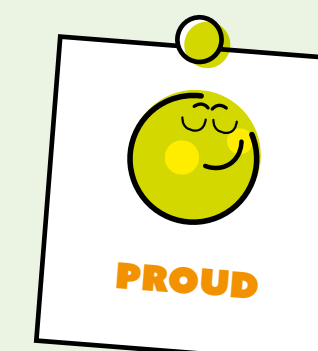
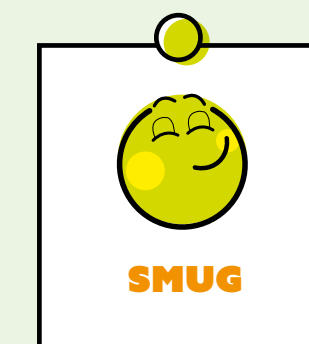
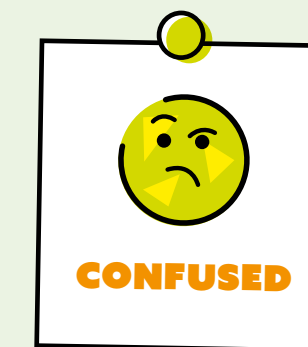
**Note:** Vary emotions based on age group.

Use the final question as a lead into a **conversation about the less familiar emotions** (i.e., anxious, embarrassed, jealous, guilty, proud, etc.). Take time to explain these to students by providing examples.

**Note:** The use of video clips or picture books to illustrate various emotions could be helpful for beginner learners.



## HOW ARE YOU FEELING?



# MAIN ACTIVITY



20 MIN



## HOW ARE YOU FEELING?

### SET UP:

Within their groups, have students pass the chart around from person to person.

### ACTIVITY:

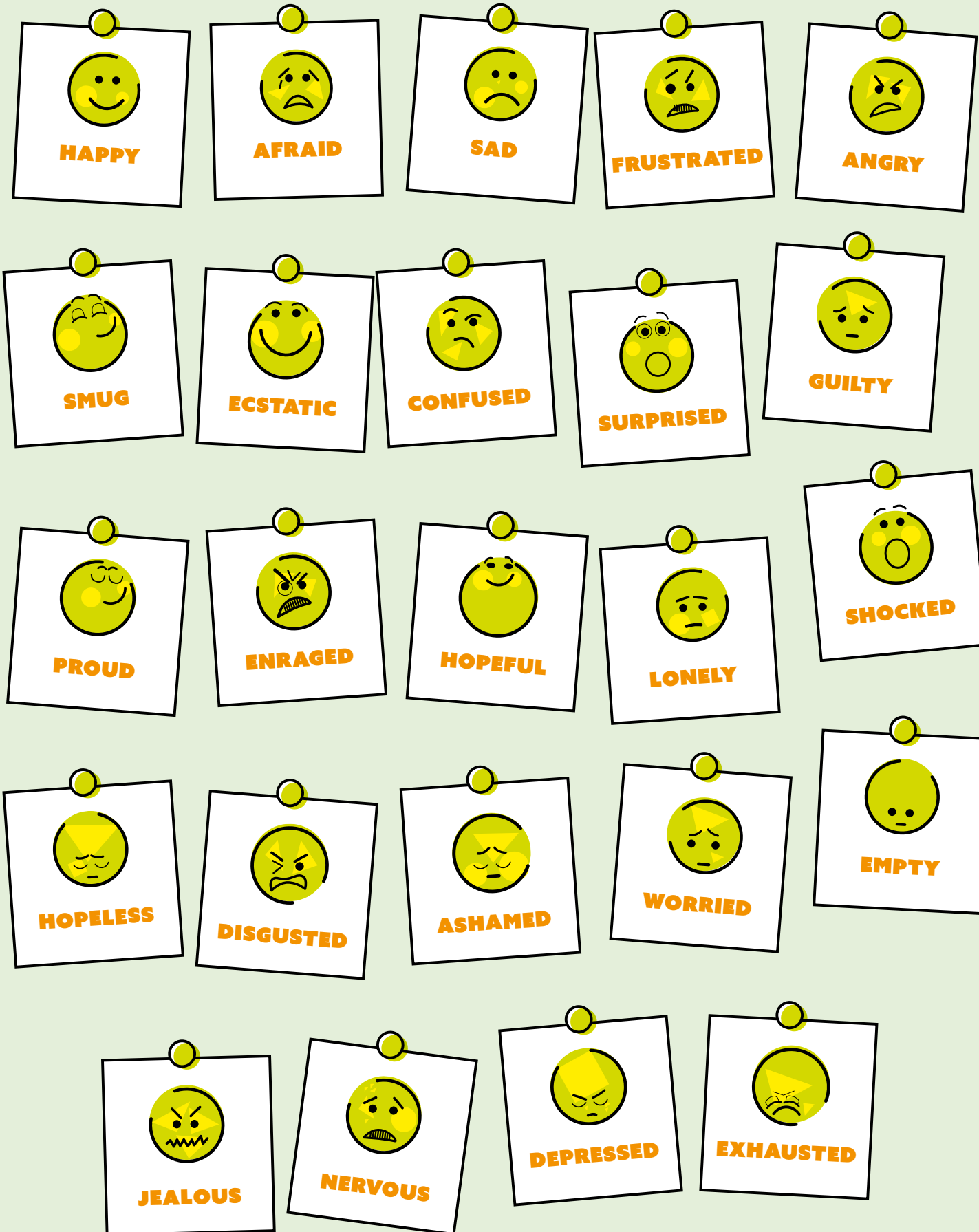
- When it is their turn with the chart, have students imitate one of the emotions while the remaining group members attempt to **guess which emotion is being portrayed**.
- Once they guess the emotion correctly, students should then **identify a situation when they might feel that emotion** (e.g., embarrassed: "I feel embarrassed when I fall in front of my friends").

### CROSS-CURRICULAR LINKS:

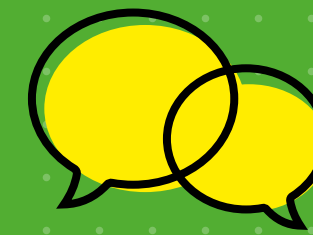
**Social studies:** Select a population from history that has gone through hardships and oppression (e.g., First Nations in North America). Ask students to think of the emotions these people may have felt during certain moments in history (e.g., when the first European settlers came over to North America and began to colonize land).

**Language arts:** Identify the emotions that a character in a book is feeling in a given situation. For beginner learners, use a picture book and try to guess the story and the emotions simply based on the images. The same can be done with a video with the volume muted.

# HOW ARE YOU FEELING?



## CONSOLIDATE AND STIMULATE DISCUSSION:



5 MIN

Check for understanding and stimulate self-assessment by asking students:

- When might be a good time to use an 'I' statement?
- Can you share an example of an 'I' statement that could be used on the playground?
- Why is it helpful to use 'I' statements?

## DIFFERENTIATION:

S

### SPACE

Students are being asked to be vulnerable when they are writing out personal conflicts. It is important that **work is completed individually**. If the classroom table arrangement naturally has students in groups, be aware of who is sitting near one another and rearrange the seating plan if necessary to **ensure the safest environment possible**.

E

### EQUIPMENT

Use of the **emotions chart** during the introductory activity might help some learners name emotions.

P

### PEOPLE

Assess the groups' needs. If reflecting on a personal experience is too difficult or stressful **provide students with an example conflict** to work from instead. This can be generated from a book or video.

T

### TASK

**For beginner learners:** Use a video clip or story to help illustrate a conflict. Then, together as a class, fill out the template and create an 'I' statement.

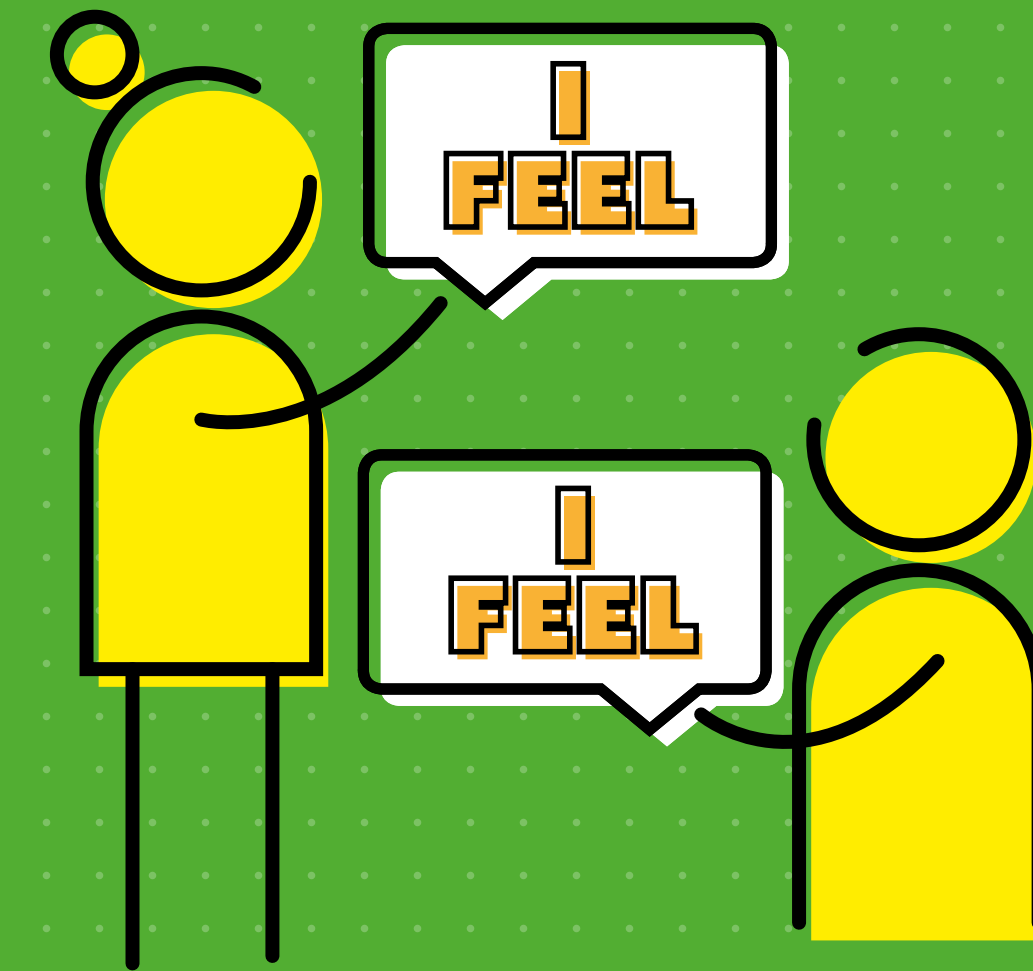
**For advanced learners:** Have students write scripts for conflict using 'I' statements where applicable and then perform them.

## RESPECT

7

SPORT VALUES IN EVERY CLASSROOM

# I STATEMENTS



The purpose of this activity is for students to understand the **benefits of using 'I' statements** in communication and to learn how to effectively include them in discussions. This will be accomplished by having students write out a script using 'I' statements where appropriate.



55 MIN



### LOCATION

Classroom or gymnasium.



### EQUIPMENT NEEDED

1 conversation template per student,  
1 emotions chart per student,  
1 pencil per student.



### CORE COMPETENCIES

Communication Skills,  
Social-Emotional Skills.



### LEARNING OBJECTIVES

Students will:  
**Develop** an 'I' statement.  
**Assess** the benefit of using 'I' statements in conflict resolution.



### KEY VOCABULARY

Conflict resolution, Conflict,  
'I' statement, Conversation, Fault,  
Receptive, Resolve, Empathy.



### SAFETY

For the success of this activity the classroom must provide a safe space and students must see the teacher as a trusted adult. The majority of the activity is to be completed individually and for enhanced privacy, the teacher may choose not to collect the work.



## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**10 MIN**

### Assess students' understanding of conflict.

Ask students to **describe or define conflict** (verbally or through an illustration). Explain that all people are involved in conflict throughout their lives and that **conflict is a natural part of human experience**.

even if it is with a friend, family member or loved one.

Ask students to close their eyes and think back to a recent argument or fight they were involved in with a family member or friend from outside of school.

**Note:** It is important that the person be from outside the school environment so the activity does not affect individuals in the classroom.

Have them **visualize the conflict** and reflect on the following (without sharing):

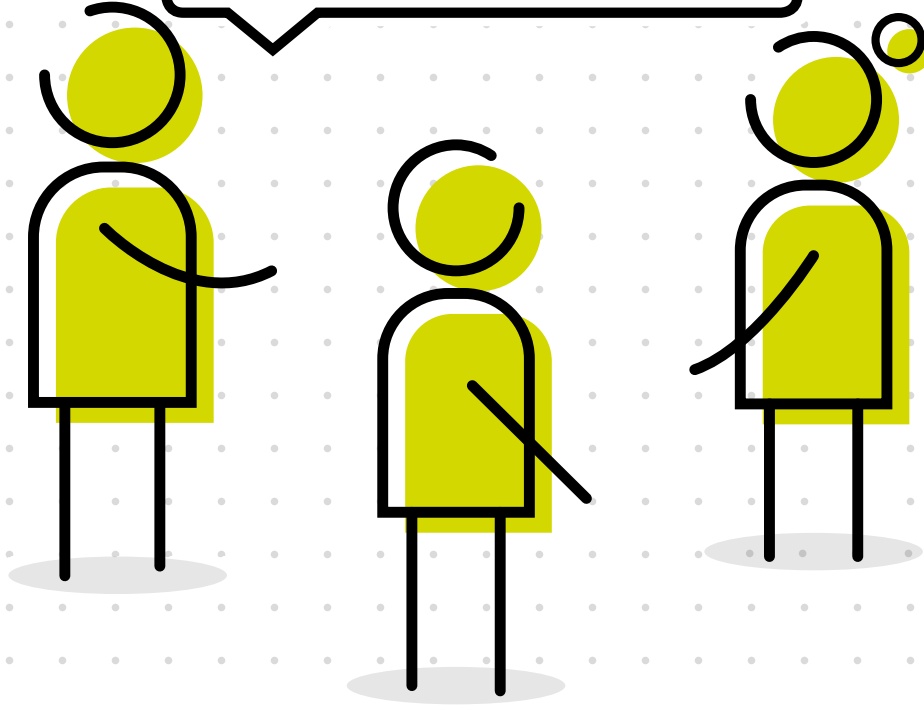
- How did the conflict start?
- How did you feel before the conflict began? During the conflict? After the conflict?
- Did the conflict get resolved?

#### Ask students to share aloud:

- How did you feel before, during and after the conflict?
- How do you feel now?

**Note:** It is important that the specifics of the conflict are kept private as they might involve sensitive information. No names or details should be shared.

**I FELT (EMOTION) WHEN (EXPLANATION)**



### CROSS-CURRICULAR LINKS:

**Language arts:** Find a passage from a novel or story being studied where two of the characters are in conflict. Have students rewrite the passage using 'I' statements and then have them re-enact the scene.

# MAIN ACTIVITY



**40 MIN**



## CREATING AN 'I' STATEMENT

### PART 1:

Individually, have students **write out their conflict using the conversation template**.

**Note:** It is very important that this work be done individually as the conversation may involve sensitive material. To enhance privacy the teacher can elect not to collect the work.

### PART 2:

Using the emotions chart or simply their own knowledge, have students **assign an emotion to each of the conversation bubbles** for both parties.

Once complete, begin a conversation around 'I' statements. Ask students to count the number of times the pronouns 'I' and 'you' were used in their conversation and write them at the top of their paper.

Have students turn to a classmate and discuss:

- How do you feel when someone says "you did this!" or "it's your fault!"?
- How could you say "it's your fault" in a different way, without using the word "you"?
- Why might it be better to start a sentence with "I feel...?"

Ask some groups to share their conversation. Use the discussion as an opportunity to explain the importance of 'I' statements. Explain that **beginning with 'I feel' causes the speaker to take ownership of their own thoughts and feelings** rather than placing blame on others and coming across as

attacking, which will, in turn, make the other person defensive. Explain that **'I' statements are an excellent way to share feelings so that the other person is open to listening** and more likely to be receptive to finding a solution.

Write the formula for an effective 'I' statement on the board: **I FELT (EMOTION) WHEN (EXPLANATION)** and then write out an example to accompany it: "I felt jealous when I wasn't invited to your birthday party", "I felt embarrassed when I fell and everyone laughed".

### PART 3:

Have students return to their conversation templates. Ask them to review the conversation and construct an **'I' statement** that they could have used in the conflict. Ensure that students understand the need for specificity in this activity. Clarity is key when communicating.

## CONVERSATION TEMPLATE:

I SAID:

THEY SAID:

I SAID:

THEY SAID:

I SAID:

THEY SAID:

I SAID:

THEY SAID:



## PART 3 REVIEW:

PERSON 1:

PERSON 2:

PERSON 1:

PERSON 2:

PERSON 1:

PERSON 2:

PERSON 1:

PERSON 2:

## CONSOLIDATE AND STIMULATE DISCUSSION:



5 MIN

Check for understanding and stimulate self-assessment by asking students:

- What is the purpose of conflict resolution?
- How does conflict resolution show respect?

## DIFFERENTIATION:

S

### SPACE

Ensure that the space is **free and clear of objects and furniture** so that skits can be performed safely.

E

### EQUIPMENT

Provide students with props to enhance creativity in their skits.

T

### TASK

**For beginner learners:**

It might be helpful to brainstorm visual representations of each of the steps to conflict resolution as a class or use a picture book to help illustrate advanced concepts.

**For advanced learners:**

Give each group a new conflict scenario and have them write out and practice a script for that scenario using the steps to conflict resolution. Then, call groups to present in front of the class. Before they present have them roll their dice in private. Wherever the dice lands is the step of the process where the group must begin their scene. Once the skit has ended, have the audience guess what step the group began from.

P

### PEOPLE

In order for students to take this activity seriously, it might be necessary to **place them in groups away from their closest friends**. Be deliberate about who works together.

RESPECT

8

SPORT VALUES IN EVERY CLASSROOM

# THE STEPS OF CONFLICT RESOLUTION

RESPECT  
LISTEN  
SHARE  
EXPLAIN  
BE CALM

The purpose of this activity is for students to **develop conflict resolution skills** so that they may communicate respectfully with others. This will be accomplished by having students participate in role plays where the scene is theirs to end using the steps of conflict resolution.

**Note:** This activity is best taught after having completed Respect activity card #7.



60 MIN



LOCATION

Classroom or gymnasium.



EQUIPMENT NEEDED

Chart paper, chalk board or white board and appropriate writing utensils, 1 dice template per group, colouring supplies, scissors, tape, glue for each group.



CORE COMPETENCIES

Social-Emotional Skills, Communication Skills.



LEARNING OBJECTIVES

Students will: Identify and demonstrate the steps of respectful conflict resolution.



KEY VOCABULARY

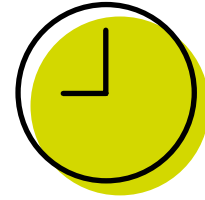
Conflict, 'I' statement, Solve, Contribution, Viewpoint, Resolve, Conflict resolution, Acknowledge, Compromise, Respect, Empathy.



SAFETY

This activity may make students feel vulnerable. It is important that an environment of trust and care is established and that teachers are present and engaged to ensure all are treated with kindness.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**20 MIN**

Reinforce that all people are involved in conflict and disagreements throughout their lives and that conflict is a natural part of the human experience, even if it is with a friend, family member or loved one.

### Describe the following:

You are playing tag (a chase game) in the schoolyard and your friend says he tagged (touched) you, but you did not feel anything. He insists that he did. What happens next?

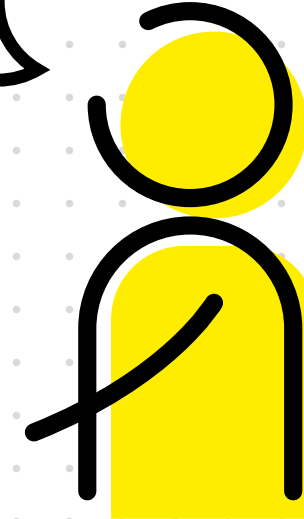
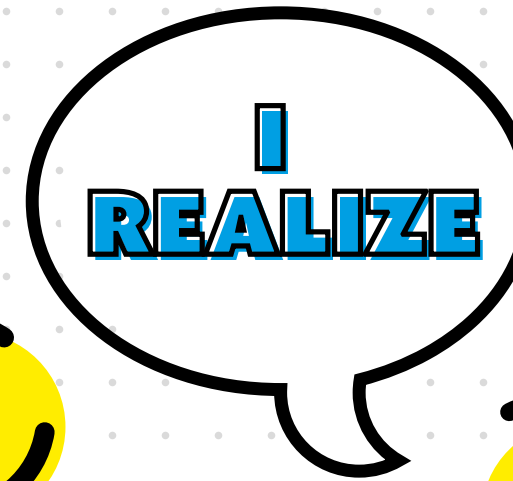
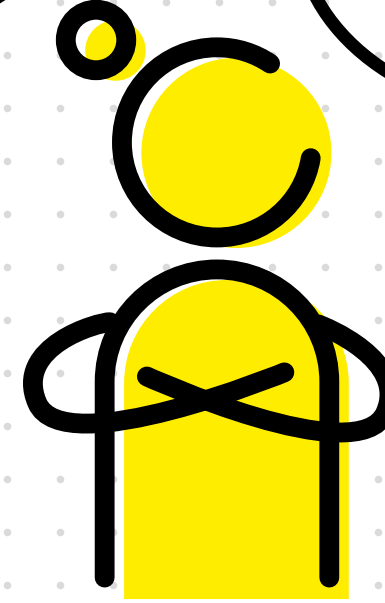
- Divide students into groups of 2 or 3 and pass out one conversation template per group. Have students write out or illustrate a script for the described scene.

- While they do, write down the steps of conflict resolution on a board or chart paper (see Steps of Conflict Resolution Dice template).

- When done, ask students to pause their conversations and go through the steps of conflict resolution one-by-one with the group.

**Note:** It would be useful to have a few examples prepared to share with students. Beginner learners would especially benefit from visual examples in books or videos.

- Have students return to their conversation template and discuss how their conflict scenarios might change if they **follow the steps of conflict resolution**. Have groups cross out and rewrite their script as needed.



# MAIN ACTIVITY



**35 MIN**



## SOLVING CONFLICT EFFECTIVELY

### STEP 1:

- In their small groups, have students **brainstorm visual representation for each of the conflict resolution steps**.

### STEP 2:

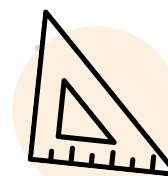
- Pass out one dice template, one pencil, one pair of scissors and glue or tape to each group.
- Have students create a conflict resolution dice where they **illustrate one conflict resolution step on each side of the dice**.
- Have students cut out the shape along the perimeter and tape or glue the edges together to form a cube.

### STEP 3:

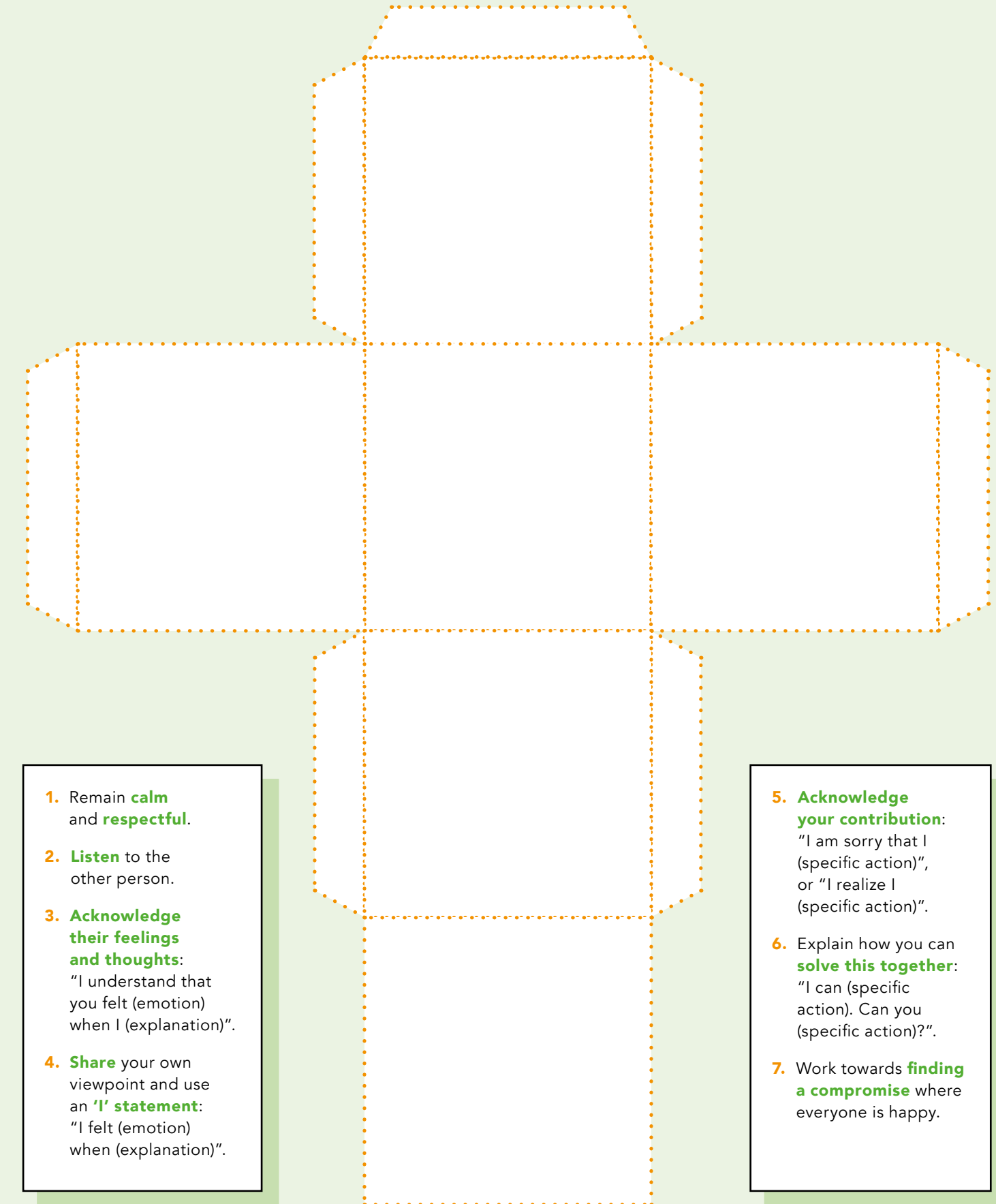
- Tell students that they are involved in the same tag conflict mentioned above and need to solve their dispute. Have groups roll their dice and create a scene from the tag conflict depicting that step.
- Call on groups to come to the front of the classroom to present their scene. Have the audience guess which step the group is acting out.

## CROSS-CURRICULAR LINKS:

**Language Arts:** Have students use the steps of conflict resolution to help characters who are in conflict in a book or film. Have students write or act out the new scene they have created using the steps.



## STEPS OF CONFLICT RESOLUTION DICE:



1. Remain **calm** and **respectful**.
2. **Listen** to the other person.
3. **Acknowledge their feelings and thoughts:** "I understand that you felt (emotion) when I (explanation)".
4. **Share** your own viewpoint and use an **'I' statement:** "I felt (emotion) when (explanation)".

5. **Acknowledge your contribution:** "I am sorry that I (specific action)", or "I realize I (specific action)".
6. Explain how you can **solve this together:** "I can (specific action). Can you (specific action)?".
7. Work towards **finding a compromise** where everyone is happy.

## NEW SCENARIO TOPICS:

### TOPIC 6:

Lined area for writing Topic 6 scenario.

### TOPIC 7:

Lined area for writing Topic 7 scenario.

### TOPIC 8:

Lined area for writing Topic 8 scenario.



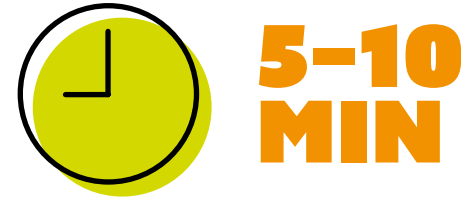
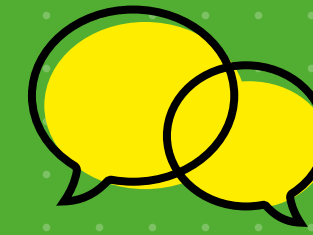
### TOPIC 9:

Lined area for writing Topic 9 scenario.

### TOPIC 10:

Lined area for writing Topic 10 scenario.

## CONSOLIDATE AND STIMULATE DISCUSSION:



Review the scenarios presented and highlight that all people, of all different backgrounds are worthy of respect.

#### Ask students:

- Why is it important to show respect to yourself, others and the environment?
- How do you benefit from showing respect in school, at home and in your community?
- How do you benefit from others showing respect to you?

Use these questions to stimulate a discussion about how respectful behaviours promote the well-being of self, others and the environment.

## DIFFERENTIATION:

**S**

### SPACE

Provide sufficient space for students to perform their scenarios. Move furniture if necessary.



**E**

### EQUIPMENT

Rather than reading out the scenarios in the introductory activity, use technology to **show video clips** that represent similar situations or **read an excerpt from a children's book** that has illustrations. These will likely have a stronger visual impact.

To enhance the level of engagement and creativity, **provide each group with a prop** (bean bag, funny hat, ball...) that they must incorporate into their scenario.

If coloured paper is not available, areas of the room can be designated in other ways (e.g., A, B and C or 1, 2 and 3 or simply agree, unsure, disagree).

**T**

### TASK

**For beginner learners:** Rather than have students write scenarios themselves extend the introductory activity and continue providing students with scenarios to discuss as a group.

**For advanced learners:** For the main activity provide students with only the topic and allow them to create the scenario from the start.

**For advanced learners:** Encourage students to extend their thinking of respect to national or international issues. Have students consider how society can show greater respect for marginalized groups (e.g., equal access to education for girls and boys, the affluent and less affluent; equal pay for men and women; equal access to sport; equal access to healthcare; equal opportunity for all cultures to practice their traditions; equal opportunity for justice for all members of society).

**P**

### PEOPLE

**Smaller groups will allow for greater individual participation and engagement.** If groups need extra participants to make their scene more realistic, they can enlist the help of another group for a short time.

## RESPECT



SPORT VALUES IN EVERY CLASSROOM

# THE IMPORTANCE OF RESPECT



The purpose of this activity is for students to understand the **importance of respect for self and others** in all facets of life. This will be accomplished by having students think critically about scenarios and by having them create their own scenarios.



50 MIN



#### LOCATION

Gymnasium or outdoors.



#### EQUIPMENT NEEDED

3 pieces of different coloured paper, 1 blank paper per group, 1 pencil per group, scenario sheet.



#### CORE COMPETENCIES

Critical Thinking, Social-Emotional Skills.



#### LEARNING OBJECTIVES

Students will:

**Show an understanding** of the importance of respect in school and beyond.

**Show an understanding** that well-being is promoted by respectful behaviours.



#### KEY VOCABULARY

Respectful behaviour, Scenario, Disrespect.



#### SAFETY

This activity may make students feel vulnerable. It is important that an environment of trust and care is established and that teachers are present and engaged to ensure all are treated with kindness.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



**10 MIN**

Assess students' understanding of the importance of behaving respectfully.

Designate one area of the space as red, one as yellow and one as green. Place coloured paper (e.g., red, yellow and green) on the wall to help students remember which area is which.

Read Scenario 1 and have students move to the area of the classroom that best represents their thoughts.

Ask students to explain their position. Use their responses to **spark discussion about the importance of respectful behaviour in and out of school.**

Ask them questions such as:

- What strategies have you learned to respectfully communicate and effectively get your point across when you are feeling upset?
- What might the other person be feeling? **For advanced learners:** Why is it important to consider their feelings?
- What does it look like, sound like, or feel like when you stand up for what you believe in?

- **For advanced learners:** How does standing up for yourself show self-respect?
- When/Why is it important to move on?

Read Scenario 2 and repeat the above steps.

Once they choose an area, ask students to explain their position. Use their responses to prompt further discussion.

Consider asking questions such as:

- How does choosing not to participate show self-respect?
- How can he explain himself using respectful language and behaviour?

### SCENARIO 1:

You are playing a game of tag (a chase game). A player from the blue team tags (touches) a player from the red team, who falls over. The student referee blows the whistle and gives a penalty to the blue team player for pushing. She becomes upset and challenges the referee. She says that she was following the rules by tagging the red player. She says that the only reason the red player fell was because she dived. The referee explains that the tag was too aggressive and counts as a push. The blue team player disagrees and continues to defend her position only this time in a louder voice. Do you agree or disagree with the blue team player's tactics?

### SCENARIO 2:

Everyone is going swimming but one boy does not feel like joining. His swimming skills are not as good as some of the others and he is feeling embarrassed. He decides to join his friends at the pool so that he can be part of the group but chooses to sit on the side. Some of his friends come over and try to convince him to join. They tell him that he is not a true friend if he does not play with them. He tells them 'no' and decides to leave. Do you agree or disagree with his behaviour?



# MAIN ACTIVITY



**30 MIN**



## RESPECTFUL SCENARIOS

### STEP 1:

Working in small groups of 3 or 4, have students **create scenarios that show respect for others and respect for self.** Scenarios can be written or acted out.

### STEP 2:

Provide each group with a Scenario Topic.

**Note:** Create more topics or repeat topics if there are more than 5 groups.

### STEP 3:

Have students share their scenarios by either acting them out or reading them aloud.

**Note:** As groups complete their work, review the scenarios and ensure they are in line with expectations before being presented.

### CROSS-CURRICULAR LINKS:

**Social studies/Ethics:** Connect the discussion of respect to groups in history who have either respected or disrespected one another. Speak about the consequences that have come with their behaviour and how it has affected those people and the world at large.

**Social studies:** Have students think critically of a contemporary or historical figure who consistently shows respect to others and behaves in a respectful manner. Have the students research this person and bring 3 examples of situations where he or she demonstrated respect. Have the student present their information to the class and explain how they believe this person is perceived by others and feels about him or herself as a result of his or her behaviour.

## SCENARIO TOPICS:

### TOPIC 1: RESPECT AT HOME:

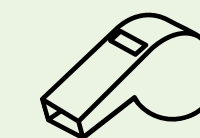
Your father tells you that it is time to go to bed. You are feeling tired but you still have homework to complete. Create a scenario that shows respect for him, respect for yourself, and respect for your teacher.

### TOPIC 2: RESPECT AT SCHOOL:

You have a big presentation and your whole group is counting on your presence but you are feeling very sick. Create a scenario that shows respect for your group and respect for yourself.

### TOPIC 3: RESPECT IN SPORT:

You are a talented player on your team and you can score goals. Your team is winning and some of your teammates have not had an opportunity with the ball. Create a scenario that shows respect for yourself and respect for your teammates.



### TOPIC 4: RESPECT IN THE COMMUNITY:

You are at the community playground and you would like a turn on the swings but two older kids have been playing there for a while. Create a scenario that shows respect for the older kids and respect for yourself.

### TOPIC 5: RESPECT FOR THE ENVIRONMENT:

You enjoyed a snack outside in the schoolyard but there is no waste bin. You can see that others have thrown their wrappers on the field. In fact, one of your friends is doing it right now! Create a scenario that shows respect for the environment and respect for yourself.

## FAIR PLAY CIRCLE:



### CROSS-CURRICULAR LINKS:

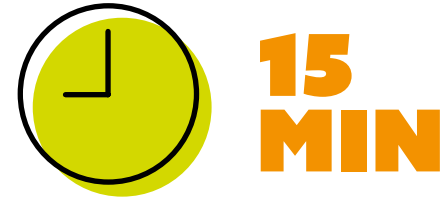
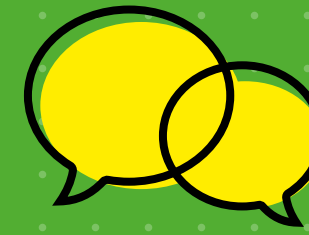
**Art:** Have students illustrate fair play and what it means to them.

**Language arts:** Have students write a poem or short story about fair play or about one of the values of fair play. Have them make the work personal, connecting it to their own experiences. **Note:** This is an excellent way to assess a student's level of understanding of the concept.

#### Social studies:

- Have students research how each of the international organizations within the education partnership that created this resource supports fair play.
- Have students explore how groups or individuals (e.g., political parties, sports teams, leaders) in history or in modern day have displayed fair play or not. Have students discuss what specific values they demonstrated or neglected and the consequences of their actions (i.e., if they demonstrated fair play, what was the outcome? If they did not demonstrate fair play, what happened then?).

## CONSOLIDATE AND STIMULATE DISCUSSION:



Bring everyone together.

#### Ask students:

- How did you need to modify your game in order to continue demonstrating your value? (e.g., to make sure you maintained **excellence** you may have needed to slow down your passes or

call out the person's name you were passing to. To make sure you showed **friendship** you would have needed to be welcoming and kind to all players in the game. To make sure you showed **equality** you would have needed to make sure that everyone touched the ball the same number of times. To make sure you played with **integrity** you would have needed to be honest when the teacher asked you how many passes you were able to make.)

Then, in their groups, have students **brainstorm examples of fair play behaviours outside the world of sport** for their specific value. Have them think of examples at home, at school and in their community.

Finally, **discuss the importance** and reason behind demonstrating fair play values.

#### Ask students:

- Why should we demonstrate fair play values? How does it help us and others?

Use answers to this question to initiate a discussion about the benefits of acting in a way that promotes fair play. Reinforce to students that exhibiting these values **helps us live in a peaceful, cooperative and harmonious society** where we can work together to solve problems and lead a fulfilling, happy life. If possible, provide students with concrete, relatable examples.

## DIFFERENTIATION:

**S**

**SPACE**

Changing the size of the circle will make the game easier or more difficult. Provide this suggestion to students who are struggling or who need a challenge.

**E**

**EQUIPMENT**

Provide groups with **different sized balls** depending on their needs. A smaller ball is easier to catch with one hand while a larger ball is easier to catch with two hands and easier for less-skilled players to handle.

**T**

**TASK**

**For beginner learners:** Provide as many concrete examples as possible throughout the lesson. Consider only focusing on a few values that are more familiar to them.

**For advanced learners:** Begin the game with more than one ball.

**P**

**PEOPLE**

To support those with a vision impairment, use a ball with bells in it or wrap the ball in a plastic bag so it crinkles.

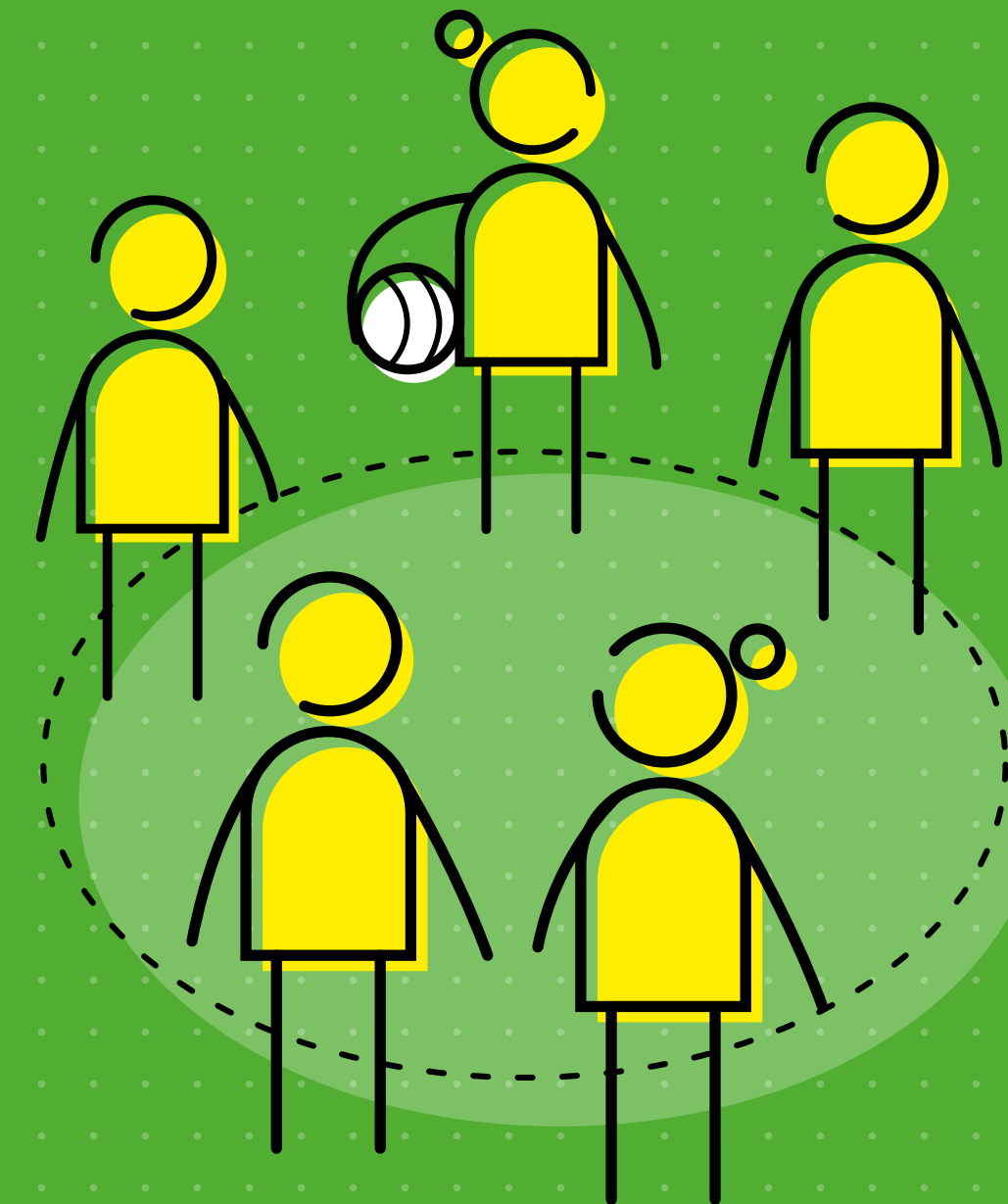
Have students **roll the ball** to support those who have difficulty throwing and catching.

## RESPECT

10

SPORT VALUES IN EVERY CLASSROOM

# FAIR PLAY



The purpose of this activity is to have students **learn about** and **demonstrate fair play** and its associated values. This will be accomplished by having them play a game where they are tasked with demonstrating the values through different rule changes.



40 MIN



#### LOCATION

Gymnasium, classroom or outdoor space.



#### EQUIPMENT NEEDED

Board or chart paper, paper and pencils for students, 1-3 ball(s) per group, timer.



#### CORE COMPETENCIES

Critical Thinking, Social-Emotional Skills.



#### LEARNING OBJECTIVES

Students will:

- Demonstrate** fair play and its associated values.
- Show an understanding** of the importance of demonstrating fair play and its values in order to live in a peaceful, harmonious society.



#### KEY VOCABULARY

Respect, Fair play, Fairness, Tolerance, Integrity, Equality, Solidarity, Care, Excellence, Joy, Team spirit, Fair competition.



#### SAFETY

Ensure the space is free and clear of any obstacles or furniture during the main activity.

## ASSESS PRIOR KNOWLEDGE AND EXPERIENCE:



10 MIN

### Assess students' understanding of the concept of fair play.

Write the term 'fair play' on a board or chart paper and write the following values (or equivalent words that are appropriate for the level of understanding) around it: **respect, friendship, team spirit, fair competition, equality, integrity, solidarity, tolerance, care, excellence and joy** (International Fair Play Committee, 2015).

Explain to students that up until now, they've investigated and learned about the concept of respect, which is an important value to have and demonstrate. However, it is a small part of a bigger picture. Fair play, which is connected to fairness, includes many values, like respect, that are important to sport and to everyday life. When we play fair, we play with respect but we also play with all these other values.

In small groups, have students **brainstorm examples of fair play behaviour in sport**. Assign two values (or more) to each group and have them identify what they could do to demonstrate that value during a game.

**Note:** It may be necessary to define each of the fair play values before beginning this activity or modifying the terms to suit the level of understanding. Brainstormed examples can be written or simply discussed.

After a few minutes, have each group share an example.

### TELL STUDENTS THAT:

"[t]raditionally, fair play was a sports-related concept that emphasized playing by the rules... Today fair play has a meaning beyond sport and beyond just following the rules. This 'spirit of fair play' is hard to define, but is easy to identify through specific types of fair play behaviour (e.g., shaking hands at the end of the game)."

(Binder, D. L., 2007)\*

### IF STUDENTS ARE STRUGGLING:

Consider providing examples such as:

- Respect:** Speaking in a calm voice when you need to address the referee shows respect.
- Care:** Helping an opponent who has fallen down shows care.
- Team spirit:** Cheering on your team from the side lines shows team spirit.
- Tolerance:** Being open-minded to the new line mates you are playing with, regardless of differences, shows tolerance.
- Solidarity:** Everyone staying on the field until the last person is done their warm up shows solidarity.

# MAIN ACTIVITY



15 MIN



## FAIR PLAY CIRCLE

### OBJECTIVE:

To make a 'fair play circle' by passing the ball from one player to the next while demonstrating one of the fair play values.

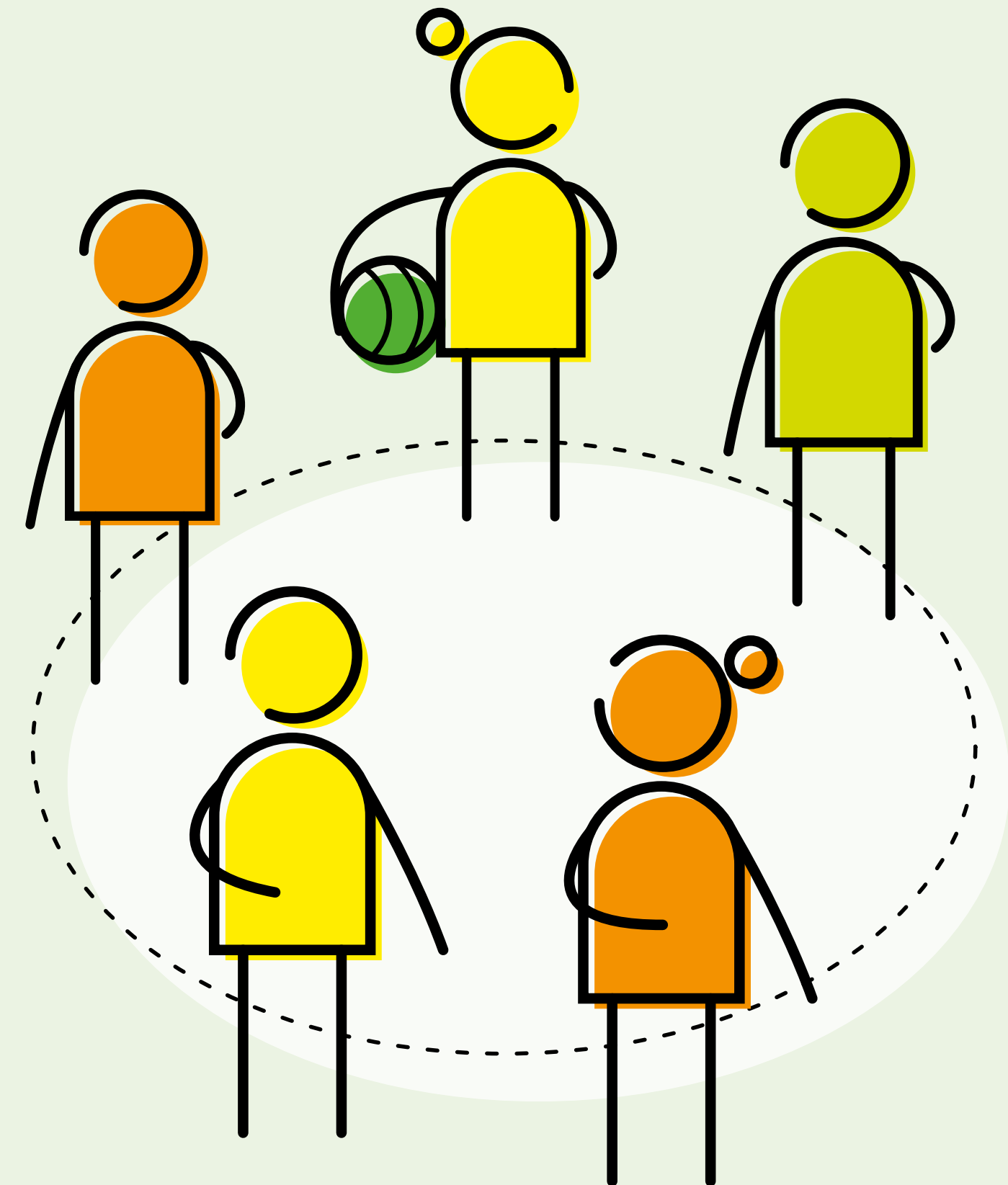
### SET UP:

- Divide students into **groups of 5 to 7** and ask them to stand (or sit depending on physical ability) in a circle.
- Give each group **one ball** and have them **assign one fair play value to the ball** (e.g., joy, friendship, equality).

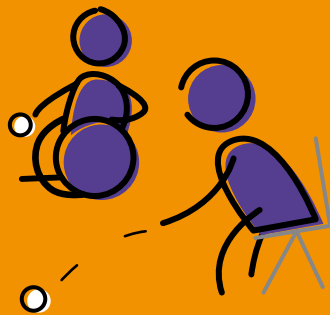
### RULES:

- On 'go' students begin to **pass the ball around the circle while demonstrating their chosen fair play value** (e.g., if they have chosen **solidarity** then if one player needs to be seated then all players should be seated; if they have chosen **tolerance** then they should be open to including new rules or new players into their game; if they have chosen **fair competition** then they should ensure that they are playing by the rules at all times). Explain to students that they may need to modify the game in order to continue demonstrating their value.
- If the ball drops, students pick it up and begin where they left off.
- Once students seem comfortable, begin to introduce new rules (only implement one new rule at a time):
  - Rule 1:** Pass the ball across the circle.
  - Rule 2:** Place one hand behind your back.
  - Rule 3:** Lie down.
  - Rule 4:** Merge with another team, so now you have two balls and two values to play by and double the number of players.
  - Rule 5:** Count the number of touches you can make in one minute. Ready, set, go!
- If time permits, play again and give each group two balls or three.

## FAIR PLAY CIRCLE:



# SPORT VALUES IN EVERY CLASSROOM



## TEACHER'S COMPANION

An academic support guide

The Education Partnership



# CONTENTS



Published in 2019 by the United Nations Educational, Scientific and Cultural Organization (UNESCO), 7, place de Fontenoy, 75352 Paris 07 SP, France; Olympic Foundation for Culture and Heritage (OFCH), Quai d'Ouchy 1, 1006 Lausanne, Switzerland; Agitos Foundation, Adenauerallee 212-214, 53113 Bonn, Germany; World Anti-Doping Agency (WADA), Stock Exchange Tower, 800 Place Victoria (Suite 1700), Montreal (Quebec) H4Z 1B7, Canada; International Council of Sport Science and Physical Education (ICSSPE/CIEPSS), Hanns-Braun-Straße 1, 14053 Berlin, Germany; International Fair Play Committee (CIFP), Csörsz street 49-51, Budapest, 1124, Hungary.

© UNESCO / OFCH / Agitos Foundation / WADA / ICSSPE/CIEPSS/ CIFP 2019

ISBN: 978-92-3-100351-6

EAN: 9789231003516



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Printed in the United Kingdom by Thomas & Trotman Design

Cover photo, graphic design, cover design, illustrations, typeset: Thomas & Trotman Design

## Acknowledgements:

The Agitos Foundation, the International Fair Play Committee (IFPC), the International Council of Sport Science and Physical Education (ICSSPE), the Olympic Foundation for Culture and Heritage (OFCH), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the World Anti-Doping Agency (WADA) wish to express their appreciation to the following and many more who are not named herein:

Amapola Alama  
Ken Black  
Attilio Carraro, Erica Gobbi  
and the AIESEP research team  
Léa Cleret  
Tony Cunningham  
Ana De Azevedo  
Marcellin Dally  
Detlef Dumon  
Eva Erfle  
Michèle Garrity

Jeno Kamuti  
Rob Koehler  
Daniel Koszegi  
Nancy McLennan  
Kaitlyn Mudge  
Raluca Petre-Sandor  
Alexander Schischlik  
Kaho Shinohara  
Elizabeth Sluyter-Mathew  
Erin Tedford  
Jennifer Wong

## Members of the UNESCO Associated Schools Network who piloted the material:

Bangladesh  
Brazil  
Bulgaria  
Cuba  
Equatorial Guinea  
France  
Greece  
Laos  
Lebanon  
Mexico  
Nigeria  
Spain  
Ukraine

*In Memory of Margaret Talbot*

## 1: PURPOSE OF THE TEACHER'S COMPANION

..... 4

## 2: BACKGROUND OF THE PROJECT

..... 5

## 3: CORE VALUES

RESPECT ..... 6

EQUITY ..... 6

INCLUSION ..... 7

## 4: THE TEACHING FOR PERSONAL AND SOCIAL RESPONSIBILITY MODEL

..... 8

## 5: LEARNING STRATEGIES

..... 10

## 6: ASSESSMENT

FORMATIVE AND SUMMATIVE ASSESSMENTS ..... 13

PORTFOLIOS ..... 14

QUALITATIVE ASSESSMENTS ..... 15

## 7: REFERENCES

..... 19





# 1: PURPOSE OF THE TEACHER'S COMPANION



Pilot phase – Government Model Secondary School, Jikwoyi, Abuja, Secondary Education Board, FCT, Abuja. ©Josephine Udonsi

## THE PURPOSE OF THE TEACHER'S COMPANION IS TO PROVIDE ACADEMIC SUPPORT TO THOSE WHO SEEK EXTRA GUIDANCE OR IDEAS WHEN IMPLEMENTING THE SPORT VALUES IN EVERY CLASSROOM TOOLKIT.

Here you will find further information about the background of the project, the core values, the instructional model which was used to develop

the toolkit, the learning strategies used in the activity cards and assessment methods that can be applied both during and after instruction.

# 2: BACKGROUND OF THE PROJECT



## THE PROJECT BEGAN WITH THE FORMATION OF AN EDUCATION PARTNERSHIP BETWEEN SIX INTERNATIONAL BODIES:

The Agitos Foundation, the International Fair Play Committee (IFPC), the International Council of Sport Science and Physical Education (ICSSPE), the Olympic Foundation for Culture and Heritage (OFHC), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the World Anti-Doping Agency (WADA). The partnership came together as its various members identified a common desire and interest to promote values-based education in schools. As such, they commissioned a research team from the Association Internationale des Écoles Supérieures d'Éducation Physique (AIESEP) to conduct a literature review and begin producing a resource that would help teachers promote values within their classrooms.

Through the literature review, it was found that physical education and sport have the potential "...to promote values such as fair play, equality, honesty, excellence, commitment, courage,

teamwork, respect for rules and laws, respect for self and others, community spirit and solidarity as well as fun and enjoyment" (UNESCO, 2015). In recognition of this potential, the Education Partnership decided to use sport and its positive values as the context for their resource.

Following a preliminary iteration by the research team, the resource was edited and adapted by partners, peer reviewers and curriculum experts and moulded into an internationally appropriate, dynamic and engaging tool for teachers and their students.

The toolkit you see before you is the result of the partnership's passion for promoting values-based education. It has been designed to **assist teachers in their work to instil in children the sport values of respect, equity and inclusion through movement-based, engaging classroom activities** and provide students with transferable skills with which to make sound decisions and actions 'beyond the school gates'.

# 3: CORE VALUES

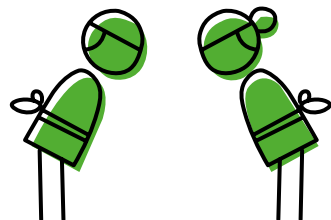


## RESPECT

The Cambridge Dictionary defines respect, the noun, as:

- politeness, honor, and care shown towards someone or something that is considered important;
- a feeling that something is right or important and you should not attempt to change it or harm it;
- the feeling you show when you accept that different customs or cultures are different from your own and behave towards them in a way that would not cause offense (Respect, 2019).

UNICEF (2007) states that every child is entitled to “receive respect for her or his inherent dignity and to have her or his universal human rights respected within the education system”. This toolkit refers to respect in many contexts: respect for oneself, for others, for rules, for authorities and for the environment. Sport is used within the resource to help promote respectful behaviours as sport is often a meeting point for people with different ethnic, social, cultural, religious and political backgrounds, where individuals are given the chance to better know each other and share experiences.



## EQUITY

Equity has generally been defined as “the absence of avoidable or remediable difference among groups of people, whether those groups are defined socially, economically, demographically, or geographically” (WHO, 2008). Equity can therefore be seen as making sure that personal and social circumstances are not obstacles to achievement (e.g., ensuring that those who cannot financially afford to go to school are still given access). As such, it might be necessary to give certain individuals or groups of individuals advantages in order to place them on a ‘level playing field’. For example, it may be necessary to provide funding to low income families so that their children can go to school. Or, it may be necessary to advocate for girls and create policies so that they receive the same opportunities as boys to get an education. These practices would be the equitable, or fair, thing to do. According to UNESCO (2014), “gender equity is about targeted measures that are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures (temporary special measures), such as affirmative action, may necessitate different treatment of women and men in order to



ensure an equal outcome. Equity leads to equality. Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men.”

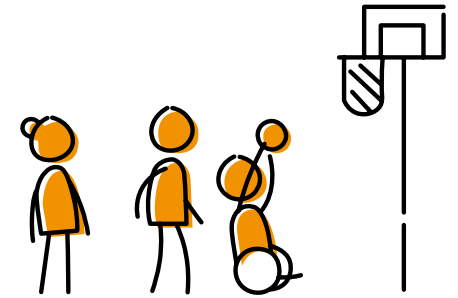
This toolkit seeks to help children understand the concept of equity so that they may display equitable behaviours throughout their lives. The partnership is interested in helping youth attribute a new meaning to the word “difference” as the way in which the word “difference” is interpreted is the key to equity of provision, accessibility and opportunity. Too often “differences” are seen as a problem requiring a solution, whereas they should be seen as a state of being that deserves recognition and acceptance (Penney, 2002).

## INCLUSION

Inclusion, in relation to education, can be defined as,

a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, reducing and eliminating exclusion within and from education. It involves changes and modification in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2005).

Inclusive education would be education that is available and accessible to all. It would embrace diversity and would allow for each individual to succeed in their own way. UNESCO (2006)



highlights that inclusion is a process and has to be seen as a never-ending search to find better ways of responding to diversity; that it is concerned with the identification and removal of barriers; is about the presence, participation and achievement of all students; and involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

Across the international community, some categories of children have been identified as being at risk of exclusion, particularly with respect to school completion and acceptance within their local communities. Such categories include children living in poverty and remote rural communities, girls, children affected by AIDS, children undertaking paid or domestic labour, children from ethnic minority groups, children in conflict-affected countries and children with disabilities (UNESCO, 2008). The United Nations (2008) address people with disabilities specifically and explain that their lack of inclusion deprives these people of opportunities and condemns them, and often their families, to poor quality of life. This lack of inclusion represents a lost potential for society as under more equitable and inclusive circumstances these individuals might offer a more substantial social, economic and cultural contribution. The partnership believes that this is true for all those at risk of exclusion and thus has selected inclusion as a core value for this toolkit.

Inclusion is closely related to equity. Both these values work to overcome differences, seeking to allocate the same rights to everyone regardless of individual characteristics.

# 4: THE TEACHING FOR PERSONAL AND SOCIAL RESPONSIBILITY MODEL

Sport Values in Every Classroom was created around a holistic, student-centered curriculum framework known as Don Hellison's Teaching for Personal and Social Responsibility Model (TPSR). In brief, TPSR is a curriculum and instructional model that has been developed through more than 40 years of fieldwork (Hellison, 2011) and practical inquiry. The model is designed to use physical activity as a vehicle to teach life skills and promote positive youth development (Hellison et al., 2000) and can be applied in any learning context. As such, the partnership believes that it is a practical choice for which to base this toolkit as we seek to help teachers in their work to teach and promote the core values in every and any classroom through movement-based activities.

The TPSR model is guided by a core framework that allows for flexibility so that teachers can morph it to suit the needs of their learners within their own contexts. The model is used in educational contexts to help students learn to be responsible citizens in class, school, home and the community. This is done by carefully designing learning tasks that give students increasing amounts of responsibility, shifting a significant portion of decision-making from teacher to student as lessons progress. The model promotes both individual and social responsibility by empowering students to become more accountable for their actions

and ultimately, their lives. It emphasizes effort and self-direction as critical to the achievement of personal well-being while emphasizing the respect for others' rights, consideration of others' feelings, and care for others as essential to the achievement of social well-being.

Hellison (2011) places the achievement of these outcomes in an informal progression of five levels or goals to help both teachers and students become aware of their behaviours and focus their efforts as they move towards desired outcomes. Teachers can use these five levels as a framework to plan, teach, and evaluate student learning. Each level is defined by a particular set of student behaviours which are presented in **Table 1**. The partnership believes that these levels can be used as is or adjusted to help teachers assess student performance. Teachers may choose to use this table as a summative assessment (i.e. at the end of a unit) or as a formative assessment (i.e. during a unit) in order to evaluate and report on student progress.

**TABLE 1:**

Components of the levels of responsibility (adapted from Hellison, 2011).

## 1. Respecting the rights and feelings of others

The student may not participate fully but controls their behaviour sufficiently so as not to disrupt the rights of others. The student is sometimes engaged but is frequently off task, needs prompting and reminders, is unable to complete all tasks, and only completes a task when they want to.

## 2. Effort and cooperation

The student is actively involved in the subject matter and is willing to try new activities. The student takes an interest in learning and improving but needs positive behavioural cues and reminders, direction and supervision.

## 3. Self-direction

The student is willing to work independently and increasingly takes responsibility for their own actions. The student is self-motivated, displays a positive attitude, completes tasks as requires and undertakes the learning of new skills beyond teacher instruction.

## 4. Helping others and leadership

The student extends their sense of responsibility by cooperating, giving support, showing concern and helping others. The student cares about others and is willing to work with anyone in the class. The student is sensitive to others' needs and willing to help all.

## 5. Transfer

The student extends their sense of responsibility by cooperating, giving support, showing concern and helping others in the classroom and beyond (i.e. at home and within the community).

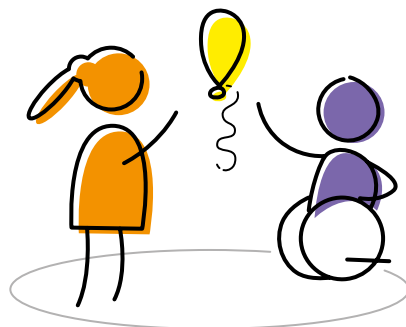


# 5: LEARNING STRATEGIES

This toolkit focuses on student-centered approaches to teaching that recognize students as unique individuals who learn in different ways and bring their own understandings, skills and needs to the classroom (Wright et al., 2004). According to McInerney and McInerney (2002) within these approaches there is a “shift in focus from what the teacher may do to influence learning to what the learner does as an active agent in the learning process.” These constructivist approaches share the following features:

- a central emphasis on the learner;
- an emphasis on the importance of active student involvement and the process of learning as opposed to the product;
- learning experiences grounded in the real-world experiences of students;
- an emphasis on the importance of peer interaction;
- an account for individual differences when structuring learning experiences (p.49).

Practically speaking, what does this mean? What techniques should teachers use to effectively lead a student-centered approach? **Sports Values in Every Classroom focuses on active learning strategies as a way to promote hands-on, real-world learning experiences.** Active learning includes all those activities that share the common element of involving students in doing things and thinking about the things they are doing (Bonwell & Eison, 1991). Activities in this style can be completed in and beyond the classroom, individually or in groups, with or without technology. Through active learning strategies, teachers spend more time promoting deep learning that facilitates genuine understanding and useful skills. As with all student-centered approaches, the benefits of using such strategies include improved critical thinking skills, increased retention and transfer of new information, increased motivation, and improved interpersonal skills (Eison, 2010). The following pages list active learning strategies that are utilized within the activity cards.



## ACTIVE LEARNING STRATEGIES UTILIZED IN THE ACTIVITY CARDS

### GAMES

Games allow students to be **physically involved** in the learning process and are particularly appropriate when physical skills need to be learned. They are also appropriate when abstract concepts, such as values are to be taught as they allow students to physically experience intangibles such as **cooperation, leadership, communication methods**, and reflect on that process. Moreover, students often perceive games to be fun and disassociate them with traditional or typical views of learning, **increasing their motivation for participation** and thus increasing their likelihood of engagement.

### REFLECTION

Reflection encourages students to dig deeper into the subject matter and turn within to consider how they are truly feeling about a concept or activity. This strategy helps to **develop higher-ordered thinking and metacognition** as it causes students to develop an awareness of their level of understanding. It is often through reflection that students will develop meaningful questions or come to the realization that their level of understanding is less than desired, prompting them to seek help. Reflections can happen throughout a lesson although it is often useful to place them at the end of an activity in order to discover if students require greater support with the given material. Student reflections can be initiated by teacher-led questions and students can respond by writing or simply considering an answer. Reflections can then be shared with the teacher, with other students, with family members or not at all.

### GROUP DISCUSSION

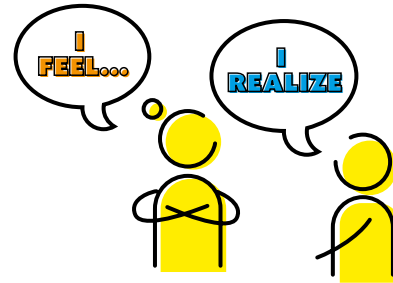
Group discussions allow for interaction amongst classmates and instructors. They involve the **exchange and sharing of ideas, experiences, facts and opinions** on a given topic and encourage critical thinking by having students listen and consider others' responses. Large group discussion is useful for clarifying concepts or misunderstandings held by many students although it is unlikely that all students will be able to share given the larger format and time constraints. Small group discussion is useful for promoting individual participation and ensuring many voices are heard although teachers will be unable to participate in all conversations simultaneously. Group discussions can be teacher or student initiated however teachers must monitor discussions in order to maintain a positive and inclusive environment.

# 6: ASSESSMENT



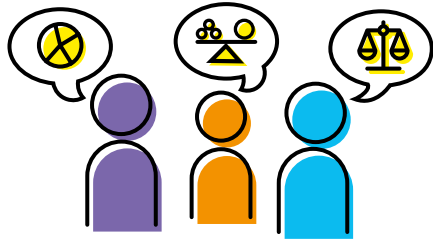
## CASE STUDIES

Case studies are true or imaginary stories describing a person, problem or situation and are meant to be analyzed and reflected on. Students are often read or given the information followed by a series of questions or statements to consider. Strong case studies involve questions that are not easily answered and **promote critical thinking and develop problem-solving skills**. As students apply their existing knowledge to the information provided, their knowledge becomes increasingly authentic, meaningful and transferable, as students can now see how it fits in a real-world setting.



## ROLE PLAYING

Role playing involves a short drama episode in which students act or pretend to be a character. Role plays are most effective when all students are actively engaged in the scene by each having a significant part. This may be best achieved by dividing the students into small groups. The goal of role-playing is for students to be able to consider and experience how their character feels and transfer that information to a real-life situation, thus **developing empathy**. Role plays also allow for students to develop a stronger understanding of the presented material by rehearsing and repeating important pieces of information and immersing themselves in the content.



## BRAINSTORMING

Brainstorming is a group technique that can be used to find a solution for a specific problem by gathering a list of spontaneous ideas from students. It is often used to kick-off a more structured activity and is thus often done at the beginning of a lesson. The main advantages of this strategy are the ability to **collect a wide variety of ideas** and the ability to **minimize social inhibition**, particularly from those students who lack confidence, as all ideas are accepted and listed. Teachers should use discretion and list only respectful responses. Brainstorming lists can be posted by teachers and then used by students in later work. For example, lists can be used to help students answer questions, write reflections, write short stories, etc.

**ASSESSMENT IS AN IMPORTANT PRACTICE FOR BOTH TEACHERS AND STUDENTS AS IT ALLOWS THEM TO MEASURE OUTCOMES AND SEE IF LEARNING HAS OCCURRED. MORE IMPORTANTLY, EFFECTIVE ASSESSMENT THEN ENCOURAGES FURTHER REFLECTION AND ITERATION, GROWTH AND DEVELOPMENT.**

In order to effectively promote student learning, assessment must be shared with and understood by students. It should include substantial feedback that can be used to make changes and should occur with enough frequency that allows for growth to be seen. What's more, teacher and student performance should both be assessed as this will give a fuller picture of the strengths and difficulties in the lesson or unit. Another benefit of assessment is that it allows teachers to defend their programmes should they be called into question. If student learning is evident, administrative and parental support will likely follow. The following are some points to consider when introducing assessment into your practice.

## FORMATIVE AND SUMMATIVE ASSESSMENTS

To be most effective, assessment should take place at multiple intervals so that true growth can be measured and teachers can maintain a pulse on student understanding. Assessments can be both formative and summative.

**Formative assessments** happen throughout an activity or unit and allow teachers to identify student learning needs and subsequently address them. A lot of feedback is typically given here and students may be provided opportunities to iterate their work.

**Summative assessments** come at the end of an activity or unit and are meant to be more final in nature. These assessments are the ones typically reported on and shared with administrators and parents.

**A note about summative assessments:** It is important to remember and communicate with students and parents that learning is an ongoing, lifelong process. Once one task is mastered, another is begun bringing the learner back to a beginning level of understanding. For example, when a child is born, they begin their journey in learning how to move. Over time, they develop the ability to walk. But now, to be more proficient movers, they need to jump and climb. While they might be close to masters at walking they are just beginners at jumping and climbing. In time, they will learn these skills too, but then there will be more skills like throwing and catching that they will need to develop. Ultimately, what is important to understand, is that humans are life-long learners and the journey never ends. While we may receive a summative assessment, it does not mean that the learning for this topic is over or that we cannot grow or learn more. Opportunities should always exist for students to progress in their learning, regardless of the subject or task. As a teacher, while you may need to conduct a summative assessment for an upcoming report, be open to allowing students to review the feedback provided and ask further questions.

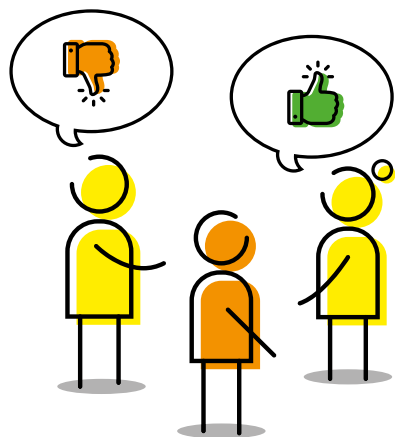
## PORTFOLIOS

In order to effectively assess student learning within this toolkit, it has been recommended that teachers adopt a multi-component assessment portfolio. Along with supporting student learning, portfolios are also an excellent tool for enhancing communication between all stakeholders: teachers, students, parents and administrators, and maintaining teacher and student accountability for collection of evidence and demonstration of learning.

A multi-component assessment portfolio includes both a teacher and student component.

**The teacher component**, which can be comprised of narrative statements about executed activity cards as well as sample student work and student ratings of understanding/instruction, can help teachers enhance their skills and techniques for future lessons and promote teacher growth.

In the narrative component, teachers can reflect on and describe what went well, what did not succeed, and how lessons can be changed to improve student learning. The structure of this self-assessment can be similar to the anecdotal sheet seen in **Chart 1**. Rather than write student names, teachers can indicate the title or number of the activity card used.



As for student work, it is important to include an array of examples from strong to weak in order to see a full picture. These can be organized in digital folders or in a physical binder and be coupled with comments from the teacher describing ways to improve the activities or instructional method for the future.

Students can further contribute to the richness of the teacher component of the portfolio by providing ratings of understanding or instruction, class observations, and personal reflective statements. Ratings of understanding can be done quickly at the end of the lesson by having students close their eyes and lower their heads, so as to keep their ratings private, and give a thumbs up (“I understand”), thumbs sideways (“I sort of understand. I could use more help”) or thumbs down (“I don’t understand”) sign with their hand. If the majority of students give a sideways or down sign the teacher knows that the lesson has not been successful, and that revision and repetition is needed. Class observations and personal reflective statements can be verbal, as teachers can visit students one by one, or they can be written and even kept anonymous so that students feel free to share true feelings.

Another way to collect feedback is to invite an administrator into the room to observe the class and provide verbal or written observations.

Photos or videos of lessons in action can also be included to enhance the teacher’s portfolio. Pictures can showcase any text, charts or illustrations placed on the board and videos can be of teacher instruction and/or student execution as both would help to inform practice.

**The student component**, which can include a collection of assessments and student work for each individual in the classroom, can be gathered throughout the implementation of the resource and demonstrate student growth and change over time.

Descriptions of types of assessments that can be included can be seen in the following section, Qualitative Assessments.

## QUALITATIVE ASSESSMENTS

Given the nature of the learning objectives within the activity cards, it is advised that assessments be qualitative. Qualitative assessments allow teachers to collect and record detailed evidence of learning. They are appropriate for the assessment of growth and change as they include substantial description and examples of what the learner is doing and experiencing. What’s more, using these techniques, students can be active participants in their assessments and therefore in the learning process. The following are descriptions of various qualitative assessment techniques.

### ANECDOTAL RECORD SHEETS

Anecdotal record sheets are used by teachers to record observations and describe thoughts about student behaviour. They can be useful for monitoring changes in those everyday behaviours that are linked to the values of this toolkit. Observations can be written during or after a lesson and can be kept organized by creating a chart with student names on the left and large boxes of space adjacent on the right as seen in **Chart 1**. The chart also ensures comments are written for each student.

### RUBRIC

A rubric is a guide for teachers that identifies the criteria against which student learning will be assessed. Rubrics can be set up as a grid where each square describes a different level of student learning from beginning to advanced. Rubrics should be created based on learning objectives or outcomes and be distributed and explained at the beginning of a lesson or unit so that students understand the criteria. It is also possible to create a rubric together with students so that they have added investment into the learning and assessment process. When rubrics are used students are able to be more focused and self-directed in their learning as they understand exactly how they will be measured. A sample rubric is provided in **Chart 4**.

### SELF-ASSESSMENT

Self-assessment is an effective way to assess student performance in an affective domain (i.e. educational activities that address student motivation, attitudes, feelings and values). It allows students to look inward and develop awareness of their personal characteristics, values and attitudes and associate these with the outward behaviours they demonstrate. In other words, self-assessment tasks help students recognize their behaviour and understand why they behave in a particular way. Self-assessments can be created as narratives or as scales. Students can be asked to describe their behaviour, feelings or learning process for a particular activity or they can be asked to rate themselves for a series of given statements. Sample self-assessments are provided in **Chart 2** and **Chart 3**.

### VISUAL DATA

When completing a portfolio assessment it is often useful to include photo and video data, which help teachers document evidence of student learning and progress. Such materials can capture classroom tasks and activities that demonstrate engagement and learning between and amongst teachers and students. Visual data offers immediate insight into the learning experience and can be useful for informing self-assessments as students can review their performance and comment appropriately.



### CHART 1: SAMPLE ANECDOTAL RECORD SHEET

Student name: Example student 1

**Observations and comments:**

Student 1 demonstrated great leadership today when she helped organize her group for the main activity. She was particularly helpful with her peers who needed extra support in understanding the task.

Student name: Example student 2

**Observations and comments:**

Student 2 spent a large part of the introductory activity off task, chatting with his classmate. His distraction caused him to be unable to participate in the group discussion or answer questions directed at him.



### CHART 2: SAMPLE SELF-ASSESSMENT RATING SCALE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please rate yourself on your personal behaviour during today's activity:

	Always	Sometimes	Never
I followed the rules of the game.		✓	
I worked cooperatively with my teammates to achieve our goal.	✓		
I acted respectfully towards the opposing team.	✓		
I maintained a positive attitude when we scored a point.		✓	
I maintained a positive attitude when we were scored against.			✓



### CHART 3: SAMPLE NARRATIVE SELF-ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reflect on your learning and performance in today's class and answer the following questions:

What did you do during today's lesson?  
\_\_\_\_\_  
\_\_\_\_\_

What did you learn during today's lesson?  
\_\_\_\_\_  
\_\_\_\_\_

What will you continue to do for next class?  
\_\_\_\_\_  
\_\_\_\_\_

What might you do differently for next class?  
\_\_\_\_\_  
\_\_\_\_\_

Overall, how do you feel about your level of participation today?  
\_\_\_\_\_  
\_\_\_\_\_

Overall, how do you feel about your behaviour today?  
\_\_\_\_\_  
\_\_\_\_\_

Is there anything you'd like me to know for next time?  
\_\_\_\_\_  
\_\_\_\_\_

**Note:** The last question provides students with an opportunity to identify learning needs. Answers to this question should support student-teacher interaction and understanding.

## CHART 4: SAMPLE RUBRIC



### Teamwork assessment

	Keep working	Getting there	Got it	
Learning objective	<b>The student is able to communicate effectively with others.</b>	The student does not share their thoughts or feelings or is unable to explain their thoughts and feelings in a way that others can understand.	The student is able to communicate their thoughts and feelings but does so in a disjointed or complicated way.	The student is able to communicate their thoughts and feelings simply, in a way that others can understand.
	<b>The student is able to work effectively with a variety of people.</b>	The student struggles to work with others, choosing to work alone or often ending up in disagreements. They struggle to share responsibility and are unable to compromise.	The student is able to work with select members of the group. They can share responsibility and compromise with some but not with all.	The student is able to work with any member of the classroom. They are able to share responsibility and compromise when necessary.
	<b>The student is able to accept constructive feedback from others.</b>	The student has difficulty accepting constructive feedback from others. They struggle to hear criticism and do not apply it to their learning.	The student is able to accept constructive feedback from some but not all members of the group. Depending on the criticism, the student may be more or less reluctant to listen to or apply the feedback to their work. They are somewhat open to growth and development.	The student is able to accept constructive feedback from others. They appreciate and apply the feedback in order to improve their work and benefit their learning. Their main objective is to grow from the process.



## 7: REFERENCES



- Agitos Foundation. (2017). *I'mPOSSIBLE: Engaging young people with the Paralympic Movement*. Bonn: International Paralympic Committee.
- Binder, D. L. (2007). *Teaching Values: An Olympic Education Toolkit*. Lausanne: International Olympic Committee.
- Bonwell, C. C., & Eison, J. A. (1991). Active learning: creating excitement in the classroom. *1991 ASHE-ERIC Higher Education Reports*. Washington, DC: ERIC Clearinghouse on Higher Education.
- Eison, J. (2010). Using active learning instructional strategies to create excitement and enhance learning. *Jurnal Pendidikan Strategi Pembelajaran Aktif Books*, 2.
- Hellison, D. (2011). *Teaching personal and social responsibility through physical activity (3rd ed.)*. Champaign, IL: Human Kinetics.
- Hellison, D., Cutforth, N., Kallusky, J., Martinek, T., Parker, M., & Stiehl, J. (2000). *Youth development and physical activity: Linking universities and communities*. Champaign, IL: Human Kinetics.
- International Fair Play Committee. (2015). What is fair play? Retrieved from <http://www.fairplayinternational.org/what-is-fair-play>
- IOC. (2012). Olympism and the Olympic Movement. Retrieved from <https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Document-Set-Teachers-The-Main-Olympic-Topics/Olympism-and-the-Olympic-Movement.pdf>
- McInerney, D. & McInerney, V. (2002). *Educational psychology: constructing learning*. Frenchs Forest, N.S.W.: Prentice Hall/Pearson Education.
- Northumberland Sport. (2019). Equity in Sport. Retrieved from <http://www.northumberlandsport.co.uk/about-us/equity-in-sport/>
- OECD. (2012). *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*. OECD Publishing.
- Penney, D. (2002). Equality, equity and inclusion in physical education and school sport. *The sociology of sport and physical education: An introductory reader*, 110-128.
- Respect. (2019). In *Cambridge Dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/respect>
- Stereotype. (2019). In *Merriam-Webster.com*. Retrieved from <https://www.merriam-webster.com/dictionary/stereotype>
- UNDESA. (2008). Report of the expert group meeting: Promoting social integrating. Retrieved from [https://www.un.org/esa/socdev/social/meetings/egm6\\_social\\_integration/documents/egm6.report.pdf](https://www.un.org/esa/socdev/social/meetings/egm6_social_integration/documents/egm6.report.pdf)
- UNESCO. (2005). Guidelines for Inclusion: Ensuring Access to Education for All. Retrieved from <http://unesdoc.unesco.org/images/0014/001402/140224e.pdf>
- UNESCO. (2006). Guidelines for Inclusion: Ensuring Access to Education for All. Retrieved from [http://www.ibe.unesco.org/sites/default/files/Guidelines\\_for\\_Inclusion\\_UNESCO\\_2006.pdf](http://www.ibe.unesco.org/sites/default/files/Guidelines_for_Inclusion_UNESCO_2006.pdf)
- UNESCO. (2008). Education for All by 2015 – Will we make it? UNESCO Publishing.
- UNESCO. (2014). UNESCO Priority Gender Equality Action Plan: 2014-2021. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000227222>
- UNESCO. (2015). Revised International Charter of Physical Education, Physical Activity and Sport. Retrieved from [http://portal.unesco.org/en/ev.php-URL\\_ID=13150&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13150&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- UNICEF. (2007). A Human Rights-Based Approach to Education For All. Retrieved from [http://www.unicef.org/publications/files/A\\_Human\\_Rights\\_Based\\_Approach\\_to\\_Education\\_for\\_All.pdf](http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf)
- UNICEF. (2011). Promoting Gender Equality: An Equity-Focused Approach to Programming. Retrieved from [https://www.unicef.org/gender/files/Overarching\\_Layout\\_Web.pdf](https://www.unicef.org/gender/files/Overarching_Layout_Web.pdf)
- United Nations. (2008). Sport for Development and Peace Working Group International Working Group: Harnessing the Power of Sport for Development and Peace: Recommendations to Government. Chapter Five: Chapter Five: Sport and Persons with Disabilities: Fostering Inclusion and Well-Being. Retrieved from <http://www.un.org/wcm/webdav/site/sport/shared/sport/pdfs/SDP%20IWG/Final%20SDP%20IWG%20Report.pdf>
- Velasquez, M., Andre, C., Shanks, T., & Meyer, M. J. (2014). Justice and Fairness. Retrieved from <http://www.scu.edu/ethics/practicing/decision/justice.html>
- WHO. (2008). The World Health Report 2008 – Primary Health Care. Now More Than Ever. Retrieved from [http://www.who.int/whr/2008/whr08\\_en.pdf](http://www.who.int/whr/2008/whr08_en.pdf)
- Wright, J., Macdonald, D. & Burrows, L. (Eds.). (2004). *Critical inquiry and problem-solving in physical education*. London: Routledge.





The Education Partnership



OLYMPIC  
FOUNDATION  
FOR CULTURE  
AND HERITAGE





The Education Partnership



OLYMPIC  
FOUNDATION  
FOR CULTURE  
AND HERITAGE

