

Project Plan – Sportsmanship

Class Description

In this energetic and social Grade 5 classroom there are 30 students (1/3 girls, 2/3 boys). The learning environment is an open area quartered off by blackboards. The students enjoy role-playing, acting, sports, and technology. The class ranges in reading, writing and speaking abilities in the English language. Half of the students are English Language Learners with six of them being beginners and two of them being very new to English. Reading levels range from kindergarten to high school. Other challenges include writing output skills and social conflict between some of the girls. Furthermore, there is one designated I.E.P. for writing output.

Rationale

According to what we learned from our students and the teacher, we chose “Sportsmanship” as the topic for our short social study class. “Sportsmanship” generally refers to generous and fair behaviours to others, especially in a sports contest. However, the meaning of “sportsmanship” is not limited by sports competitions, for the positive behaviours can also be seen in our daily life. It ties to “Sports”, which is something students are interested in. Moreover, it allows students to explore the three core competencies in the BC curriculum: communication, thinking, and personal and social. Through all of the activities, we hope our students can define good sportsmanship, understand personal and social responsibilities in group activities, and demonstrate sportsmanship when working with peers.

Lesson Plan #1

Subject: Social Studies

Area of Focus: Individual Social Responsibility (Sportsmanship)

Grade: 5

Curricular Competencies

- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Content

- Human rights and responses to discrimination in Canadian Society

First Peoples Principles of Learning

- Learning involves recognizing the consequences of one's actions

Materials

- Red and green pieces of paper for each student
- Bag with different sports scenarios for students to act out

Critical Questions

- Why is sportsmanship important?
- What does good sportsmanship look like? What doesn't it look like?
- How does the other team feel when you display these?
- Is sportsmanship only something seen in sports? Or is it in other areas of life?

Hook

- Video – Best and worst sportsmanship at the Rio 2016 Olympics
- <https://www.youtube.com/watch?v=t3pf6OHCVR0>
- Before Video – Ask students to note which behaviours are considered sportsmanlike and which ones aren't

Lesson

- After the video and discussion, break the class up into 10 groups of 3 (or 6 groups of 5). Explain that each group will be drawing either a good sportsmanship scenario or bad sportsmanship scenario out of the bag. They will be given the choice to act out the scenario on the paper, or make up their own as a group. All groups will be given 10 minutes to practice their performance, until we all come back together. Before the skits begin, we will hand out a red and green piece of paper to each student. They will be asked to vote on whether they believe good (green) or bad (red) sportsmanship is being displayed after the skit is over.
- After all of the skits are over, ask the class – Do you think sportsmanship stops in sports? Or can it be seen in other areas of life? Where? What does it look like?
- Sportsmanship definition: **Fair and generous behaviour or treatment to others**, especially in sports.

Assessment – “I can” Statements

- I can pick the correct colour (green or red) to say whether the behavior being acted out is sportsmanlike or not
- I understand why sportsmanship is important in sports, and other areas of life
- I can work with my group to act out different sportsmanship scenarios

Adaptations/ Modifications/Considerations

- If students don't feel comfortable talking in front of the class, they can act it out with no words
- If the lesson is running short of time, the groups can be split into 6 groups of 5

Cross-Curricular Connections

- Language Arts

Scenario Examples:

1. Tori and Landon's teammate Bo missed the ball and the other team caught it. Tori yelled at Bo making him sad.
2. Lucy got the lead in the school play but she forgot her lines in the middle of the performance. Her friends John and Maria whispered the lines under their breath so the audience couldn't hear. Lucy remembered them and continued on with the show.
3. Julia received a A on her math test but their friend Tessa and Daniel only scored C's. Julia helped her friends study at lunch. Tessa and Daniel score better on their next test!
4. Lori was doing a gymnastics move in PE and she wasn't able to land it properly. She ended up falling and two of her classmates started laughing at her.
5. Jessie accidentally threw the ball (use a soft sponge ball) at Curt when he wasn't looking and it hit him in the back. Jessie and Mark helped Curt to the nurse station so he could get some ice.
6. Two Canuck fans are watching a game at Rogers Arena. The Canucks end up losing and a fan of the opposite team is sitting next to them. The Canucks fans congratulate the opposing team's fan with a high five.
7. Morris is the captain on the basketball team. The team lost the game and Morris' pouted for the rest of the day. Two of his teammates try and cheer him up but he ignores them.
8. The teacher makes a spelling mistake on the board. Rebecca whispers to her Friend George who raises his hand politely. The teacher calls on him and he says "Ms. Patty, I think you may have misspelled that word by accident." The teacher thanks George for the reminder.
9. Nova hogs the ball throughout the end whole soccer game and doesn't pass to her teammates.
10. A guitar player messes up a chord during the performance. The band members continue on with the song like nothing happened. The audience didn't even noticed the mistake!

11. The football team scores a touchdown and the players do “a dab” to congratulate their team because it was a team effort!

Enacted Learning:

Relevant- This lesson is relevant to the students because they have an interest in sports and love theatre games as well. We have combined these topics to produce a lesson on sportsmanship.

Social- This lesson uses collaborative learning in a social environment. This gives the students a chance to socially interact with their classmates while focusing on educational activities such as role playing.

Naturally Integrated- This lesson naturally integrates cross-curricular learning through performance arts, language arts and social studies.

Inclusive- We will promote a safe learning environment in which inclusivity is prevalent throughout our lesson and activities.

Lesson Plan #2

Subject: Social Studies

Area of Focus: Individual Social Responsibility (Sportsmanship)

Grade: 5

Curricular Competencies

- Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Content

- Human rights and responses to discrimination in Canadian Society

First Peoples Principles of Learning

- Learning requires exploration of one’s identity

Materials

- Coloured paper

Critical Questions

1. How does finding out commonalities with others connect you with the group?

Hook

Students pair up with their elbow buddy and share one thing about them. Students then introduce their partner to the class and teachers as an introductory activity and ice-breaker (Teacher Candidates will introduce each other as example to start) (5min)

Lesson

- Pre-assessment: on a scale of 1-5 (holding up your fingers at your chest), how connected do you feel to your classmates?
- Students form a circle to begin playing “West Wind Blows”
- West Wind Blows (15 min)
 - Coloured paper is set out in a circle, each student stands behind one
 - Teacher Candidate stands in the middle and calls out: West Wind Blows for anyone _____ (e.g. who likes sports, who’s favourite vegetable is carrots, etc.)
 - Students who identify with the above statement have to find another spot
 - After a couple rounds, Teacher Candidate switches spots with a student so they are the ones in the middle (switch each time)
- The students will play two rounds. The first round allow students to give out the instruction freely. Depending on students’ responses, teacher candidates will facilitate the questions about invisible characteristics.
- Group discussion about the activity: (10 min)

Assessment

- Group discussion questions
 - What was something new you learned about a classmate?
 - How did you feel when you learned something new about a classmate?
 - How did you feel when you found a commonality?
 - Was it always obvious who would move after a statement was called?
Can you always tell by looking at someone (by judging them based solely on their appearance/ what is on the outside) whether they would move?
- Temperature check of all students
 - On a scale of 1-5 (holding up your fingers at your chest), how connected do you feel to your classmates?

How is Learning Enacted?

1. Students are participating in discovering new things about their classmates

Adaptations/ Modifications/Considerations

- If students don’t feel comfortable sharing with whole class, break into small groups of 3-4 (or share in groups first and then come back to share with larger group)
- If English Language Learners are having difficulty with spoken language, the game can be modified to use actions with words

Cross-Curricular Connections

- Language Arts
- Physical and Health Education

Lesson Plan #3

Subject: Social Studies

Area of Focus: Individual Social Responsibility (Sportsmanship)

Grade: 5

Curricular Competencies

- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Content

- Human rights and responses to discrimination in Canadian Society

First Peoples Principles of Learning

- Learning requires exploration of one's identity

Materials

- Flag football "tails" or ribbon
- Pinnies (for extension)

Critical Questions

- How can we use our knowledge of sportsmanship to make the game inclusive?
- How can this game be continuous if the players use sportsmanlike behaviour?

Hook

Students will stand in a circle. The goal of the game is for the group to count from 1 to 20, one person saying one number at a time. Anyone can start the count. Then a different person says the next number – but if two or more people happen to speak at the same time, counting must start again from the beginning. It is possible to get to twenty if everybody really concentrates – but try and be relaxed as well.

Extensions:

- Try doing it with and without eye contact.
- Other variations you can try include members of the group facing outwards and closing their eyes (difficult!)
- Counting back from twenty to one.

Lesson

- Give every player a tail (piece of ribbon, string or flag football belt) in which they can tuck it into the side of their pants. The location of the tail should be on the hip therefore to avoid inappropriateness.
- The object of the game is for the players to grab other tails. Once a player's tail has been taken, they freeze in place and try to grab other people's tails that are running by. The players may move their upper body but not the lower body.
- If a player has more than one tail, they can give a tail back to a frozen player who will then rejoin the game.
- The game is continuous and doesn't have many rules, therefore creating opportunities for the teacher to stop the game and discuss "hidden rules" of behaviour relating to sportsmanship.

Assessment

Teachers will use formative assessment based on a criteria list.

Criteria List Example:

- Students are being active and participating in the game
- Students experientially and practically use knowledge of sportsmanship (from prior lesson)

How is Learning Enacted?

- Relevant- This activity is relevant to students in the class because they have been struggling with sportsmanship within the classroom. The class has voiced their love for sports and games, so we created an activity that was grounded in this that would help to improve the social dynamics within the classroom. The students have also requested to have more time outside, so this was taken into account when deciding on our activity.
- Social- This activity allows for students to interact with their classmates. Though there will be competition, the students will have to share their "tails" to keep the game going.
- Naturally Integrated- This activity naturally integrates physical education into the social studies curriculum. Students will be busy running around, while inadvertently building a stronger sportsmanship community.
- Inclusive- This activity is inclusive because it involves all students' participation. There is no elimination aspect to the game, which means students will have the opportunity to be included throughout the entire time.
Even though students can be "frozen" they still have a purpose of grabbing other tails and requesting a new tail.

Adaptations/ Modifications/Considerations

Extension: The teacher can form teams (2-4 teams) and the students try work together to “eliminate a team”. This adaptation can put the students in a unsportsmanlike scenario which can be beneficial for demonstrating what not to do.

Adaptation: The teacher can adapt the space (half the gym, the full gym, outside, etc.) as well as the rules for different age groups.

Considerations: If there are any students with physical or learning disabilities this game can be modified or changed to suit student/individual needs. For example: if there is a student with an intellectual disability or is visual impairment then they may team up with other player to guide them (holding hands, staying close by, etc.).

Cross-Curricular Connections

- Physical and Health Education

Lesson Plan #4

Subject: Social Studies

Area of Focus: Sportsmanship in team activity

Grade: 5

Curricular Competencies

- Develop a plan of action to address a selected problem or issues.

First Peoples Principles of Learning

- Learning involves generational roles and responsibilities.

Materials

- 3 Hula hoops
- Large Post-It Paper
- Markers

Critical Questions

1. How can I work cooperatively to complete a team task?
2. What strategies did we use to develop a plan of action and execute accordingly?

Hook

Hula hoop pass

- Objective: successfully let the hula hoops pass around the circle made by the members in the group.
- Have three groups of 5 students form a circle holding hands. Ask two people to let go of their grip long enough for them to place their hands through a hula hoop before rejoining them.
- Have two groups of 7/8 students and play again.

- Have all the students form a circle and try to let the hula hoop pass in 3 minutes.

Lesson

Crossing The Great Divide

- Objective: successfully cross The Great Divide (about 25m in length)
- In small groups (groups of 3), students stand side-by-side with their feet touching the foot of the person next to them
- The team then attempts to cross The Great Divide without losing contact with their neighbours foot
- If team’s lose contact, they must go back to the beginning and try again
- If all groups are successful, group numbers can be adjusted to increase difficulty
- In bigger groups (group of 5), students will be given paper and marker. Before attempting to cross The Great Divide, they will write down/ draw their plan on the paper. Then play the game and see how the plan works.

Group Discussion

- Each group shows the plan to the whole class. Discuss the plan.
What is your group plan? What strategies do you use?
How do you come up with the plan?
What works well in your plan? What does not?

Assessment

- Students develop a plan, as a group, to make it across the great divide using the provided materials and strategies. Write down or draw their plans on paper.

Minimally Meets	Student participates in the group plan making process
Fully Meets	Students execute the plan as written/drawn
Exceeds Expectation	Students modify the plan when there is a problem

How is Learning Enacted?

2. Students participate in situations where their sportsmanship-like behaviour is tested
3. Students work as a group to think, discuss, and design a problem-solving plan to achieve a common goal.

Adaptations/ Modifications/Considerations

- Students with writing output issues will be grouped with other students while making the plan. They are also allowed to draw the plan.
- If English Language Learners are having difficulty with understanding the game rules, teacher candidates will demonstrate how to play the game as an example.

Cross-Curricular Connections

- Language Arts
- Physical and Health Education

Lesson Plan #5

Subject: Social Studies

Area of Focus: Sportsmanship in team activity

Grade: 5

Curricular Competencies

- Develop a plan of action to address a selected problem or issues.

First Peoples Principles of Learning

- Learning involves patience and time
- Learning requires exploration of one's identity

Materials

- Tempura Paint
- Brushes
- Cups for Water
- Large pieces of white paper
- Newspaper or plastic

Critical Questions

1. How can we collaboratively represent sportsmanship through circle painting?

Hook

Video of Circle Painting (First block)

- What is circle painting?
- How will you act when engaging in circle painting?

Lesson (music <https://www.youtube.com/watch?v=ss7EJ-PW2Uk>)

Part I: Planning (First block)

- Give students 2 minutes to think, pair, share about themes around sportsmanship (e.g. community, love, friendship, etc.). Then, brainstorm as a whole class to create a full list.
- Students can use themes to influence their creativity around their painting. Explicitly state that themes are just suggestions, however the big idea of the painting is to represent sportsmanship in their own form (scenario, theme, etc.)

Part II: Painting (First and second block)

- Divide students into two groups for circle painting
- Students can choose to draw a draft in pencil
- Have students switch between groups after 25 minutes to contribute to the other mural

Part III: Group Discussion (Second block)

- Describe circle painting and explain how it relates to the four lessons on sportsmanship/personal responsibility
- Sportsmanship does not end here, something we can bring into our everyday lives

Assessment

- Students can demonstrate sportsmanship during the circle painting activity
- Students can describe how their painting relates to the four lessons on sportsmanship/personal responsibility

Minimally Meets	Student participate in the circle painting activity.
	Students describe their painting.
Fully Meets	Students represent sportsmanship within their own painting and contributes to others' work.
	Students describe how their painting relates to sportsmanship/personal responsibility.
Exceeds Expectation	Students contribute to other students work. Their contribution represent sportsmanship.
	Students describe how their painting relates to sportsmanship/personal responsibility in the community and the world.

How is Learning Enacted?

Relevant: This final lesson is relevant to the students because it allows them to reflect on what they have learned in the previous four lessons. Sportsmanship is relevant for the individual students, the community, and the world.

Social: The students will be collaborating with each other and working together to create the final piece. They will have to be flexible, respectful, and sportsmanship like to compose the circle painting.

Naturally Integrated: The students will have to show sportsmanship like behaviour when completing the circle painting because others will be contributing to their part of the painting.

Inclusive: Everyone is contributing to the whole mural.

Adaptations/ Modifications/Considerations

- English Language Learners can collaborate with peers
- Playing music for students to feel more calmed and relaxed
- Students can take a break if they feel like they need to

Cross-Curricular Connections

- Visual Art
- Language Arts
- Health Education
- D.P.A.

Reflections: what was learned, challenges, adaptations/modifications

Teaching at Maple Grove provided a rich, experiential way to learn the pedagogies behind enacted learning in social studies. It was an amazing experience collaborating with fellow teacher candidates. Every group member offered unique perspectives and ideas that we were able to build off of while creating these lessons. Using the enacted learning approach increased engagement from our students, as we were catering the learning to their interests. It also allowed us to find a balance between delivering content to students while having fun at the same time. Teaching the same lesson back to back taught us how to adapt quickly, and to only use the lesson plan as something to deviate from. We were constantly reminded that the classroom is a dynamic, unpredictable, and constantly changing place that the teacher needs to stay in tune with. Overall, this was an incredibly valuable experience!

Resource Critique

1. **Wall Street Journal (2016). Rip 2016: The best and worst of sportsmanship. Retrieved from <https://www.youtube.com/watch?v=t3pf6OHCVR0>**

This resource highlights the best and worst sportsmanship moments witness at the Rio 2016 Olympics. You can get it my simply typing title into YouTube. The strength of this resource is that it displays real world examples of what good and bad sportsmanship looks like. It is also only two minutes long, making it easy to show in class.

2. **Marcia Beckett (2012). Third and fourth grade collaborative circle paintings. Retrieved from <https://www.youtube.com/watch?v=d2mHEgOHRbg>**

This resource is a great introduction and example of circle painting. By watching the video, students can easily understand what is circle painting and picture of themselves participating in the fun activity.