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| **Time:** 75 minutes **Strand**: Breaking Barriers in Racism, abilities, sexual orientation and gender in sports |
| **Desired Results** |
| **Lesson Description**  **-** Students will use prior knowledge to actively discuss barriers in sport  **-** Students will have an understanding of the concepts of what classifies as; racism, abilities, sexual orientation and gender differences |
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| **Ontario Curricular Overall Expectations**  **A1**. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;  **C3**. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being |
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| **Ontario Curricular Specific Expectations**  **A1.3** demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical activities (e.g., work effectively and collaboratively in groups by encouraging others, acknowledging others’ contributions, giving and receiving assistance, playing fair and displaying good activity etiquette, providing leadership) [PS, IS]  **C3.3** describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour) [PS, IS, CT] |
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| **Learning Goals**  The students will:   * Be able to identify what is; racism, gender, sexual orientation and abilities * Have a greater in depth knowledge of how these key terms apply not only to life, but also in sports * Be able to participate in group discussions and interact constructively in paired groups. * Understand the challenges and additional barriers that some people may face while engaging in sports * Be able to spread their knowledge of negative associations with sports in their everyday life settings (travel sports, try-outs etc.) |
| **Assessment** |
| Assessment *for* (diagnostic) – learning new vocabulary and key terms associated with stereotypes and barriers in sports  Assessment *as* (formative) – observation; oral discussion on breaking barriers and a hand-written worksheet  Assessment *of* (summative) – no summative assessment |
| **Resources** |
| * media cart including computer and projector (multiliteracies video) * student handout worksheets (Based on the video) |
| **Lesson Format:** |
| **Minds On (Before) (25 minutes)**  **A. Statement Association Activity Part 1: (10 mins)**   * Main purpose of this portion of the activity is to have students individually express what these statements mean to them; this should be a quiet activity * Statements (10) will be written out on chart papers and hung up on the board * Each chart paper will depict stereotypical statements * Students will be given 1 marker each and will be allowed to approach the board and write down the first thing that comes to mind when reading each statement based on previous knowledge * Every student will be given the chance to see each statement and write down their opinion prior to returning to their seats   **B. Statement Association Activity Part 2: (15 mins)**   * Main purpose of this portion of the activity is to have students collaborate actively together as a class * Once every student has completed writing down their opinions on each piece of chart paper, each chart paper will be discussed individually * This will allow for students to actively engage in discussion, debate (why they think certain things, why some opinions may be different) * Split students up into groups of 4 for personal discussion |
| **Action (During) (35 mins)**  **A. YouTube Video (7-10 mins)**   * Students will remain seated in their assigned groupings from the previous activity * Distribute a handout/worksheet to each individual student * Make it clear to students of the instructions; The video will be played first, following the video the students will have time to complete their handouts; no writing should be done during the video * Play the video (7 mins) \*remind students not to write yet   **B. Worksheet Activity (20-25 mins)**   * Following the video, students will be given a few minutes to ask any questions that may arise * Students will be given the time to work individually on their worksheets (10 mins) * Following individual work time, students may collaborate and share answers within their assigned groups (5-7 mins) * Students will be given the chance to ask any further questions they may have in an open class discussion (5-7 mins) |
| **Consolidation (After) (15 mins)**  **A. Athletes That Have Broken Barriers : Project**   * In the same groupings of 4 students will be given the task for a written/oral project * Provide students with a list of athletes who have broken barriers in sports * Each group is to select and research one athlete of their choice that has dealt with breaking barriers; whether it be involving race, gender differences or abilities * Once students have selected their athlete they are to brainstorm as a group * Brainstorm should consist of oral presentation ideas; such as posters, video, puppets etc. * A rubric in regards to the written instructions will also be handed out to each group |
| **Extension Activities/Next Steps** |
| **Minds On Next Lesson:**   * Show a video clip from the movie "Remember the Titans" to get the students back into the mind set of breaking barriers in sports * In their groups, students will be given class time to continue working on their projects |
| **Special Education Notes**: |
| Allow extra time/ assistance when required. Use of notes is allowed. |
| **Lesson Reflection/Notes** |
| * **Reflection notes to be done following the lesson; use format below.**   Teacher Candidate:  Lesson:  Date:   |  |  | | --- | --- | | **Successes I experienced…** | **Challenges I encountered…** | | **Areas to work on…** | **Action Plan…** | | **What I learned from this experience…** | | |