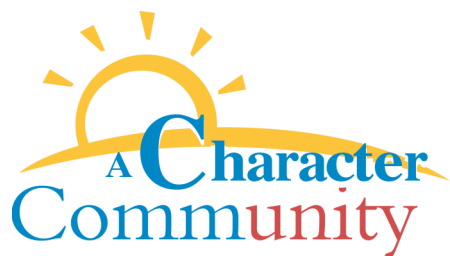


## CHARACTER IN SPORT

### Lesson Plan – Intermediate Division

|                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foci/Perspectives:</b> Character Education; Media Literacy                                                                                                                                                                                                                                                                                                            |
| <b>Lesson Title:</b> “Sport for Life” <b>Timeframe:</b> Two to three 40 minute lessons                                                                                                                                                                                                                                                                                   |
| <b>Expectations:</b> <ul style="list-style-type: none"> <li>• Explain how individual elements of various media forms combine to create, reinforce, and/or enhance media</li> <li>• Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques</li> </ul>                    |
| <b>Assessment:</b> observation, checklist, rating scale, peer assessment                                                                                                                                                                                                                                                                                                 |
| <b>Accommodations:</b> <ul style="list-style-type: none"> <li>• Partnering on the final product</li> <li>• Computer options</li> <li>• Extended time limits</li> <li>• Alternative work space</li> <li>• Note-taking assistance</li> </ul>                                                                                                                               |
| <b>Resources:</b> True Sport poster<br>Character Matters poster (York Region District School Board teachers)<br>Character in York Catholic Schools poster (York Catholic District School Board teachers)<br>Venn diagram<br>Various ads, posters<br>Guiding questions anchor charts per group<br>Compare and connect questionnaire<br>Access to Internet<br>Art supplies |

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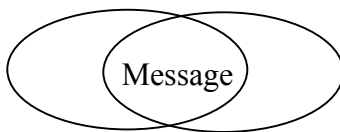


## CHARACTER IN SPORT Lesson Plan – Intermediate Division

### Lesson:

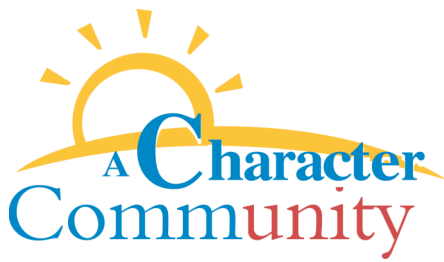
**Before** (activate prior knowledge and experience; mental set/hook)

1. Display the True Sport poster and either the Character Matters poster (if YRDSB) or Building Character poster (if YCDSB) in the classroom, visible to all students.
2. Ask students if they recognize, know anything about, or have prior experience of the posters. Explain the origin and purpose of each poster.
3. Think/Pair/Share guiding question: *Which of these posters do you find more appealing and why?*
4. Facilitate a whole class discussion of the students' thoughts, using the Venn diagram for recording.



Poster 1      Poster 2

Note: During the discussion, reinforce the elements of design the students found appealing (e.g., colour, font, logo) as well as the message inherent in both posters.



## CHARACTER IN SPORT

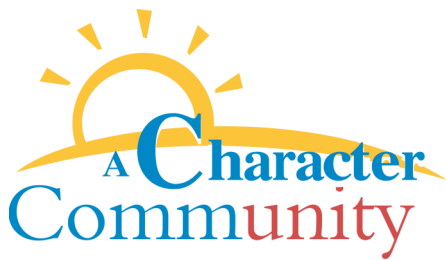
### Lesson Plan – Intermediate Division

**During:** (guided practice; check for understanding)

Divide the class in half. One half of the students will be working on **text analysis**; the other half of the students will be working on **connecting True Sport principles with York Region character traits**. Within each half, create groups of 3-4 students.

| Text Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Connecting True Sport principles with York Region character traits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Distribute various ads and posters to each group.</li> <li>2. Distribute “Guiding Questions to Analyze Media” anchor chart.</li> <li>3. Instruct each group to identify a recorder and a reporter.</li> <li>4. Instruct students to skim and scan each text (ads and posters) and identify the elements of design and the messaging within the texts that attract audience attention.<br/>Guiding questions: <i>Who is this for? Do you like it? Why/why not? Would your parents like it? Why/why not? How does the text influence its intended audience?</i> (refer to attached BLM: “Guiding Questions to Analyse Media”)</li> <li>5. The recorder places the group’s ideas on the anchor chart.</li> </ol> | <ol style="list-style-type: none"> <li>1. Distribute a True Sport poster and an appropriate school board character poster (YDSB or YCDSB) to each group.</li> <li>2. Distribute the ‘Compare and Connect’ questionnaire to each group (refer to attached BLM).</li> <li>3. Groups determine a recorder and a reporter.</li> <li>4. Students connect the True Sport principles with the school board character traits, using the compare and connect questionnaire as a guide for their work.</li> <li>5. The recorder places the group’s ideas/answers on the questionnaire template.</li> <li>6. Instruct each group to address 2 different True Sport principles, ensuring that all principles are ultimately addressed.</li> </ol> |

Each group shares its thoughts with the whole group. The reporter uses the group’s thoughts/answers as recorded on the provided templates to ground the sharing.



## CHARACTER IN SPORT

### Lesson Plan – Intermediate Division

**After:** (closure; reflection)

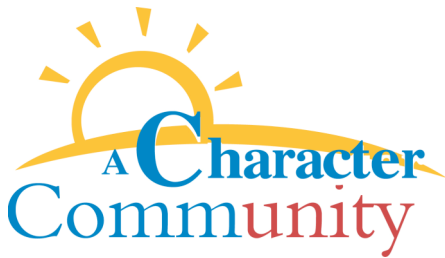
1. Students investigate the website [www.truesport.ca](http://www.truesport.ca)
2. Teacher provides the students with the following menu of options for the follow-up activity:
  - Create a poster, billboard, banner or T-shirt that demonstrates the connection between True Sport principles and your school board's character traits.
3. Students peer assess the products.
4. Students' products are submitted to the York Region Character in Sport Committee.

Extension: Students can augment their production by creating a multi-media presentation.

**Teacher Reflection:**

Do the students demonstrate an awareness of media elements and techniques?

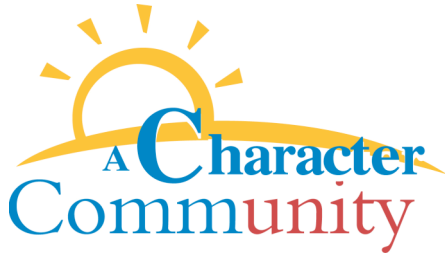
Do the students demonstrate an awareness of the importance of character traits in their daily work and play?



## Guiding Questions to Analyse Media

|                                                    | Text 1 | Text 2 | Text 3 |
|----------------------------------------------------|--------|--------|--------|
| Who is this text for?                              |        |        |        |
| Do you like it?<br>Why/why not?                    |        |        |        |
| Would your parents like it?<br>Why/why not?        |        |        |        |
| How does the text influence its intended audience? |        |        |        |
| Other                                              |        |        |        |

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## Comparing and Connecting Questionnaire

### Group 1

Locate your School Board Character Trait poster. List the School Board Traits.

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True Sport Principle: "Go For It"

Discuss the principle; share a positive experience that demonstrates "Go For It".

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In your group's opinion, what character trait or traits are demonstrated by the "Go For It" principle?

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True Sport Principle: "Play Fair"

Discuss the principle; share a positive experience that demonstrates "Play Fair".

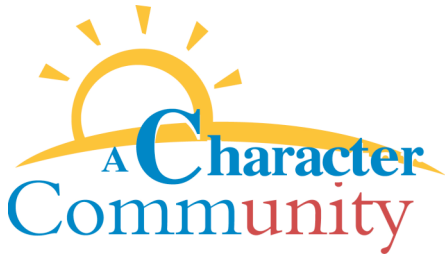
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In your group's opinion, what character trait or traits are demonstrated by the "Play Fair" principle?

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## Comparing and Connecting Questionnaire

Group 2

Locate your School Board Character Trait poster. List the School Board Traits.

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True Sport Principle: "Respect for Others"

Discuss the principle; share a positive experience that demonstrates "Respect for Others".

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In your group's opinion, what character trait or traits are demonstrated by "Respect for Others"?

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True Sport Principle: "Keep it Fun"

Discuss the principle; share a positive experience that demonstrates "Respect for Others".

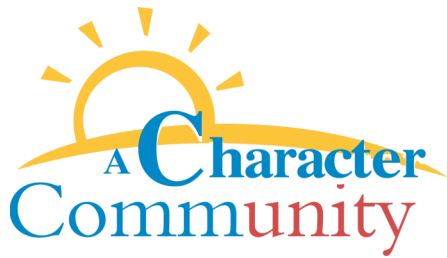
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In your group's opinion, what character trait or traits are demonstrated by "Keep it Fun"?

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## Comparing and Connecting Questionnaire

Group 3

Locate your School Board Character Trait poster. List the School Board Traits.

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True Sport Principle: "Stay Healthy"

Discuss the principle; share a positive experience that demonstrates "Stay Healthy".

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In your group's opinion, what character trait or traits are demonstrated by "Stay Healthy" principle?

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True Sport Principle: "Give Back"

Discuss the principle; share a positive experience that demonstrates "Give Back".

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In your group's opinion, what character trait or traits are demonstrated by the "Give Back" principle?

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