

CHARACTER IN SPORT

Lesson Plan – Junior Division

Lesson Title: Character in Sport:

Looking at *Character Matters* and *True Sport-Principles for Sport*

Time: 40-50 min. + comic strip (2-3 periods or take home assignment)

Curriculum Expectations:

Media Literacy

- **1.1:** identify the purpose and audience for a variety of media texts;
- **3.4:** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

Character Education

Assessment:

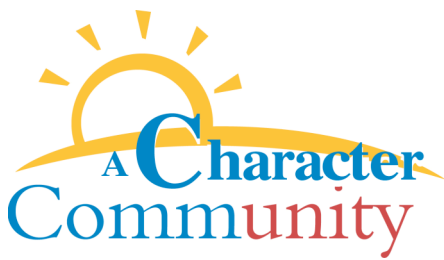
Observation of understanding:

- purpose of media: character posters
- ability to create new media using information from original media

Resources:

- Character Concept Attainment BLM 1
- *Character Matters* Poster or *A Character in York Catholic Schools* Poster
- *True Sport: Principles for Sport* Poster
- 6 pieces of chart paper (Each with 1 *Principle for Sport* and two columns, 'Sounds Like/Looks Like')
- 1 marker/student
- Comic strip sample BLM 2.1
- Comic strip organizer BLM 2.2
- Comic strip template BLM 2.3

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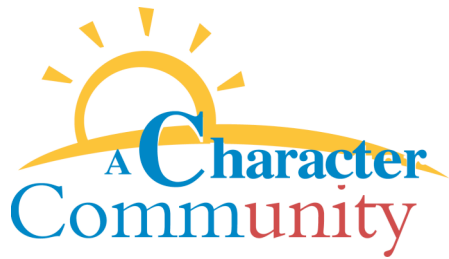
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Lesson Organization:

Before: (Mental Set/ "Hook")

- 1) Copy the concept attainment BLM 1 onto an overhead transparency or onto large chart paper.
- 2) Cover the chart so students cannot read the phrases but can only see the chart headings ('yes' and 'no').
- 3) Explain to the students that you will reveal one phrase at a time from the 'yes' column and from the 'no' column. Their job is to determine why certain phrases are in each column and to think of, in their heads, the underlying themes of each column. ('yes'-good character, good sportsmanship, being fit and healthy/ 'no'-unsportsmanlike behaviour, inactivity...)
- 4) After you have shown them the third pair of phrases, ask them to discuss with a partner why they think certain phrases are in each column.
- 5) Show students the fourth pair of phrases. Again give them a chance to share with a partner.
- 6) Read the first 'tester' phrase. Ask students to determine whether it belongs in the 'yes' or 'no' column. Students may give reasons why. Copy this phrase into the chart in the appropriate column.
- 7) Continue with the rest of the 'testers'. If a student wants to reveal his/her understanding of the concepts, instead of just shouting the answer he/she can contribute a sentence and tell the class which column it would belong to.
- 8) At the end of the activity, discuss the concepts. Introduce students to the *True Sport Principles* poster. Ask students why this poster has been created and who it is directed to. Ask students where they have seen a poster before with similar information and similar goals. Bring out the *Character Matters* poster. Draw and highlight comparisons between the two posters, focusing mostly on 'respect,' 'perseverance,' 'fairness,' and 'responsibility.'



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During:

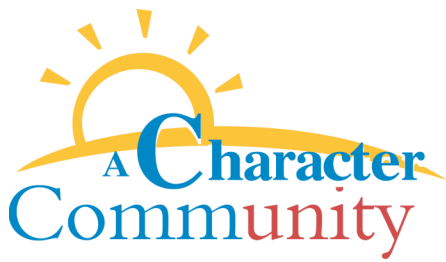
- 1) Post charts around the classroom or on table groups. Use one chart as an example to model the activity. (For example: Play Fair: What does it look like? It looks like people following rules. What does it sound like? It sounds like, "Now it's your turn.")
- 2) Have students roam around the room, adding their ideas with a marker to the chart paper. If you prefer a more structured approach, have students rotate from chart to chart after a certain time limit.
- 3) When the activity is completed, go through the posters and discuss some of the ideas. The dialog and visual ideas will be useful to student when they complete the extension task.

After:

- 1) Students are given a comic strip template organizer (BLM 2.2). There are two speech bubbles in the first box that imply that one of the characters is heading off to play in a game and the other character is wishing him/her good luck. Brainstorm who the characters could be, what game might the character be playing...?
- 2) Show students the sample comic (BLM 2.1). Identify and discuss the *Principle of Sport* that is being demonstrated.
- 3) Task: Students will choose one *Principle for Sport* and create a short comic in which the principle is being displayed. The organizer will be used to plan the story.
- 4) When the comic has been planned, students can create the final copy of their comic on the comic strip template (BLM 2.3)

Extension:

- Students can role play comic strips or create a short video presentation
- Visit www.tvokids.com and play the *League of Super Citizens* game to further explore character traits
- Visit www.tvokids.com and play the *Super Comic Creator* to further explore designing comic strips
- Visit www.makebeliefscomix.com to create comic strips online



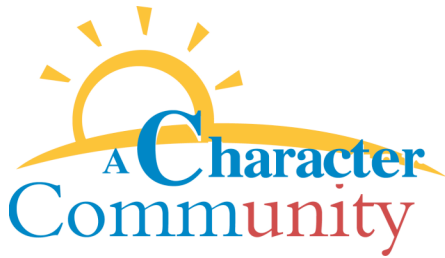
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Observation Checklist - Character in Sport

Scale for Assessment	4-high degree of understanding, highly effective 3-considerable understanding, considerably effective 2-some understanding, somewhat effective 1-limited understanding, limited effectiveness	
Student Name	1.1-identify the purpose and audience for the <i>True Sport Principles</i>	3.4-produce a comic strip demonstrating understanding of one <i>True Sport Principle</i>

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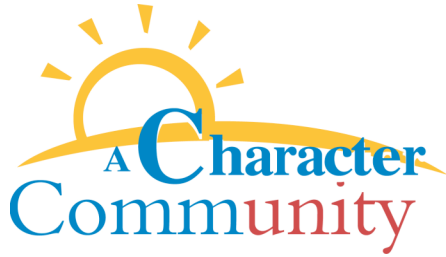
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BLM1 – Concept Attainment

Yes Examples	No Examples
It's your turn.	You're a cheater!
You deserved to win today, but we'll challenge tomorrow.	I can't believe we lost to that terrible team!
You're right, ref, that was a penalty.	What!?! That's a really bad call, ump!
Wow, this game is so much fun!	What a boring game.

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Testers:

You did great! Way to go! (YES)

We lost the game because of you! (NO)

Let's go outside and play! (YES)

I don't want to play at the park. Let's play on the computer instead. (NO)

Here are some more...

Jinx! (NO)

How can we get more people involved in this sport? (YES)

No more joiners! (NO)

I know I did well, but I think I can do even better! (YES)

We lost the game, fair and square. (YES)

If students think they know what the concept is, the teacher may ask them to suggest “yes” and “no” examples.