



TRUE SPORT
lives here

Make the Call

Classroom Tools

Welcome to *Make the Call* – a values-based ethical decision-making module for high school students and athletes.

Make the Call is designed for students aged 15 to 18 who either participate in sport or are part of a grade 11 or 12 physical and health education program. This age group corresponds with the [Train to Compete stage](#) of the Long-Term Athlete Development model. At this stage, athletes begin serious competition and commit to high-volume and high-intensity training throughout the year. *Make the Call* offers a values-based model to help athletes and their peers navigate the decisions ahead of them.

The module is composed of an interactive e-learning course and a set of complementary classroom tools. The e-learning course can be used as a stand-alone learning tool, but we feel that students will enjoy, and benefit from, further exploration of the values and ethics of sport through the classroom tools. The classroom tools include a Master Instructional Strategy, an Outline of Materials, and 10 lessons including lecture notes, worksheets and rubrics.

The classroom tools are available digitally in English and French, and are designed to be compliant with grade 11 and 12 Health and Physical Education curricula across Canada.

The [True Sport Foundation](#), a national charitable organization that is dedicated to advancing and supporting values-based and principle-driven sport in communities throughout Canada, funded this educational resource through a charitable donation. The True Sport Foundation contracted the Canadian Centre for Ethics in Sport (CCES) to develop *Make the Call*; the CCES is an independent, national, not-for-profit organization that recognizes that true sport can make a great difference for individuals, communities and our country. The CCES is committed to working collaboratively to activate a values-based and principle-driven sport system; protecting the integrity of sport from the negative forces of doping and other unethical threats; and advocating for sport that is fair, safe and open to everyone.

We hope you find *Make the Call* to be an engaging and valuable learning opportunity for your students. If you have any questions or feedback about the e-learning course or classroom tools, please email info@cces.ca.

True Sport Principles

Why do the True Sport Principles matter? They help us build the sport we want!

The True Sport Principles express an approach to sport that the vast majority of Canadians already believe in and practice. Although widely embraced, these principles often go unspoken. So when they are violated — when people's attitudes and actions threaten healthy and respectful competition — supporters of good sport can be caught off guard, unsure how to stand up for the sport they believe in.

The True Sport Principles are a rallying point for True Sport members — they are universal. The principles can be brought to life in any sport at any level, from playground to podium. An Olympic rowing squad can embrace these principles with the same sense of pride and purpose as an elementary school, an old-timers' league, or a community hockey arena.

For sport to be truly good and have the opportunity to make the greatest difference, all seven of these principles need to be in play at all times, working in perfect balance with one another.

Go for It

Always strive for excellence and rise to the challenge, but never at the expense of others. Discover how good you can be.

Play Fair

Play honestly and obey the rules, in letter and spirit. Winning is only meaningful when competition is fair.

Respect Others

Show respect for everyone involved in creating a sporting experience, both on the field and off. Win with dignity and lose with grace.

Keep it Fun

Find the joy of sport and have a good time. Keep a positive attitude and look to make a positive difference, on the field and in your community.

Stay Healthy

Place physical and mental health above all other considerations and avoid unsafe activities. Respect your body and keep in shape.

Include Everyone

Share sport with others, regardless of creed, ethnicity, gender, sexual orientation or ability. Invite everyone into sport to make it more meaningful for the whole community.

Give Back

Always remember the community that supports your sport and helps make it possible. Find ways to show your appreciation and help others get the most out of sport.

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Master Instructional Strategy

Lesson	Materials Needed	Differentiated Instruction	Examples Formative Assessments	Suggestions to Integrate Lesson
1	<ul style="list-style-type: none"> - Lecture Notes - Worksheets - Debate Topics - Technology and other sources to conduct debate research 	<ul style="list-style-type: none"> - Vary time allowed for debate research. - Allow students who are overly anxious about debate to participate in their debate without other groups observing them. - Provide students with debate topics prior to class time to allow them more time to research as needed. - Allow students to sit, stand, or move around when presenting any component of the debate (support kinesthetic learners). 	<p>Part C of students' worksheets (Debate Self-Assessment).</p>	<ul style="list-style-type: none"> - 21st Century Learning Skills: critical thinking, creativity, communication, collaboration. - Physical Education: linking Code of Conduct to physical activity behaviours. - English: communication. - Science: Some of the debate topics involve research into injuries, examining of medical research. - Educational technology: Use of various forms of technology to gather and analyze research in debate participation.
2	<ul style="list-style-type: none"> - Lecture Notes - Rubrics - Worksheets 	<ul style="list-style-type: none"> - Vary ways that students are permitted to submit their personal code of conduct (e.g., poem, song, illustration). - Allow students to work on code of conduct and other items in worksheet in another class period if they do not complete it in this lesson. - Modify rubric as needed for students who have an Individual Education Plan (IEP). 	<ul style="list-style-type: none"> - Share code of conduct with a peer for feedback. - Informal individual and large group questioning: How would you describe a personal code of conduct to someone? - Exit Slip Question: Why is personal code of conduct helpful? When might it be helpful to refer back to it? 	<ul style="list-style-type: none"> - 21st Century Learning Skills: critical thinking, creativity, communication, collaboration. - English: writing skills, communication, peer assessment. - Physical Education: linking code of conduct to physical activity behaviours.

Lesson	Materials Needed	Differentiated Instruction	Examples Formative Assessments	Suggestions to Integrate Lesson
3	<ul style="list-style-type: none"> - Lecture Notes - Scenarios - Worksheets 	<ul style="list-style-type: none"> - Read worksheets aloud. - Allow students to work in pairs on worksheets. - Group students by shared interests and allow them to explore scenarios in greater depth, by topics of interest. - Encourage note taking. - Consider using a graphic organizer to help students think about the topic broadly prior to having them dig into the scenarios. - Continually adjust lesson content and discussion based on students' answers. - Develop more complex or more overt scenarios for students if needed. 	<ul style="list-style-type: none"> - Entry Slip Question: What, if anything, did you share with someone else about what we have been discussing in this course? Why did you choose to share this topic? - Share responses in small groups and give and receive feedback to peers. - Exit Slip Question: Why is it helpful to examine potential situations based on positive or negative behaviours? 	<ul style="list-style-type: none"> - 21st Century Learning Skills: critical thinking, creativity, communication, collaboration. - English: writing skills, communication. - Health: expressing feelings, considering healthy behaviours vs. unhealthy behaviours. - Physical Education: modify scenarios slightly and role-play in the physical education skills and strategies being learned.
4	<ul style="list-style-type: none"> - Lecture Notes - Scenarios 	<ul style="list-style-type: none"> - Write, speak or role play responses in scenario activity. - Encourage note taking to help students formulate thoughts. - All students to move around and act out scenarios to provide kinesthetic learners opportunities to be more engaged. 	<ul style="list-style-type: none"> - Ask informal questions to individuals, pairs, or to the whole group, such as: How does discussing scenarios aid future decision making? What other areas in life should we think about our actions and associated consequences before we find ourselves in those situations? - Exit Slip Question: How did discussing possible solutions with a peer affect your decision-making process? 	<ul style="list-style-type: none"> - 21st Century Learning Skills: critical thinking, creativity, communication, collaboration. - English: writing skills, communication, peer assessment. - Physical Education: modify scenarios slightly and role-play in the physical education skills and strategies being learned. - Health: expressing feelings, comparing / contrasting healthy behaviours vs. unhealthy behaviours.

Lesson	Materials Needed	Differentiated Instruction	Examples Formative Assessments	Suggestions to Integrate Lesson
5	<ul style="list-style-type: none"> - Lecture Notes - Rubrics - Activity & Template for Self-Evaluation 	<ul style="list-style-type: none"> - Modify rubric as needed for students who have an Individual Education Plan (IEP). - Allow students to be involved in modifying the rubric to help give them ownership. - Incorporate visual, auditory, tactile and kinesthetic components as much as possible. - Allow students to complete self-evaluation orally. - Allow students more time to complete self-evaluation if class time runs out. 	<ul style="list-style-type: none"> - Completed self-evaluation templates. - Students' feedback on completed KICA can also be used. 	<ul style="list-style-type: none"> - 21st Century Learning Skills: critical thinking, creativity, communication, collaboration. - English: writing skills, communication, peer assessment. - Health: expressing feelings, comparing / contrasting healthy behaviours vs. unhealthy behaviours.
6	<ul style="list-style-type: none"> - Lecture Notes - LTAD stages image sheet, available at: http://canadiansportforlife.ca/learn-about-canadian-sport-life/ltad-stages. - Links / handouts within lecture notes - Equipment to play video links in lecture notes 	<ul style="list-style-type: none"> - Students can watch video clips and read stories individually, in small groups, or in a large group. - Ensure students with auditory processing problems receive newspaper stories in advance so they have time to read at their own speed, and can take notes to help them process the information in the stories. - Allow students to share answers orally or through writing. 	<ul style="list-style-type: none"> - This lesson includes a lot of guiding questions. Teachers should use students' responses as formative assessments and revisit previous topics and discussions as needed, and/or ask more questions to continue a discussion that students are very passionate about. 	<ul style="list-style-type: none"> - 21st Century Learning Skills: critical thinking, creativity, communication, collaboration.

Lesson	Materials Needed	Differentiated Instruction	Examples Formative Assessments	Suggestions to Integrate Lesson
7	<ul style="list-style-type: none"> - Lecture Notes - Entry Ticket template - Newspapers, magazines, internet/computers to research experiences in sport - Productive Graffiti question sheets 	<ul style="list-style-type: none"> - Students can write their answers for Part A or share them orally. - Graffiti activity can be oral, or questions should be given in advance, for those with auditory processing problems. - Students can conduct research in pairs, or share an experience, if they share a passion or were both involved in a related experience. 	<ul style="list-style-type: none"> - Students responses on the Entry Ticket. - Students culminating thoughts on the productive graffiti activity can help guide future instruction (e.g., revisit the purposes of peer evaluation is students' responses suggest they did not find it a valuable activity). 	<ul style="list-style-type: none"> - 21st Century Learning Skills: critical thinking, creativity, communication, collaboration. - English: writing skills, communication, peer assessment.
8	<ul style="list-style-type: none"> - Lecture Notes - KICA Rubric - Exit Slip template 	<ul style="list-style-type: none"> - Students' advocacy plans can be delivered in a written format, an oral format, or through another form of creative expression. - Exit slips can be oral or written. - Project KICA rubric or ensure every student had a copy to ensure all areas are accounted for in their advocacy plan. - Allow students with similar passions to work in pairs on their advocacy plan. - Modify rubric based on IEPs. - Allow students to give feedback and then revise KICA rubric with them. 	<ul style="list-style-type: none"> - Exit Slip responses. - Conclusions drawn from KICA rubrics. 	<ul style="list-style-type: none"> - 21st Century Learning Skills: critical thinking, creativity, communication, collaboration. - English: writing skills, communication, peer assessment. - Technology: Advocacy plan can involve technology.
9	<ul style="list-style-type: none"> - Lecture Notes - Worksheet - Copy of an ecological model for students - Equipment to play video links in lecture notes 	<ul style="list-style-type: none"> - Worksheet can be completed in pairs, and student pairs based on shared passions. - Worksheet can be completed orally. - Provide time as needed for worksheet completed, do not require students to complete it in a certain amount of time. 	<ul style="list-style-type: none"> - Students can pair up and peer assess Item D on student worksheet. - Students' responses to guiding questions throughout the lesson. 	<ul style="list-style-type: none"> - 21st Century Learning Skills: critical thinking, creativity, communication, collaboration. - English: writing skills, communication, peer assessment. - Social Studies: Connection to community ecological models.

Lesson	Materials Needed	Differentiated Instruction	Examples Formative Assessments	Suggestions to Integrate Lesson
10	<ul style="list-style-type: none"> - Lecture Notes - KICA Rubric - Worksheet 	<ul style="list-style-type: none"> - Worksheet can be completed in pairs, and student pairs based on shared passions. - Worksheet can be completed orally. - Provide time as needed for worksheet completed, do not require students to complete it in a certain amount of time. 	<ul style="list-style-type: none"> - Peer feedback activity on worksheet. - Teacher conclusions drawn in accordance with the KICA rubric. 	<ul style="list-style-type: none"> - English: writing skills, communication, peer assessment. - Social Studies: Understanding of local community.

Outline of Materials

Lesson	Topic	Activity	Lecture Notes	KICA rubric	Worksheet
0	Make the Call	Complete e-learning course			
1	E-learning Follow Up Learning Outcome: The students will argue a position on ethics in sport, and defend their position with clear communication, critical thinking and by demonstrating a clear understanding of knowledge in the Make the Call e-learning course.	Facilitate roundtable discussion and debate	Lecture notes prepare students for a debate on using what they're learned from Make the Call.		Top part of worksheet is a template to plan one's debate opening/closing statements & supportive statement; Bottom part - self-reflect & self-score on their ability to be clear, think critically, etc.; finally, a place to acknowledge something they learned from a peer (skill in debating) that they could take forward.

Lesson	Topic	Activity	Lecture Notes	KICA rubric	Worksheet
2	Personal Code of Conduct (Self) Learning Outcome: The students will create a personal code of conduct that will represent their own ideals about positive and negative values related to their sport involvement.	Develop a personal code of conduct. The code should consider positive and negative values related to involvement in sport. The reinforcement of positive values such as fair play, teamwork, respect for others, integrity - being honest and having strong moral principles, a positive work ethic and enjoyment can enhance the overall sporting experience and teach life lessons. On the contrast, when fair play is violated (e.g., athletes engage in heckling, use foul language, lose self-control, brag, bully, use PEDs or engage in aggressive play) and adopt a win at all costs mentality, the sporting experience can negatively affect everyone involved.	Lecture notes to guide the creation of a personal code of conduct that will represent their ideals.	Level 3 success criteria indicated below: K - identify positive and negative values clearly, I - compare positive and negative values and identify gaps, C - clearly articulate, organized and thoughtful process, A - create a personal code of conduct that will represent their own ideals about positive and negative values related to their sport involvement.	Using a t-chart, compare how you communicate your positive and negative <u>values</u> through your <u>actions</u> during your involvement in sport. (e.g., <u>Positive Value</u> : fair play) <u>Action</u> : when I accidentally knock my opponent down in soccer, I pick them up after; <u>Negative Value</u> : unsportsmanlike play <u>Action</u> : I often talk back to the referee when he makes a call I disagree with) to think critically about your strengths and weaknesses as it relates to your conduct in sport.
3	Personal Code of Conduct (Self) Learning Outcome: The students will be able to self-assess where their personal code of conduct succeeds in offering guidance and where their code fails to offer guidance about behavior.	Consider how to apply the personal code of conduct: <ul style="list-style-type: none"> • Students consider how they would choose to act in specific situations. • Identify possible outcomes of choices. • Identify success and difficulties in using the code of conduct and adapt as necessary. 	Lecture notes to help students assess their personal code of conduct against scenarios.		It will relate directly to personal code of conduct - what would happen if behavior supported positive values and what would happen if behavior supported negative values; first part of worksheet identifies and outlines possible behavior choices; second part of worksheet identifies outcomes of choices.

Lesson	Topic	Activity	Lecture Notes	KICA rubric	Worksheet
4	Personal Code of Conduct (Peer) Learning Outcome: The students will respond to buddy scenarios and will create solutions to support self and peer codes of conduct.	Buddy scenarios - students participate in group work based on prompts and personal experience.	Lecture notes describe how students will review with code with a partner and reflect on scenarios.		
5	Personal Code of Conduct (Peer) Learning Outcome: The students will evaluate their content knowledge and defend their personal code of conduct to a peer.	Written evaluation or code of conduct roleplay or sketch <ul style="list-style-type: none"> ● Evaluation based on application of Make the Call content knowledge and personal code of conduct exercise. ● Students gain information on how to state points with confidence and clarity as a peer questions their personal code of conduct. 	Lecture notes describe how students will apply and evaluate their ethical decision-making skills.	Level 3 success criteria indicated below K - identify a situation that goes against personal code of conduct; describe and explain what went against code of conduct, I - analyse the situation and factors that led to its occurrence, C - use skeleton notes to help organize thoughts clearly and present them to a peer to aid in discussion, A - develop set of appropriate behaviors that matches the code of conduct; use skeleton notes to promote discussion and engagement.	

Lesson	Topic	Activity	Lecture Notes	KICA rubric	Worksheet
6	<p>Ethical Decision Making in Canadian Sport</p> <p>Learning Outcome: The students will review unethical sport decision making in Canadian sport and understand factors that contribute to such decisions.</p>	<p>Historical review of unethical sport in Canada, with Ben Johnson as the starting point. Focus on the breeding ground for unethical decisions (i.e. absence of formal education, poverty, parental pressure, financial pressures / stresses, negative role models).</p>	<p>Students will read and watch stories of events in Canadian sport, and then will discuss how societal and personal pressures contribute to the decision-making process.</p>		
7	<p>Ethical Decision Making in Canadian Sport (continued)</p> <p>Learning Outcome: The students will analyze authentic sport situations and develop recommendations for others to avoid these types of behaviors in the future.</p>	<p>Students research a situation in Canadian sport history or current events that goes against their personal code of conduct. This may include doping, cheating, etc. Students identify circumstances that allowed the situation to unfold, and makes suggestions regarding what could be changed to stop the situation from repeating. Students learn what a strength-based / asset-based approach is to youth development and community development.</p>	<p>Students discuss real or personal situations that challenge their code of conduct. Students have a small group discussion leading to a large group discussion about the reasons these situations occurred.</p>		

Lesson	Topic	Activity	Lecture Notes	KICA rubric	Worksheet
8	<p>Ethical Decision Making in Canadian Sport (cont.)</p> <p>Learning Outcome: The students will develop an advocacy plan to provide more education around ethical decision-making in youth sport throughout their school or local community.</p>	<p>Students develop their advocacy plan after they received the KICA rubric which will be used to assess their understanding.</p>	<p>Lecture notes to assist in their research and reporting time or use same as in Topic 7.</p>	<p>Level 3 success criteria indicated below:</p> <p>K - identify and explain key points of a situation that goes against their personal code of conduct,</p> <p>I - analyse the situation and factors that led to its' occurrence,</p> <p>C - clearly articulate, organized and thoughtful process,</p> <p>A - apply understanding of ethics in sport with high levels of critical thinking.</p>	
9	<p>Community Challenges</p> <p>Learning Outcome: The students will analyze problems in the communities they engage with using a multi-level approach (e.g., individual [micro], institutional [macro] levels).</p>	<p>Students consider their own communities and identify challenges that may contribute to an environment in which individuals may be forced to make decisions that do not align with their personal code of conduct (e.g., lack of access to job services turns individuals to crime for income, lack of public transit for those who are intoxicated, athletes who can't afford program fees drop out of sport).</p> <p>Media to supplement - TED talk - Design for people, not awards.</p>	<p>A community is a balance of a collection of people. Use an example of immigrants to Canada and subsequent minimal access and resources. These challenges keep people out of sport and marginalized. What are the factors that contribute to this? How is it perpetuated by an individual? By our sport institutions?</p>		<p>Top portion - identification of challenges.</p> <p>Bottom portion - determining the challenge at different levels (e.g., interpersonal, neighbourhood, institutional).</p> <p>Resources to search for identification and information about challenges may include: Statistics Canada data, Toronto city ward data, Canadian census data.</p>

Lesson	Topic	Activity	Lecture Notes	KICA rubric	Worksheet
10	<p>Community Solutions</p> <p>Learning Outcome: The students will create a solution to their identified challenge in using a SWOT analysis</p> <p>S - strengths in the community e.g., people who can help, they can align with,</p> <p>W - weakness in the community, e.g., poor community leadership, high cost of sport in the community, sole focus on winning,</p> <p>O - opportunities in the community e.g., community/ provincial/ national organizations they can align with, and</p> <p>T - threats in the community, e.g.: potential barriers that could impede a solution.</p>	Students work in groups to design a solution for the challenge they have identified.	Lecture notes to assist with students' development of community solutions.	<p>Level 3 success criteria:</p> <p>K - identify and explain a community challenge that is relevant,</p> <p>I - explore strengths, weaknesses, opportunities and threats to the community's challenge (e.g., high cost of sport),</p> <p>C - clearly articulate, organized and thoughtful process,</p> <p>A - develop the action plan to successfully implement.</p>	

Topic 1: E-learning Follow-Up

Learning Outcome:

The students will argue a position on ethics in sport, and defend their position with clear communication, critical thinking, and knowledge learned in the Make the Call e-learning course.

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions
10-15 min.	<p>Introductory Set. Ask students guiding questions as a follow-up to the e-learning course.</p> <p>Pass out worksheets. Allow students to read debate protocol and procedures and to discuss and ask questions. Let students know that they will be given a chance to practice the art of clear communication through a debate format. Invite students to work in pairs to go over the debate protocol.</p>	<p>What conclusions did you draw from the e-learning course on ethical decision-making in sport? What are the main ideas? How do you think you would respond to someone who completely disagreed with your feelings on the topic of ethics in youth sport?</p> <p>What can you summarize from the debate protocol in your worksheet? What questions do you have around the purpose or protocol for debates?</p>
15-20 min.	<p>Debate Research. Students can work in groups of two or three for this lesson. Assign a debate topic (one of the three provided) to each group. Let students know they must speak in one of the three speaking parts provided. Allow time for students to research and discuss their topic and position with their team. Remind students to use their worksheets for note-taking in preparation of the debate, and to include as much content and understanding from the e-learning course as possible in their research.</p>	<p>How will you research your topic? What other ways could you research your topic? How will you present your findings to each other as you prepare? How will you determine which group member speaks in each role of the debate?</p>

15-30 min.	<p>Debate. Facilitate debates throughout the classroom. Depending on class size and the number of groups, you may want to have debates occurring at one time and you move around the space observing. Or, you can split the class in half so that they can watch other debates in addition to participating in a debate themselves.</p>	No guiding questions here. Students will be participating in the debate.
5-10 min.	<p>Self-Reflection</p> <p>Students complete part C of their worksheet. Facilitate a short, whole-group discussion when they are completed.</p>	Were you surprised with your performance in today's debate? Why?
5-10 min.	<p>Culminating Activity and Transferring Skills</p> <p>Students complete part D of their worksheet.</p>	<p>Name a classmate who demonstrated a skill that you admired in today's class.</p> <p>What did this classmate do that you admired, and how could you apply this skill in your life?</p> <p>How is it helpful to observe and learn positive skills from your peers?</p>

Ethical Decision-Making Debate Topics

NOTE: The following are suggested debate positions, other positions may be selected.

Resolution 1:

1. The youth athlete is the only one responsible when she/he makes an unethical decision in a sport setting.

PRO: Everyone is responsible for their own actions. If youth are old enough to participate and compete in sports, they are old enough to be held accountable for their decisions.

CON: Youth are not adults. They cannot be held solely responsible for their decisions in sport, especially when they are influenced so heavily by parents, guardians, and coaches.

Resolution 2:

2. If an official doesn't see an unethical decision by a teammate, but you do, it's important that you keep this to yourself so that your team is not penalized for an error on the part of an official.

PRO: If everyone in sport took the attitude that it's okay to look the other way, there would be no examples of fair play in youth sport.

CON: It's not your fault that the referee didn't make the call. It's not your job to do so.

Resolution 3:

3. A youth that had a minor concussion ought to be allowed to compete for a provincial championship.

PRO: Young athletes should be taught to value health and injury management over competition.

CON: Few young athletes get the opportunity to compete for a provincial title, so the youth should compete because there is a low chance of re-injury.

Name: _____

Ethical Decision-Making Debate

Instructions

- A. Read the Debate Protocol (A) below.
- B. Plan your debate's opening statement. Use the rest of the space to take notes for your rebuttal and summarizing statements.
- C. Complete C as you self-reflect and self-score yourself on your ability to think critically and communicate clearly.
- D. Complete D as you analyze the experience and identify what you learned from others that you can also apply to future debates, conversations, or other areas.

A. Debates

Debates are exercises designed to allow you to demonstrate your understanding of content and to strengthen your skills in the areas of leadership, interpersonal influence, group problem solving, and oral presentation. Normally, debates have scores attached to them and a winner is declared. However, since this is the first time we are debating in this course, scores will not be kept. Rather, you will self-evaluate your ability to organize and communicate your thoughts clearly, and to think critically.

Debate Format

1.5 min.	Position Presentation Pro
1.5 min.	Position Presentation Con
3 min.	Work Period
1.5 min.	Rebuttal Pro
1.5 min.	Rebuttal Con
1 min.	Work Period
2 min.	Position Summary - Pro or Con
2 min.	Position Summary - Pro or Con

B. Organizing Statements

Position Presentation (Notes, Statement)	
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Notes: Work Period	
Rebuttal (Notes, Statement)	
Notes: Work Period	
Position Summary (Notes, Statement)	

C. Reflection and Self-Assessment

i. In today's debate, I **thought critically** about the position I defended (circle one and provide rationale for what you circled).

Strongly Disagree

Disagree

Agree

Strongly Agree

Rationale for self-assessment:

Next time I should also....

ii. In today's debate, I **communicated clearly** on the position I defended (circle one and provide rationale for what you circled).

Strongly Disagree

Disagree

Agree

Strongly Agree

Rationale for self-assessment:

Next time I should also....

iii. In today's debate I demonstrated a **clear understanding** of information learned in the *Make the Call* e-learning course (circle one and provide rationale for what you circled).

Strongly Disagree

Disagree

Agree

Strongly Agree

Rationale for self-assessment:

D. Name a classmate who demonstrated a skill that you admired in today's class.

What did this classmate do that you admired, and how could you apply this skill in your life?

Topic 2: Personal Code of Conduct

Learning Outcome:

The students will create a personal code of conduct that will represent their own ideals about positive and negative values related to their sport involvement.

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions
10 min.	<p>Introductory Set. Ask students guiding questions related to a personal code of conduct.</p> <p>Pass out worksheets. Allow students to read the opening paragraph and ask questions. Let students know that they will be comparing and contrasting positive and negative values and how they influence their actions in sport.</p> <p>Pass out the KICA rubric to each student so that they have the assessment criteria available for their code of conduct prior to developing it.</p>	<p>What do you think a personal code of conduct is? Why might a personal code of conduct be a useful resource for you to develop?</p>
20-25 min.	<p>Independent Reflection. Students complete A-D of the worksheet. If they complete the worksheet before others, they can partner up with a peer and discuss their responses. At this time, based on peer feedback, they may also choose to make changes.</p> <p>Facilitate a discussion with students based on the guiding questions.</p>	<p>What thoughts came to mind when completing these tasks? If you exchanged thoughts with a peer, did your peer influence any changes to your response? Did particular sport experiences pop into your mind when you were doing this activity? If so, what were they? <u>Do not use names.</u></p>
10 min.	<p>Opportunity for Student Revision. Based on previous discussions, invite students to review their personal code of conduct which will be assessed according to the KICA rubric.</p>	<p>No guiding questions here. Invite student questions.</p>

5-10 min.	Culminating Activity and Transferring Skills Ask students to answer the guiding questions informally to a peer, on a sticky note, or in a large group discussion. This will help you to check their understanding.	Exit Slip Question (informal): Name a personal sport experience that you might draw from to guide the development of your code of conduct. A social experience? A family experience?
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Name: _____

Personal Code of Conduct

Develop a **personal code of conduct**. The code should consider positive and negative values related to sport. The reinforcement of positive values such as fair play, teamwork, respect for others, integrity, a positive work ethic, and enjoyment can enhance the overall sporting experience and teach life lessons. On the contrast, when negative values are adopted (e.g., heckling, inappropriate language, bragging, bullying, dangerous play, drug use and abuse) and a win-at-all-costs mentality is adopted, the sporting experience can negatively affect everyone involved.

Instructions

A & B. Using table A below, identify positive values that help guide your choices in sport. Next, using table B below, identify negative values that you have observed that guide actions in sport - either personally or by others.

C. Compare and contrast positive and negative values and how they influence your actions in sport.

D. Complete the Code of Conduct. Your Personal Code of Conduct must have no more than 20 words. Share this personal code of conduct with a peer and provide each other with constructive feedback, as well as suggestions to help make the Code more concise.

A. Positive

<i>Example of Value</i>	<i>Action - what might it look and sound like</i>
<i>Respect for opponents</i>	<i>If I accidentally knock down my opponent in soccer, I extend a hand to help her/him up.</i>

B. Negative	
<i>Example of Value</i>	<i>Action - what might it look and sound like</i>
Disre- spectful behaviour	I often talk back to the referee when he/she makes a call I disagree with.

C. Compare and contrast positive and negative values and how they influence your actions in sport.

D. Your Personal Code of Conduct

KICA Rubric - Personal Code of Conduct

Learning Outcome:

The students will create a personal code of conduct that will represent their own ideals about positive and negative values related to their sport involvement.

NOTE: Please note that Level 3: Proficient, is a very high standard of quality. It is not to be confused with average. Moreover, Level 4: Advanced, is even more exceptional and will seldom even be present within a group. It is above and beyond the high standard of proficiency required in demonstrated learning for the corresponded outcome.

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge Identification of positive and negative values in personal code of conduct	No evidence of identifying positive and negative values in personal code of conduct	Some evidence of identifying positive and negative values in personal code of conduct	Proficient evidence of identifying positive and negative values in personal code of conduct	Advanced evidence of identifying positive and negative values in personal code of conduct
Thinking Comparison of positive and negative values to identify gaps in personal code of conduct	No evidence that compares positive and negative values to identify gaps in personal code of conduct	Some evidence that compares positive and negative values to identify gaps in personal code of conduct	Proficient evidence that compares positive and negative values to identify gaps in personal code of conduct	Advanced evidence that compares positive and negative values to identify gaps in personal code of conduct
Communication Expression and organization of ideas and information in personal code of Conduct	No evidence of effective expression of ideas and information in personal code of conduct	Some evidence of effective expression of ideas and information in personal code of conduct	Proficient evidence of effective expression of ideas and information in personal code of conduct	Advanced evidence of effective expression of ideas and information in personal code of conduct
Application Connection between ideals about positive and negative values related to sport involvement	No evidence in personal code of conduct that makes connections between ideals about positive and negative values related to sport involvement	Some evidence in personal code of conduct that makes connections between ideals about positive and negative values related to sport involvement	Proficient evidence in personal code of conduct that makes connections between ideals about positive and negative values related to sport involvement	Advanced evidence in personal code of conduct that makes connections between ideals about positive and negative values related to sport involvement

Topic 3: Personal Code of Conduct

Learning Outcome:

The students will be able to self-assess where their personal code of conduct succeeds in offering guidance, and where their code fails to offer guidance about behavior.

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions
5-10 min.	<p>Introductory Set. Ask students to have their personal codes of conduct readily available. Explain to them that today they will apply these codes of conduct to some different situations to determine if it's exactly the way we want it (if it is successful at helping to guide us to healthy, productive decisions).</p> <p>Pass out worksheets and review worksheet instructions with students.</p>	<p>Review: Why did we take the time last day to develop a personal code of conduct?</p> <p>Does anyone <i>not</i> understand the worksheet instructions?</p>
15-25 min.	<p>Complete the Worksheet, Peer Work, and Group Discussion. Students complete A-D of the worksheet. If they complete the worksheet before others, they can partner up with a peer and discuss their responses. At this time, based on peer feedback, they may also choose to make changes.</p> <p>Facilitate a discussion with students based on the guiding questions.</p>	<p>Do you believe your personal code of conduct has helped support your positive values (successes) more or less than your negative values (failures)? How so?</p> <p>What are some successes that you would like to share with the peers?</p> <p>How much did you edit your code of conduct during this activity?</p> <p>Please share information you deduced during your self-evaluation? What can you do to improve your self-evaluation? What kind of supports (written goals, peer support) do you think could help you with this improvement?</p>

20 min.	<p>Scenarios. Pass out Scenarios to students. Students may work individually or with a partner while they complete this activity.</p> <p>Group Discussion</p> <p>After students complete this activity facilitate a large group discussion.</p>	<p>Do you think your personal code of conduct was an effective tool to help you make positive decisions when considering these scenarios? Why or why not? If so, how so? Do you think you would have approached the scenarios the same way if you didn't have your personal code of conduct readily available? Has this activity made you want to modify your personal code of conduct?</p>
5-10 min.	<p>Culminating Activity and Transferring Skills</p> <p>Ask students to answer the guiding questions informally (to a peer, on a sticky note, or in a large group discussion). This will help you to check their understanding.</p>	<p>Exit Slip Question (informal): Why is important to take what we learn and apply it to sport, and also other areas of our lives? How can reflection help us to modify our behaviours?</p>

Name: _____

Personal Code of Conduct

Now that you have created a personal code of conduct, put your values to the test!

Instructions

- A.** Review the following scenarios related to living your values and choosing the appropriate course of action.
- B.** Reflect on your **personal code of conduct** to determine your response to each scenario. Feel free to draw upon past experiences or observations that can inform your decision-making process.
- C.** Make clear connections to your personal code of conduct when thinking about what you would do.

Scenarios

Scenario 1:

You are playing in a provincial championship game. The game is close and the play has been back and forth. An opponent has been harassing you throughout the game by shoving you when the referee is not looking. You are in a position to shoot when your opponent intentionally trips you. You think you would have scored if this did not happen. What do you do and why? Did your personal code of conduct help guide your behavior? Why or why not?

Scenario 2:

You are playing #1 singles in tennis and it is game point for you to win the first set. The ball bounces just inside the line but your opponent calls it out, meaning you lost the point. What do you do and why? Did your personal code of conduct help guide your behavior? Why or why not?

Scenario 3:

You are aware that your friend suffered a concussion in the semi-final game of a big tournament. He/she wants to play in the final game and his/her parents agree, but you think that he/she is still acting differently and is not ready to play. You are concerned for his/her health and the consequences he/she may face if he/she played in the final game. What do you do and why? Did your personal code of conduct help guide your behavior? Why or why not?

Scenario 4:

You have a new player on your team and that player is getting bullied by some of your teammates. Your coach is not doing anything to stop the bullying or change the situation. You know that the new person is being called names and being picked on. What do you do and why? Did your personal code of conduct help guide your behavior? Why or why not?

Scenario 5:

Your rugby teammate is using banned stimulants before games to provide an energy boost and is having an amazing season so far. Despite getting a lot of information about drug-free sport, you've heard there aren't many drug tests happening this season. If your teammate gets caught using the stimulants, your entire team will be suspended for a year. Your teammate invites you to try use the stimulants for a game. What do you do and why? Did your personal code of conduct help guide your behavior? Why or why not?

Name: _____

Personal Code of Conduct

Please apply your personal code of conduct in different ways including:

- Examine different choices and their possible outcomes
- Consider how you would choose to act in specific situations
- Analyze potential successes and difficulties in using the code of conduct and adapt as necessary

Instructions

A. Compare and contrast when your **personal code of conduct** helped you support positive values (successes) and when it supported negative values (failures).

B. Revise **personal code of conduct** to correct for situations when it did not guide your behaviour appropriately.

C. Write a personal plan on how you can apply your **personal code of conduct** to help guide your behaviours in a positive way in sport, school, and social settings. Reflect on this plan and evaluate your current behaviours when compared to your personal plan.

A. Successes and failures

B. Old Personal Code of Conduct:

Revised Personal Code of Conduct:

C. Personal Plan

Self-Evaluation at Current Time:

Topic 4: Personal Code of Conduct with Peer

Learning Outcome:

The students will respond to buddy scenarios and will create solutions to support self and peer codes of conduct.

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions
5-10 min.	<p>Introductory Set. Explain to students that they will work in pairs today to review scenarios while reflecting on personal codes of conduct.</p> <p>Pass out worksheets and review worksheet instructions with students.</p>	<p>Review: Why did we take the time last day to develop a personal code of conduct?</p> <p>Does anyone <i>not</i> understand the worksheet instructions?</p>
25-30 min.	<p>Complete the Worksheet, Peer Work, and Group Discussion. Students share their personal code of conduct with their partner, and are encouraged to ask their partner for clarification as needed. Students complete the worksheet</p> <p>Facilitate a large group discussion based on each scenario. Invite different partners to present their solutions. Invite partners to share the scenario they made up with the whole group.</p>	<p>Is your personal code of conduct similar to your partner's? If so, how so? How do your codes of conduct differ?</p>

10 min.	<p>Reflection. Ask students guiding questions.</p>	<p>Do you think your peer’s personal code of conduct was an effective tool to help him/her make positive decisions when considering these scenarios? Why or why not? If so, how so?</p> <p>What suggestions would you make to your partner regarding his/her code of conduct in terms of its ability to guide healthy and positive decision-making?</p>
5-10 min.	<p>Culminating Activity and Transferring Skills</p> <p>Ask students to answer the guiding questions informally, to a peer, on a sticky note, or in a large group discussion. This will help you to check their understanding.</p>	<p>Exit Slip Question (informal): We do a lot of peer review in this course. Why is peer review or partner work a valuable practice? How can peer review help you in sport? In the classroom? In stressful social situations?</p>

Name: _____

Personal Code of Conduct with Peer

Now that you have created a personal code of conduct, put your values to the test!

Instructions

- A.** In pairs, review the following scenarios related to fair play or pressures athletes face in competition and in “off the field” situations.
- B.** Reflect on your **personal code of conduct** and your partner’s personal code of conduct to determine your response to each scenario. Feel free to draw upon past experiences or observations that can inform your decision-making process.
- C.** Clearly articulate your response with conviction making connections to your personal code of conduct.

Scenarios

Scenario 1:

Your hockey team is down by one goal with the last minute remaining in the game and your opponent has a breakaway towards an open net. The only way to prevent the goal is to draw a penalty against your opponent. What do you do and why?

Scenario 2:

Your 4x100m relay team has just won the provincial championship. You know that you received the baton just outside the exchange zone but the exchange zone judge did not see the fault. What do you do and why?

Scenario 3:

You are aware that your friend is taking an illegal performance-enhancing substance to try to bulk up for the upcoming baseball season. You are concerned for his/her health and the consequences he/she may face if caught. What do you do and why?

Scenario 4:

You are attending a high school football game between your school and your rival school. You decide to meet up with your friends at the game after your lacrosse practice. When you meet up with them at the game you notice that your friends are inebriated and belligerent. What do you do and why?

Scenario 5:

As the team captain of the cheerleading squad you receive a nude selfie of one of your teammates that is being shared around the school. Your teammate is not yet aware this is happening. What do you do and why? Does your role as team captain impact your decision, if so in what way?

Scenario 6:

Create your own scenario and exchange it with your partner.

Topic 5: Personal Code of Conduct with Peer

Learning Outcome:

The students will evaluate their content knowledge and defend their personal code of conduct to a peer.

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions
10-15 min.	<p>Introductory Set. 5-3-1 Activity</p> <p>Students write down the five main ideas OR questions they have around Making the Call content. Students do this independently.</p> <p>Students form groups of two or three and decrease their list of five ideas or questions down to three.</p> <p>Students join a new group of two or three and determine the most important idea or question on their list.</p>	<p>Teachers use the most important main idea or question to determine if students understand the main idea of the Make the Call course or answer the question that students are struggling with.</p> <p>Review: Why did we take the time last day to develop a personal code of conduct?</p>

<p>15-20 min.</p>	<p>Complete the Worksheet, Peer Work, Group Discussion</p> <p>Pass out worksheets (student self-evaluation templates) and review worksheet instructions with students.</p> <p>Students complete a written self-evaluation using the student evaluation template...</p> <p>Teachers then assess the completed templates to determine students' competence in:</p> <ul style="list-style-type: none"> a) Applying the Make the Call content knowledge b) Defending their personal code of conduct. <p>...by evaluating the template below using the KICA rubric. Be sure students have a copy of the KICA rubric before they begin the self-evaluation so they are aware of assessment criteria.</p>	<p>Does anyone <i>not</i> understand the worksheet instructions?</p> <p>Is your personal code of conduct similar to your partner's? If so, how so? How do your codes of conduct differ?</p>
<p>10 min.</p>	<p>Reflection</p> <p>Students form small groups and share responses with their peers. Each group should answer the guiding questions.</p>	<p>Did you have similar responses? Where did you differ? Did you value certain components of the course more than others? If so, which ones?</p>
<p>5-10 min.</p>	<p>Culminating Activity and Transferring Skills</p> <p>Ask students to answer the guiding questions informally (to a peer, on a sticky note, or in a large group discussion). This will help you to check their understanding.</p>	<p>Exit Slip Question (informal): Is it helpful to understand what others learned from this course? Do you think you have gained social support in making healthy, productive decisions based on the positive values you have identified? Why or why not? What is one or two things shared by a peer that you found profound?</p>

Name: _____

Code of Conduct: Self-Evaluation

The most important lessons learned in *Make the Call* include:

1.

2.

3.

I am determined to apply these important lessons in all areas of my life (check the box that best applies):

Strongly Disagree

Disagree

Agree

Strongly Agree

The lessons learned in the *Make the Call* course support my personal code of conduct (check the box that best applies):

Strongly Disagree

Disagree

Agree

Strongly Agree

Please provide rationale for your choice:

If I find myself in a situation that goes against my personal code of conduct, I must consider the following options before I make a decision:

1.

2.

3.

I think that taking these steps help me to make the most healthy and productive decision (check the box that best applies):

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

If my peer challenges my personal code of conduct in a sport, academic, or social setting, the following steps can help me to ensure that I behave in accordance to my personal code of conduct.

I believe that taking these steps will ensure that I effectively communicate the key points of my personal code of conduct (check the box that best applies):

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

If my peer challenges my personal code of conduct in a sport, academic, or social setting, the following steps can help me to ensure that I behave in accordance to my personal code of conduct.

I believe that taking these steps will ensure that I effectively communicate the key points of my personal code of conduct. (Check the box that best applies):

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

KICA Rubric - Personal Code of Conduct (Peer)

Learning Outcome:

The students will evaluate their content knowledge and defend their personal code of conduct to a peer.

NOTE: Please note that Level 3: Proficient, is a very high standard of quality. It is not to be confused with average. Moreover, Level 4: Advanced, even more exceptional and will seldom even be present within a group. It is above and beyond the high standard of proficiency required in demonstrated learning for the corresponded outcome.

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge Identification and understanding of situation going against personal code of conduct	No evidence of identifying and understanding how the situation goes against the personal code of conduct	Some evidence of identifying and understanding how the situation goes against the personal code of conduct	Proficient evidence of identifying and understanding how the situation goes against the personal code of conduct	Advanced evidence of identifying and understanding how the situation goes against the personal code of conduct
Thinking Analysis of situational factors that go against personal code of conduct	No evidence of an analysis of situational factors that go against personal code of conduct	Some evidence of an analysis of situational factors that go against personal code of conduct	Proficient evidence of an analysis of situational factors that go against personal code of conduct	Advanced evidence of an analysis of situational factors that go against personal code of conduct
Communication Use of skeleton notes to organize ideas and information to defend personal code of conduct to a peer	No evidence of the use of skeleton notes to organize ideas to defend personal code of conduct to a peer	Some evidence of the use of skeleton notes to organize ideas to defend personal code of conduct to a peer	Proficient evidence of the use of skeleton notes to organize ideas to defend personal code of conduct to a peer	Advanced evidence of the use of skeleton notes to organize ideas to defend personal code of conduct to a peer
Application Defence of a personal code of conduct that supports appropriate behaviours to a peer	No evidence for defending personal code of conduct that supports appropriate behaviours to a peer	Some evidence for defending personal code of conduct that supports appropriate behaviours to a peer	Proficient evidence for defending personal code of conduct that supports appropriate behaviours to a peer	Advanced evidence for defending personal code of conduct that supports appropriate behaviours to a peer

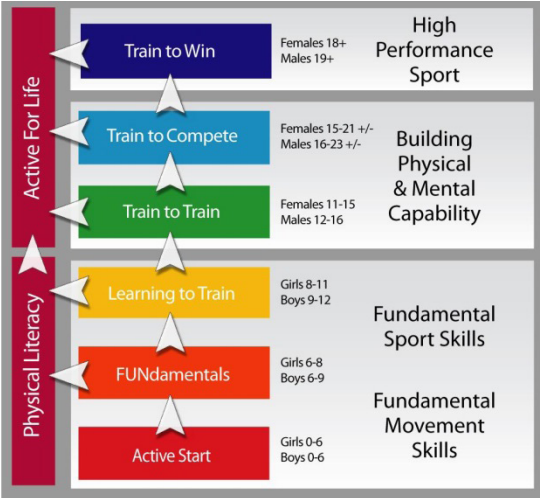
Topic 6: Ethical Decision-Making in Canadian Sport

Learning Outcome

The students will review examples of unethical decision-making in Canadian sport, and investigate the factors that contribute to such decisions.

NOTE: Students will build on their knowledge and understanding about ethical decision making from this lesson and will apply their knowledge to relevant sporting situations in topic 7. This topic will culminate with an advocacy role of promoting positive decision-making in youth sport in topic 8.

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions																								
5-10 min.	<p>Minds On Activity to activate prior knowledge related to factors that lead to unethical decision making.</p> <p>Students review the Long Term Athlete Development (LTAD) Program and brainstorm factors that they believe contribute to unethical decisions at each stage (e.g., FUNDamentals (6-9 yrs) negative role models; Learning to Train (8-12 yrs) - parental pressures to win).</p>  <p>The diagram illustrates the Long Term Athlete Development (LTAD) program stages, categorized into Physical Literacy and Active For Life. It shows a progression from Active Start to Train to Win, with corresponding age groups and skill levels.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Stage</th> <th>Age Group</th> <th>Focus</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Active For Life</td> <td>Train to Win</td> <td>Females 18+ Males 19+</td> <td>High Performance Sport</td> </tr> <tr> <td>Train to Compete</td> <td>Females 15-21 +/- Males 16-23 +/-</td> <td>Building Physical & Mental Capability</td> </tr> <tr> <td>Train to Train</td> <td>Females 11-15 Males 12-16</td> <td>Building Physical & Mental Capability</td> </tr> <tr> <td rowspan="3">Physical Literacy</td> <td>Learning to Train</td> <td>Girls 8-11 Boys 9-12</td> <td>Fundamental Sport Skills</td> </tr> <tr> <td>FUNDamentals</td> <td>Girls 6-8 Boys 6-9</td> <td>Fundamental Movement Skills</td> </tr> <tr> <td>Active Start</td> <td>Girls 0-6 Boys 0-6</td> <td>Fundamental Movement Skills</td> </tr> </tbody> </table>	Category	Stage	Age Group	Focus	Active For Life	Train to Win	Females 18+ Males 19+	High Performance Sport	Train to Compete	Females 15-21 +/- Males 16-23 +/-	Building Physical & Mental Capability	Train to Train	Females 11-15 Males 12-16	Building Physical & Mental Capability	Physical Literacy	Learning to Train	Girls 8-11 Boys 9-12	Fundamental Sport Skills	FUNDamentals	Girls 6-8 Boys 6-9	Fundamental Movement Skills	Active Start	Girls 0-6 Boys 0-6	Fundamental Movement Skills	<p>What factors contribute to unethical decision making in sport at the various stages in the LTAD program (e.g., lack of formal education, poverty, parental pressure, financial pressures / stresses, negative role models, window of opportunity as the Olympic cycle only occurs every four years to compete at that level)?</p> <p>What can influence these factors (e.g., media, environment, lack of self-esteem)?</p> <p>What skills do you think youth are missing at these ages that contribute to their making poor decisions (e.g., they don't think about the consequences before the situation arises)?</p>
Category	Stage	Age Group	Focus																							
Active For Life	Train to Win	Females 18+ Males 19+	High Performance Sport																							
	Train to Compete	Females 15-21 +/- Males 16-23 +/-	Building Physical & Mental Capability																							
	Train to Train	Females 11-15 Males 12-16	Building Physical & Mental Capability																							
Physical Literacy	Learning to Train	Girls 8-11 Boys 9-12	Fundamental Sport Skills																							
	FUNDamentals	Girls 6-8 Boys 6-9	Fundamental Movement Skills																							
	Active Start	Girls 0-6 Boys 0-6	Fundamental Movement Skills																							

Source: <http://canadiansportforlife.ca/learn-about-canadian-sport-life/ltad-stages>

10-15 min.	In a Walk, Talk, Decide & Share , students pair up and walk around the room or in an outdoor space for five minutes and discuss their responses/factors for the various stages of the LTAD program. Students reach a consensus for each stage and then the whole group comes together and each pair shares their findings with the group.	Did any of you change your answers after speaking with your partner? Why or why not? Did any partners decide on a new answer that they didn't have prior to discussing as a pair? Why do you think that happened? How did having to think more in depth with a partner influence your decision making? What other times in life would it be helpful to discuss situations over with a friend?
30-45 min.	Action Activity. Provide students opportunities to apply learning through investigating several examples of unethical decision making in Canadian sport at the community, university, recreational and elite levels. After reviewing each ask the corresponding guiding questions.	
	<p>1. Silent Soccer in Aurora (2011)</p> <p>Share this link: https://www.youtube.com/watch?v=hHy9Kmp3ZWI</p> <p>Aurora's Soccer Club declared a week of silence, only clapping from the spectators and coaching instructions from the bench was allowed, so that kids and referees could focus and enjoy the game.</p>	The video mentions that kids who hear taunting and yelling from the sidelines tend to engage in more aggressive and unsportsmanlike behaviour. Do you feel this is a contributing factor? Why or why not? Have you ever found your behaviour to alter in a negative way due to yelling from the sidelines? How did it make you feel if and when you reacted negatively?
	<p>2. Ontario Soccer Does Away With Scores and Standings for Youth (2013)</p> <p>Share this link: http://www.cksn.ca/2013/03/ontario-soccer-does-away-with-scores-and-standings-for-youth/</p> <p>NOTE: Remind students that this isn't an example of unethical sport, although some people are very unhappy with the ruling.</p>	This article suggests that eliminating scoring and standings at first two stages of the LTAD program allows for focus on skill development for all players and diminishes the win at all costs mentality. Reflect on your position on this ruling and share with a partner. Do you think eliminating scoring is better for youth development in sport? Why do you think some people have such an issue with eliminating scoring? What would you say to someone who agrees scoring should stay for youth age 12 and under?

	<p>3. Cheating the Game (2015)</p> <p>Share this link:</p> <p>https://www.youtube.com/watch?v=kqOnt-lqSFNY</p> <p>An investigation into the use of performance enhancing substances in CIS football and how it derailed a promising career of a young athlete.</p>	<p>Why do you think people use performance-enhancing drugs? What do you think is the appropriate consequence for athletes who use PEDs? Support your answer. Do you think coaches should be punished if an athlete takes a PED at the university level? Why or why not? Do you think a team should be punished if a teammate tests positive for PED in university sport? Why or why not?</p>
	<p>4. Spartan Cheating Allegations Taken Seriously - Spartan Race Canada (2015)</p> <p>Share this link:</p> <p>http://www.ottawasun.com/2015/08/14/spartan-cheating-allegations-taken-seriously-spartan-race-canada</p>	<p>Which stage of the LTAD program does this incident occur within? (Active for Life)</p> <p>Are you surprised by the element of cheating at this stage in recreation level? Why or why not? What do you suggest race officials ought to do to ensure that recreational races have minimal cheating?</p>
	<p>5. 25 Years Later: Ben Johnson's Doping Scandal</p> <p>Share this link:</p> <p>https://www.youtube.com/watch?v=X-2aeV3fiUDo&nohtml5=False</p> <p>CBC highlights the story of Canadian sprinter Ben Johnson, who was stripped of his Olympic gold medal for doping. CBC also shares and what he is doing now to advocate for drug-free sport.</p>	<p>Weigh in on Ben Johnson's advocacy campaign #choose the right track. Evaluate his decision to advocate for drug-free sport starting at the grassroots. Do you think he is the best person to lead such a campaign? Why or why not? What do you think about a convicted dooper attaining national attention 25 years later? Do you think Ben Johnson would be leading such a campaign if he was never caught for doping? Why or why not?</p>

	<p>6. FIFA authorizes wearing of turbans at all levels of Canadian soccer</p> <p>Share this link:</p> <p>http://www.theglobeandmail.com/sports/soccer/fifa-authorizes-wearing-of-turbans-at-all-levels-of-canadian-soccer/article12550476/</p> <p>The Quebec Soccer Federation banned Sikh turbans on the playing field. Soccer's world body, FIFA, issued a decision in support of turbans.</p>	<p>Weigh in on the place of religion in sport and the rights of athletes to demonstrate their faith. Should sport make accommodations for religious beliefs to ensure inclusion for minorities? Why or why not? Should sport have guidelines for safety when athletes wear items that are not part of a team uniform? As an athlete, how would you feel competing against an athlete in a turban or other religious garment?</p>
	<p>7. #CoverTheAthlete</p> <p>Share these links:</p> <p>https://www.youtube.com/watch?v=bekZ-R7pNYug</p> <p>https://www.youtube.com/watch?v=OI9VhB-DKZs0</p>	<p>Male and female athletes are often treated differently by the media. Can you identify the different approaches? Do you have any idea why the two are treated differently? How do you think you would feel if you were asked about your appearance instead of your performance?</p>
<p>10 min</p>	<p>Culminating Activity - Think, Pair, Share</p> <p>Students reflect on the factors that contribute to unethical decisions and then pair up with a partner to share their response. Reconvene as a large group and ask pairs to report on their responses.</p>	<p>Think about your involvement in sport within the LTAD stages, and reflect on the factors that have contributed to unethical decision-making that you have experienced or observed. As an athlete, how do these behaviours make you feel? How did these experiences motivate your future behaviours in and outside of sport? Did/ do they impact your personal code of conduct in anyway? If so, why?</p>

Topic 7: Ethical Decision-Making in Canadian Sport

Learning Outcome:

The students will analyze authentic (i.e.: real life) sport situations and develop and evaluate recommendations for others to avoid these types of behaviors in the future.

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions
10 min.	Entry Ticket Each student receives an entry ticket as they enter the class and complete the questions on the entry ticket.	Questions on the entry ticket: 1. What situation discussed in the last lesson sticks out most in your mind? Why do you think it does? 2. Based on the previous lesson, what steps would you take as a coach of athletes in the Train to Compete stage of the LTAD model to work toward fair play and an absence of unethical sport behaviours?

<p>45-60 min.</p>	<p>Action Activity</p> <p>A. In Topic 6, the examples were given to students to help facilitate discussion around unethical sport behaviour. In this section, students research their own examples of unethical decision-making in sport. These can be experiences they had, family members or friends had, or situations they heard about in the news.</p> <p>Students should make certain that the example they select goes against their personal code of conduct. Students then answer the corresponding guiding questions related to the example they use.</p> <p>B. After students complete part A, they form groups of three. Each student shares their situation with details to enable the other group members to understand what happened. Encourage students to ask clarifying questions as needed. Allow students to show a short video clip or article that they found to share their story.</p> <p>Two stray, one stay. One person stays and the other two find a different group to learn about different unethical situations. This rotation/movement should happen two times.</p> <p>C. Students return back to their original group of three and develop recommendations for each of their chosen situations.</p> <p>D. Each group of three joins another group of three. Each group evaluates the other group members' recommendations.</p>	<p>What are the factors that led to the incident happening? Analyze the situation and determine ways that it could have been avoided. Is the responsibility for this situation shared or attributed to an individual? If you were a teammate to this individual what would you say to her/him?</p> <p>Give students examples of guiding questions to ask each other while they complete part B.</p> <p>What aspect of the situation goes against your personal code of conduct? What factors caused the situation?</p> <p>What could the person (or you if it is a personal experience) do to stop this situation from repeating?</p> <p>What have you learned from this story? How can you take what you have learned from this story and use it to help you in sport, school, and social settings?</p> <p>Why did you choose these recommendations? What could you change? What do you think must stay?</p> <p>How did the evaluation go? What is it like receiving critical feedback from a peer? Did it make you feel motivated or uneasy? What is it like to have a teammate give you feedback during a game or sport event? How can receiving feedback from peers prepare you for success in school, social situations, and even employment?</p>
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<p>10 min.</p>	<p>Culminating Activity - Productive Graffiti</p> <p>Spread the five sheets around the learning space and have pencils, markers or pens at each sheet of paper. Divide students into groups of five and each group begins where one sheet of paper is placed. Students have one minute at each station to answer the questions in point form. They do not have to put their name with their answer. When the minute is up, signal for the students to move clockwise to the next sheet of a paper. Repeat until all the students answered each question provided. You may add more questions than the five provided, in which case you would have more groups of students. At the end of this activity, review some of the answers on each sheet and use them to guide large group discussion.</p>	<p>What question was the most difficult for you to answer? Why do you think this was the case? What are some answers that were given that you hadn't thought about before? What did you like about these answers?</p>
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How can reflecting on previous sport experiences set you up for future success, both in and away from sport?

Based on your research, and your classmates' research, what are the common factors associated with making unethical decisions in sport?

How could you share your recommendations for healthy decision-making in sport with local sport coaches and organizations?

How has this course impacted your decision-making and behaviours as an athlete?

What are the pros and cons of conducting peer evaluations in sport and in the classroom?

Topic 8: Ethical Decision Making in Canadian Sport

Learning Outcome:

The students will develop an advocacy plan to provide more education around ethical decision-making in youth sport throughout their school or local community.

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions
5-10 min.	<p>Minds On Activity</p> <p>Have a class introductory discussion around advocacy.</p>	<p>What is advocacy? Do you think advocacy is important? Why or why not? How have people advocated for you in sport? How has their advocacy helped you, if at all?</p>
20 min.	<p>Advocacy Plan Development</p> <ol style="list-style-type: none"> 1. Pass out KICA rubrics to students. Remind students that the rubric will be used to assess their advocacy plan. 2. Use the following questions to support the students' advocacy planning: 3. What is the issue the advocacy plan will address? <ol style="list-style-type: none"> a) What evidence or research do you know about this issue? b) What has to change to fix the issue? c) How can you make the changes happen? 	<p>Why is it important that we develop and implement advocacy plans as individuals? At the local community? What kind of cultural shift in sport might we see if all youth sports teams implemented advocacy plans?</p>

	<p>d) Who can help advocate and support your advocacy effort?</p> <p>e) Who might oppose your advocacy effort?</p> <p>f) What resources will be most helpful in your advocacy efforts?</p> <p>4. Allow students the opportunity to take notes, brainstorm with a peer, and develop an advocacy plan. Encourage students to be as creative as they can in their plans.</p>	
20 min.	<p>Student Small Group Presentations / Feedback Gathering Allow students 10 to 20 minutes to work in small groups to share their advocacy plans and to obtain peer feedback. Remind students to use their KICA rubric and that sometimes peer feedback can help them clarify their ideas and present them more clearly.</p>	<p>How did peer feedback influence changes to your plan, if any were made? Did you defend any comments to a peer that caused your peer to end up agreeing with you? What do you think was helpful?</p>
10 min.	<p>Revisions Allow students time to revise their advocacy plans. Students submit their plans to the teacher.</p>	
10 min.	<p>Culminating Activity Pass out exit slip to students. Collect completed exit slips, scan them, and read some aloud to generate closing discussions.</p>	<p>Exit Slip Questions</p> <ol style="list-style-type: none"> 1. Advocating the importance of ethical decision-making in youth sport is necessary because... 2. Do you plan to put your advocacy plan into action? Why or why not?

Name: _____

Exit Slip

1. Advocating the importance of ethical decision-making in youth sport is necessary because....

2. Do you plan to put your advocacy plan into action? Why or why not?

KICA Rubric - Ethical Decision Making in Canadian Sport

Learning Outcome:

The students will develop an advocacy plan to provide more education around ethical decision-making in youth sport throughout their school or local community.

NOTE: Please note that Level 3: Proficient, is a very high standard of quality. It is not to be confused with average. Moreover, Level 4: Advanced, even more exceptional and will seldom even be present within a group. It is above and beyond the high standard of proficiency required in demonstrated learning for the corresponded outcome.

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge Identification and explanation of key points necessary for an advocacy plan which aims to educate people on the importance of ethical decision-making in youth sport.	No evidence of identifying and explaining the key points necessary for an advocacy plan which aims to educate people on the importance of ethical decision-making in youth sport.	Some evidence of identifying and explaining the key points necessary for an advocacy plan which aims to educate people on the importance of ethical decision-making in youth sport.	Proficient evidence of identifying and explaining the key points necessary for an advocacy plan which aims to educate people on the importance of ethical decision-making in youth sport.	Advanced evidence of identifying and explaining the key points necessary for an advocacy plan which aims to educate people on the importance of ethical decision-making in youth sport.
Thinking Analysis of how to reach others through an advocacy campaign in a current, creative, and logical way.	No evidence of analysis of how to reach others through an advocacy campaign in a current, creative, and logical way.	Some evidence of how to reach others through an advocacy campaign in a current, creative, and logical way.	Proficient evidence of how to reach others through an advocacy campaign in a current, creative, and logical way.	Advanced evidence of how to reach others through an advocacy campaign in a current, creative, and logical way.
Communication Expression and organization of ideas and information in advocacy plan.	No evidence of effective expression of ideas and information in the advocacy plan.	Some evidence of effective expression of ideas and information in the advocacy plan.	Proficient evidence of effective expression of ideas and information in the advocacy plan.	Advanced evidence of effective expression of ideas and information in the advocacy plan.

Application Application of understandings of ethics in sport with high levels of critical thinking.	No evidence of application of understandings of ethics in sport with high levels of critical thinking.	Some evidence of application of understandings of ethics in sport with high levels of critical thinking.	Proficient evidence of application of understandings of ethics in sport with high levels of critical thinking.	Advanced evidence of application of understandings of ethics in sport with high levels of critical thinking.
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Topic 9: Community Challenges

Learning Outcome:

The students will analyze problems in their communities using a multi-level approach (i.e., individual [micro], institutional [macro] levels).

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions
5-10 min.	<p>Minds On Activity. Activate students' prior knowledge on factors within their community that lead to unethical decision-making.</p> <p>Share with students that a community is a balance of a collection of people. Students examine community-level problems, at multiple levels, to analyze the important factors that are perpetuating unethical situations.</p> <div data-bbox="347 1003 857 1514" data-label="Diagram"> <p>The diagram illustrates the Ecological Model as four concentric circles. At the center is the 'Individual Child'. The first ring is the 'Microsystem', containing 'Family', 'Peers', 'School Board', and 'Siblings'. The second ring is the 'Exosystem', containing 'Extended Family', 'Mass Media', and 'Neighborhoods'. The outermost ring is the 'Macrosystem', which encompasses 'Laws', 'History', 'Culture', 'Economic System', 'Social Conditions', and 'Parent's Work Environment'.</p> </div> <p>Source: http://kvccdocs.com/KVCC/2013-Fall/MHT220-OLA/content/L-05/ecological-model.jpg</p>	<p>What are the factors that contribute to a problem in your community? How can problems be perpetuated by an individual? How can problems be perpetuated by our sport coaches or sport organizations?</p>

20 min.	<p>Media to supplement - TED talk called: “Design for people, not awards”.</p> <p>Share the link and show students the following: http://www.ted.com/talks/timothy_presterero_design_for_people_not_awards?language=en</p>	<p>What individual factors played a part in this situation? What community-level factors were important? How does this story, which occurred in business, relate to sport situations?</p>
15-20 min.	<p>Action Activity. Present students with each story, and then ask them to reflect on the guiding questions.</p>	
	<p>1. Senior hockey player dies from fight</p> <p>Share this link: http://www.cbc.ca/sports/hockey/senior-hockey-league-player-dies-from-fight-related-injury-1.793185</p> <p>Whitby Dunlops defenceman dies after spending weeks in a coma after a fight where he hit his head on the ice.</p>	<p>Fighting is a part of hockey, but should it be? The article suggests that rule changes may be necessary to protect players from devastating injuries. What changes can be made at the individual level to keep players safer on the ice? What community-level changes can be made? How do the responses you provided align with your personal code of conduct?</p>
	<p>2. Newcomer youth being left out of sport</p> <p>Share this link: http://torontoist.com/2016/03/372933/</p> <p>Newcomer youth are not being afforded the opportunities to play sport and engage in physical activity.</p>	<p>What can you do on an individual level to be more inclusive in sport? What can we do at a community level to ensure that more people have the opportunity to play? How do the responses you provided align with your personal code of conduct?</p>

	<p>After discussing both stories, ask students to consider their own communities, and identify challenges that may contribute to an environment in which they may be forced to make decisions that do not align with their personal code of conduct.</p>	<p>What are some challenges in sport within your own team, community, etc., that may contribute to a situation wherein you feel forced to make a decision that does not align with your personal code of conduct (do not use names in your response)? What are additional solutions you might be able to find that do not force you to go against your personal code of conduct?</p>
	<p>3. Right to Play Aboriginal Youth Program</p> <p>Share this link: http://www.righttoplay.ca/Learn/ourstory/Pages/Where-we-work.aspx (select Canada from map or list and explore the content)</p> <p>First Nations communities in Canada often struggle with poverty and lack infrastructure to provide youth with education and recreational opportunities.</p>	<p>What do you think would happen in your community if there were no recreation facilities or sport programs? In your community, how would youth fill their leisure time if there were no facilities or activities? How do the responses you provided align with your personal code of conduct?</p> <p>What kind of program(s) would you develop to provide structure for youth in underserved communities?</p>
20 min.	<p>Worksheets</p> <p>Students can complete worksheets during class or outside of class.</p>	
10 min.	<p>Culminating Activity - Think, Pair, Share</p> <p>In pairs, students reflect on their own community and identify challenges that contribute to an environment where they, or others, may be forced to make decisions that do not align with their personal code of conduct. Students move around after they share with a partner and find a new partner and then share with this new partner. Students come together as a large group and have each pair share their thoughts.</p>	<p>What did you share or what did others share that really made sense to you? Compare and contrast challenges that are faced in different communities. Did any of these challenges impact your personal code of conduct in any way? If so, how so? How could you, as a future community leader, help to work in a way that these challenges are avoided / never a factor to begin with?</p>

Name: _____

Community Challenges

Consider your own communities and identify challenges that may contribute to an environment in which you may be forced to make decisions that do not align with your **personal code of conduct** (e.g., athletes who can't afford program fees drop out of sport).

Instructions

A. Complete table A using a situation you choose that goes against your **personal code of conduct**.

NOTE: The following links are provided to help you research existing challenges:

1. <http://www.statcan.gc.ca/start-debut-eng.html>
2. <http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=fee133a114b10410VgnVC-M10000071d60f89RCRD>
3. <http://www12.statcan.gc.ca/census-recensement/index-eng.cfm>

Give examples of a challenge (in the right column) that may contribute to an environment that may force individuals to make decisions that do not align with their **personal code of conduct**. In the left column, state the level of the challenge.

B. Choose one micro-level and one macro-level challenge, and explain how the challenge contributes to an environment whereby an individual is more likely to make decisions that go against your **personal code of conduct**.

C. Analyze how the levels (micro and macro) work together to perpetuate an environment where people may be forced into ethical decision making situations. Develop suggestions for how to change individual level factors that will help the environment to move in a more positive direction.

A. Challenges	
Example of Level	Challenge - factors that require an individual to make decisions that may be considered unethical. Students may need to think about examples outside the field of play.
Macro	<i>Acceptance of fighting in hockey</i>

B. Levels of Challenges

Micro-Level Challenge _____

Explain how this micro-level challenge contributes to an environment wherein an individual is more likely to make decisions that go against your **personal code of conduct**.

Macro-Level Challenge _____

Explain how this macro-level challenge contributes to an environment wherein an individual is more likely to make decisions that go against your **personal code of conduct**.

C. Analyze the interaction of micro and macro levels as they relate to unethical decision-making.

Suggestions:

Topic 10: Community Solutions

Learning Outcome:

The students will create a solution to an identified challenge in their community using a SWOT analysis.

S: Strengths in the community (e.g., people who can help, organizations that can support them)

W: Weakness in the community (e.g., poor community leadership, high cost of sport in the community, sole focus on winning during developmental years)

O: Opportunities in the community (e.g., community/provincial/national organizations with which individuals can align)

T: Threats in the community (e.g., potential barriers that could impede solutions such as differing sport philosophies for community level play not aligned to Long Term Athlete Development model)

Procedures and Instructional Time

Estimated Time	Content / Key Points	Guiding Questions
5-10 min.	<p>Introductory Set Explain to students that they will work independently and in pairs today. Ask guiding questions to the class and facilitate an introductory discussion.</p> <p>Pass out worksheets and review worksheet instructions with students.</p>	<p>Do you think adolescents can make a positive impact within a community? How can you take lessons learned in sport, and apply them to your life to improve your community?</p> <p>Does anyone <i>not</i> understand the worksheet instructions?</p>
25-30 min.	<p>Complete the Worksheet: Peer Work Students complete the worksheet tasks. Tasks 1-3 and 5 are completed independently, and task 4 is completed in pairs.</p> <p>If some students finish the worksheet before others, allow them to form small groups (no more than four) and share revised solutions.</p> <p>Pass out KICA rubrics to each student so all are aware of assessment criteria prior to beginning the worksheet.</p>	

<p>10 min.</p>	<p>Reflection</p> <p>Ask students guiding questions in a large group setting.</p>	<p>Did approaching a challenge using a SWOT analysis help you to come up with a strong solution? What was the best peer feedback you received? What other challenges in your community would benefit if someone conducted a SWOT analysis and proposed / implemented solutions?</p>
<p>5-10 min.</p>	<p>Culminating Activity and Transferring Skills</p> <p>Ask students to answer the guiding questions informally (to a peer, on a sticky note, or in a large group discussion). This will help you to check their understanding.</p>	<p>What is the biggest lesson you learned in this course? How will you take this lesson and create positive change in your life and in your community?</p> <p>How can you support your peers as they transfer what they learned into their lives outside of this class?</p>

Name: _____

Community Solutions

Learning Outcome:

The students will create a solution to an identified challenge (e.g., inactivity, reduced green space, access to recreational activities for individuals of all abilities) in their community using a SWOT analysis.

Instructions

1. Record the community challenge that you analyzed in the previous lesson.
2. Complete the table below in detail.
3. Develop a solution based on the SWOT analysis.
4. Use peer evaluation to gain valuable feedback.
5. Revise your solution and submit entire sheet to the teacher.

1. Challenge identified: _____

2. SWOT	
S: Strengths in the community (e.g., people who can help, organizations that can support them)	
W: Weakness in the community (e.g., poor community leadership, high cost of sport in the community, sole focus on winning during developmental years)	
O: Opportunities in the community (e.g., community/provincial/national organizations individuals can align with)	
T: Threats in the community (e.g., potential barriers that could impede solutions such as differing philosophies for community-level sport not aligned to Long Term Athlete Development model)	

3. Proposed Solution:

4. Peer Feedback (to be completed by a peer):

5. Revised Solution:

KICA Rubric - Community Solutions

Learning Outcome:

<p>The students will create a solution to an identified challenge in their community using a <u>SWOT</u> analysis.</p> <p>S: Strengths in the community (e.g., people who can help, organizations that can support them)</p> <p>W: Weakness in the community (e.g., poor community leadership, high cost of sport in the community, sole focus on winning during developmental years)</p> <p>O: Opportunities in the community (e.g., community/provincial/national organizations with which individuals can align)</p> <p>T: Threats in the community (e.g., potential barriers that could impede solutions, such as differing sport philosophies for community level play not aligned to Long Term Athlete Development model)</p>

NOTE: Please note that Level 3: Proficient, is a very high standard of quality. It is not to be confused with average. Moreover, Level 4: Advanced, even more exceptional and will seldom even be present within a group. It is above and beyond the high standard of proficiency required in demonstrated learning for the corresponded outcome.

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Knowledge</p> <p>Identification and explanation of community challenge that is relevant.</p>	No evidence of identifying and explaining a community challenge that is relevant.	Some evidence of identifying and explaining a community challenge that is relevant.	Proficient evidence of identifying and explaining a community challenge that is relevant.	Advanced evidence of identifying and explaining a community challenge that is relevant.
<p>Thinking</p> <p>Comparison of strengths, weaknesses, opportunities and threats to the community's challenge.</p>	No evidence that compares and contrasts strengths, weaknesses, opportunities and threats to the community's challenge.	Some evidence that compares and contrasts strengths, weaknesses, opportunities and threats to the community's challenge.	Proficient evidence that compares and contrasts strengths, weaknesses, opportunities and threats to the community's challenge.	Advanced evidence that compares and contrasts strengths, weaknesses, opportunities and threats to the community's challenge.

<p>Communication</p> <p>Expression and organization of ideas and information in solution to community challenge.</p>	<p>No evidence of effective expression of ideas and information in solution to community challenge.</p>	<p>Some evidence of effective expression of ideas and information in solution to community challenge.</p>	<p>Proficient evidence of effective expression of ideas and information in solution to community challenge.</p>	<p>Advanced evidence of effective expression of ideas and information in solution to community challenge.</p>
<p>Application</p> <p>Development of action plan to implement and resolve community challenge.</p>	<p>No evidence of a developed action plan to successfully implement and resolve community challenge.</p>	<p>Some evidence of a developed action plan to successfully implement and resolve community challenge.</p>	<p>Proficient evidence of a developed action plan to successfully implement and resolve community challenge.</p>	<p>Advanced evidence of a developed action plan to successfully implement and resolve community challenge.</p>

keep it fun play fair
go for it respect others
include everyone
stay healthy
give back



TRUE SPORT
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