



**TRUE
SPORT**

THE TRUE SPORT EXPERIENCE

VOLUME 3: Train to Train

A Resource for Educators of Young Adolescents

Sport and physical activity are an integral part of Canadian society and can be used to positively influence a wide range of societal goals beyond enhancing health and wellness. These activities can instill character in our children, strengthen our communities, foster a sense of belonging and provide opportunities for the pursuit of excellence. At the Canadian Centre for Ethics in Sport (CCES), we believe that to realize these benefits, sport, at all levels, must be driven by positive values. We embrace True Sport as the platform to activate our work in values-based sport and to support others who wish to do the same. True Sport is underpinned by the values of fairness, excellence, inclusion and fun and is further articulated through a set of field of play principles, which, when expressed give all stakeholders involved in sport the means by which to leverage the many benefits of good sport. On behalf of the CCES, I would like to thank you for your role in fostering the type of sport and physical activity that we know can make a great difference in the lives of our children. We hope that this resource inspires you to bring True Sport to life in meaningful ways within your school and beyond. If you are not already involved in True Sport and would like to join a growing network of Canadians who believe in the power of sport, visit www.truesportpur.ca/join.

KARRI DAWSON, Executive Director, Values-Based Sport – CCES

ACKNOWLEDGEMENTS

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Canada 

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THE TRUE SPORT EXPERIENCE: **VOLUME 3** **A RESOURCE FOR EDUCATORS** **OF YOUNG ADOLESCENTS**

Welcome to Volume 3 of The True Sport Experience! You are about to explore a learning resource that will introduce and guide you through a values-based philosophy called True Sport. True Sport can be integrated not only into sport and physical education programming, life skills and intramural programs, but also into art, social studies, science, drama, and language arts.

When youth are exposed to True Sport, they are more likely to experience *good sport*, to value it, to commit to it, to nurture it, and to stay connected to it throughout their lives. Good sport reflects positive sport experiences; those that foster a culture that instills character, strengthens communities, and increases opportunities for personal excellence. Exposure to True Sport is especially valuable to young adolescents, as this is the age where physical and mental capabilities are built, and the future of many athletes is determined.

The True Sport Experience: The who, what, where, why, and how

- **Who:** *The True Sport Experience* is designed to be used by educators (teachers, coaches, recreational leaders) of young adolescents (those in the Train to Train Stage of the Long-Term Development framework).
- **What:** This learning resource and activity guide will introduce and guide you through a values-based approach called True Sport.
- **Where:** The activities in this resource are meant to be integrated into all sport and physical education settings (i.e., from the classroom to the community).
- **Why:** True Sport programs are designed to give people, communities, schools, and organizations a way to leverage the benefits of sport, including ethical literacy, from a platform of shared values.
- **How:** This resource compiles a series of activities that address each of the seven True Sport Principles. These activities are designed to fit within your current physical education program and to provide:
 - An understanding of the True Sport Principles and ethical literacy as well as ideas on how to implement them,
 - A summary of physical literacy and long-term development, and,
 - Activities that simplify attaining ethical literacy through the True Sport Principles.

GOOD SPORT CAN HAPPEN ON ITS OWN, NATURALLY. BUT ALL TOO OFTEN IT DOES NOT.

WHAT IS TRUE SPORT?

Sport participants in Canada have said that they want their sport experiences to be based on the values of **fairness, excellence, inclusion, and fun**.

True Sport is based on these values and is dedicated to the belief that **good sport can make a great difference**. True Sport can support your programs and initiatives because it:

- Enables participants, educators, parents, coaches, and officials to articulate and act upon their deeply held beliefs in the virtues of good sport.
- Enables participants, educators, parents, coaches, and officials to identify with others who hold similar values.
- Creates a fair, safe, accessible, and inclusive atmosphere where good sport can grow stronger through inclusive competition at all levels¹.

The seven True Sport Principles were developed to promote the type of sport we all want in Canada.

True Sport Principles

Go For It

Rise to the challenge – always strive for excellence. Be persistent and discover how good you can be.

Play Fair

Understand, respect, and follow the rules. Play with integrity – competition is only meaningful when it is fair.

Respect Others

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

Keep It Fun

Find the joy of sport and share it with others. Remember what you love about sport and why you play.

Stay Healthy

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.

Include Everyone

Recognize and celebrate strength in diversity. Invite and welcome others into sport.

Give Back

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.

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¹ True Sport website. <http://truesportpur.ca/aboutus>. Retrieved on August 8, 2023.



TRUE SPORT HELPS CREATE THE CONDITIONS FOR GOOD SPORT TO TAKE SHAPE AND GROW WITHIN OUR SCHOOLS AND COMMUNITIES, AND IN THE HEARTS OF ALL THOSE CONNECTED THROUGH SPORT AND PHYSICAL ACTIVITY.

THE TRUE SPORT EXPERIENCE: BACKGROUND AND OBJECTIVES

During the 1990s, Fair Play Canada developed a series of resources dedicated to fair play in sport. Called *Fair Play for Kids*, these resources were written primarily for physical education teachers, but they were also widely embraced by sport coaches and community recreation and sport leaders.

While fair play remains a critically important concept, the Canadian Centre for Ethics in Sport² now understands that good sport experiences need a more comprehensive approach than just ensuring fair play. As a result, we developed a balanced approach to youth development, ensuring that all seven True Sport Principles are taught within fun and inclusive fundamental movement skill activities.

In developing this resource and activity guide, we reviewed previous resources, identified what was missing and determined what new content would be most beneficial in helping children and youth learn True Sport as they develop their physical and ethical literacy skills.

The True Sport Experience brings together a series of activities that address each of these seven principles. Designed for young adolescents, the activities are created for use both in and out of the classroom, as well as in the community. The activities are designed to fit within your current physical education program and provide the following:

- An understanding of the True Sport Principles* and how to teach them through quality physical activity experiences.
- A summary of physical literacy**, ethical literacy***, and Long-Term Development in Sport and Physical Activity**** with explicit connections made to each in the activities.
- Physical activities that facilitate learning the True Sport Principles while supporting children's physical and ethical literacy development within the Learn to Train Stage of Long-Term Development.

² CCES website. <https://cces.ca/history-anti-doping-canada>. Retrieved on Nov. 6, 2020.

*PRIMARY LEARNING OBJECTIVES FOR THE TRUE SPORT PRINCIPLES

TRUE SPORT PRINCIPLE	PRIMARY LEARNING OBJECTIVE PARTICIPANTS WILL...
Go For It	Be persistent in striving for excellence and rising to a challenge.
Play Fair	Play with integrity by understanding, respecting, and following the rules.
Respect Others	Show respect for everyone involved in the activity.
Keep It Fun	Find and share the joy in their participation.
Stay Healthy	Advocate for the health and safety of themselves and those around them.
Include Everyone	Recognize and celebrate strength in diversity and work to welcome everyone into the experience.
Give Back	Say thanks and show their gratitude by making a difference in their community.

**WHAT IS PHYSICAL LITERACY?

Physical and Health Education Canada has endorsed the following definitions of physical literacy:

ORGANIZATION	DEFINITION
International Physical Literacy Associations	<ul style="list-style-type: none"> “Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”³ This definition is also adopted at the Canadian Consensus Statement.
Physical and Health Education Canada	<ul style="list-style-type: none"> Physical literacy is a “disposition in which individuals have the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the life-course” (Whitehead, 2010). “Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.”⁴

Please refer to [Appendix A](#) for more information on physical literacy, including movement skill cue resources.

The activities in this resource support participants’ physical literacy development through developmentally appropriate activities for participants in this age range. Activities include games and other fun activities that provide opportunities to develop fundamental movement skills and skill combinations.

3 International Physical Literacy Association. Canada’s Physical Literacy Consensus Statement, June 2015. Retrieved from http://physicalliteracy.ca/wp-content/uploads/2016/08/Consensus-Handout-EN-WEB_1.pdf on July 29, 2020.

4 PHE Canada. Physical Literacy. Retrieved from <https://phecanada.ca/activate/physical-literacy> on February 4, 2020.

***WHAT IS ETHICAL LITERACY?

The Canadian Centre for Ethics in Sport offers the following definition of ethical literacy:

Ethical literacy is the ability to collect and evaluate information, reflect on one's own moral values, identify the potential outcomes of various options and their impacts, make reasoned decisions about which option(s) align with one's values, act consistently with one's values, explain one's decisions, and take responsibility for one's actions.

The activities in this resource support participants' ethical literacy development as each activity focuses on at least one of the ethical literacy components in conjunction with skill development.

Ethical Literacy and Executive Functions

By following the activities in this resource, you will be working on the executive functions of your participants. Executive functions are defined as "mental processes that enable us to plan, focus attention, remember instructions or rules, see things from a different perspective, respond to novel or unpredictable circumstances and juggle multiple tasks successfully."⁵ The skills acquired from executive functions are "essential for mental and physical health; success in school and in life; and cognitive, social, and psychological development."⁶ Strengthening the executive functions of your participants is a by-product of ethical and physical literacy.

****WHAT IS LONG-TERM DEVELOPMENT IN SPORT AND PHYSICAL ACTIVITY?

Long-Term Development in Sport and Physical Activity is a development framework created by Sport for Life. Its aim is to support individuals' holistic development and long-term participation in sport and physical activity. The framework consists of two pre-stages (Awareness and First Involvement) and seven main stages ranging from building a solid foundation, to training, to competing, and to leading an active lifestyle (see Appendix B for diagram). The emphasis on quality sport and physical activity experiences throughout training, competition, and recovery guides an individual's experience in sport and physical activity from infancy to adulthood. The activities in this resource were developed for young adolescents in Stage 4 of the Long-Term Development framework: The Train to Train Stage.

Train to Train Stage

Age: young adolescence
Approximate Grades: 7 and 8

During this stage, youth increase their sport specialization with higher training demands, training loads, and greater emphasis on tactics and strategy. These activities should be inclusive and fun, with a focus on enjoying physical activity.

The activities in this resource align with the Train to Train Stage of Long-Term Development as they include developmentally appropriate skills (e.g., increased sport specialization) for this stage.

Regardless of what physical activity leadership role you play within your community (e.g., educator, coach, trainer), if you work with young adolescents in the Train to Train Stage, this is a resource for you!

**AT THE HEART OF TRUE
SPORT IS A FIRM BELIEF
THAT GOOD SPORT CAN
MAKE A GREAT DIFFERENCE.**

- 5 SIRCuit. The Development of Executive Functions and Social and Emotional Learning Skills Through Sport. Retrieved from <https://sirc.ca/blog/the-development-of-executive-functions-and-social-and-emotional-learning-skills-through-sport/> on February 4, 2020.
- 6 Annual Review of Psychology. Executive Functions. Retrieved from <http://www.devcoeuro.com/Publications/ExecutiveFunctions2013.pdf> on January 16, 2019.

WHEN THE SPORT EXPERIENCE REFLECTS THE TRUE SPORT PRINCIPLES, WE WILL INSTILL CHARACTER IN OUR CHILDREN, STRENGTHEN OUR COMMUNITIES, AND INCREASE OPPORTUNITIES FOR PERSONAL EXCELLENCE.

HOW DOES THIS RESOURCE SUPPORT PHYSICAL LITERACY AND ETHICAL LITERACY IN CHILDREN AND YOUTH?

This resource can serve an important role in developing the physical and ethical literacy of children and youth. If you use the True Sport activities in this resource and develop your own True Sport experiences based on the material provided, you can help participants:

- Develop a positive relationship with sport and physical activity, increasing the likelihood that they'll remain active for life.
- Learn valuable life skills that will positively translate into the social, academic, health and wellness areas of their lives (e.g., positive decision making, respecting, and supporting others). Understand how they can use physical activity to improve their own health, the health and lives of others, and the overall health of their community.
- Be physically active and develop fundamental movement skills to support their physical literacy skill development.
- Understand how to collect and evaluate information related to their behaviours as they aim to act in ways that align with their values (e.g., to take responsibility for their actions) to support their ethical literacy.

HOW IS THIS RESOURCE INCLUSIVE AND SUPPORTIVE OF DIVERSITY?

This resource honours the principles of Indigenous Peoples and their ways of knowing. Many elements of the Seven Sacred Teachings⁷ are reflected in the True Sport Principles and they, too, guide human conduct and apply to all cultures. Like the True Sport Principles, the teachings cannot be used in isolation,

but rather all seven must be practised together. The sacred teachings of wisdom, love, respect, bravery, honesty, humility, and truth align with the True Sport Principles and are addressed throughout this resource, especially in the explorations of ethical literacy.

Language and terminology throughout this resource have been adapted to ensure it is culturally responsive and rights-based, particularly when it comes to newcomers and ensuring language is decolonized.

HOW SHOULD YOU USE THIS RESOURCE?

To optimize True Sport experiences in diverse physical activity and physical education settings, remember that this resource is meant as a guide. It is our hope that you will tailor the information provided to best meet the unique needs of your class, group, or community. For example, if you identify the Respect Others principle as an area of need in your group, you can build upon examples provided in this resource to create additional activities to help participants learn about this principle.

As you read through the material, keep in mind that while the activities support physical and ethical literacy development, and align with the Train to Train Stage of the Long-Term Development framework, what makes this a unique resource is that the key learning objectives require participants to understand how they can apply the True Sport Principles in all areas of their lives.

These True Sport activities can connect with your curriculum. We encourage you to modify activities as needed to best meet the outcomes in your physical education curricula and the needs of each and every participant. Using a games-centered approach, participants work through problems, think through options and skills such as how to move through

7 Empowering the Spirit. Seven Sacred Teachings. Retrieved from [Seven Grandfather Teachings First Nations Métis Inuit Student Education Resources Alberta Educators \(empoweringthespirit.ca\)](https://empoweringthespirit.ca) December 13, 2023.

the playing space, and learn how to apply this learning to broader gameplay and activity situations.

For classroom teachers, this resource is most suited for generalist or new physical education teachers but can be adopted and used by all physical education teachers. Ideally, this resource can be used throughout the school year but implementing the activities early in your physical education programming can help build physical literacy, ethical literacy, and character skills throughout the year.

Along with developing physical and ethical literacy appropriate to the Train to Train Stage, *The True Sport Experience* will:

1. Help educators understand the importance of being intentional in delivering True Sport experiences while they lead physical activities in physical education settings.
2. Encourage a participant-centred approach that acknowledges participant voice and involvement as central to the learning experience.
3. Highlight how a True Sport experience can exist in diverse settings and support participants' Physical Literacy.
4. Help educators understand how to design True Sport experiences where participants can develop their ethical literacy by reflecting on and evaluating their behaviour.
5. Provide examples of how True Sport activities that support physical and ethical literacy can fit within multiple sectors: physical education, classroom, youth sport, and recreation.
6. Support character education learning objectives in a school setting.
7. Highlight the connection between this resource and Canadian physical education curriculum outcomes.

PARTICIPANT GROUPING CONSIDERATIONS

The following are important considerations for the activities in this resource:

- The majority of the activities presented in this resource work well with groups of fewer than 25 participants, but accommodations can be made for larger groups.
- As many of the activities in this resource are designed to be implemented with small groups, it is important to consider how to divide participants into groups inclusively. Using random group strategies such as a deck of cards or a random group generator are recommended.
- While these activities are geared toward participants in the Train to Train Stage of development, these activities can be adapted to accommodate mixed age groups playing in one space.

A NOTE ABOUT HEALTH AND SAFETY

Physical activity poses an inherent level of risk. It is important to ensure children and youth are provided with a safe environment to practice these activities. Safety should encompass physical, emotional, mental, and spiritual aspects of participants' well-being. Educators should be aware of the safety standards of their jurisdiction before implementing the activities. Educators should also implement the activities as described, in a well-planned manner, to offer developmentally appropriate experiences that minimize the risk of accident and injury.⁸

The seven True Sport Principles are underpinned by the expectation that participant safety is paramount. When performing the activities described in this resource, choose the recommended spaces and equipment, be sensible, be cautious — stay safe and have fun.

“True Sport helps us create an environment where everyone feels safe, valued, and heard. I believe True Sport gave me the confidence and support to live my values and stand up for good sport.

“Sport has the power to change lives and communities for the better but only when we’re intentional with our approach. There is strength in numbers and I think the more people that commit to the True Sport Principles the better. Collectively we can change our Canadian sport system for the better. We can make sure we’re leveraging all of the benefits of sport no matter what level we participate at.”

– Danielle Cyr, True Sport Champion Alumni

8 PHE Canada. Physical Education Activities. Retrieved from <https://phecanada.ca/programs/phe-learning-centre/physical-education-activities> on July 29, 2020.

GO FOR IT ACTIVITIES

*Rise to the challenge — always strive for excellence.
Be persistent and discover how good you can be.*





ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT	PAGES
ACTIVITY 1: Extreme Goose Chase	Grades 7–8	→ Pool noodles (optional)	12–16
ACTIVITY 2: 10-Metre Ladder	Grades 7–8	→ 2 boundary lines marked 10 metres apart	17–20
ACTIVITY 3: Ice Feet	Grades 7–8	→ Boundary line markers → Pool noodles (optional)	21–24
ACTIVITY 4: Got to Move It	Grades 7–8	→ 2 large bins of foam balls → Hula Hoop or bucket for each group of 3 participants → Starting marker for each group of 3 participants	25–28

GO FOR IT ACTIVITY 1: Extreme Goose Chase

ACTIVITY DESCRIPTION

A really big game of duck, duck, goose.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

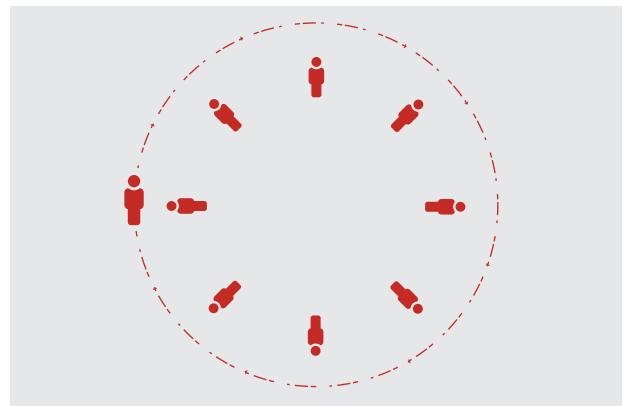
True Sport: Go For It	Participants will: <ul style="list-style-type: none">• Be persistent in striving for excellence and rising to a challenge.• Connect the values of “going for it” in childhood gameplay with current opportunities to play and compete.• Consider the implications of rising to the challenge.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Analyze the personal and social effects of striving for excellence.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Put forward effort in moving as quickly as possible. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Chase and flee• Speed• Locomotor skills (e.g., run, wheel, walk, leap, side shuffle, gallop, skip)• Stretch, balance Components of fitness explored: <ul style="list-style-type: none">• Core strength

EQUIPMENT

→ Pool noodles (optional)

PLAYING AREA REQUIREMENTS

→ Large open space (indoor or outdoor) with surface appropriate for sitting. See diagram for set up. →





ACTIVITY INSTRUCTIONS

Minds On

- Ask the group to reminisce about some of their favourite childhood games (indoor, outdoor, active, playground, board/card games, home, school, etc.).
- Allow time for participants to share memories and stories.
- Pose the following questions:
 - “What was it about the games that made them so great? How did you feel while you were playing the games?”
 - “Do you have just as much fun playing games now? How does the fun you experience now compare to the fun you experienced when you were younger?”
- Discuss and reinforce the following concepts:
 - Challenge
 - Fun
 - Togetherness
 - Improvement
- Say, “We’re going to play a familiar childhood game, but with a twist that will challenge you to Go For It! You will work on your persistence and strive for excellence, while you work to move as quickly as possible.
- Explain that Extreme Goose Chase involves shoulder tapping. Obtain consent from all participants for this degree of touch before the activity begins. Pool noodles can be used as an option for tagging.

Continued on the next page

Activate

- All participants stand in a large circle facing inward (at least 2 metres between participants).
- The participants in the circle do different movements while staying in the same spot in the circle (e.g., jumping jacks, marching, or jogging on the spot). Demonstrate each of the movements and have participants practice.
- Select one participant to be the first tagger.
- The tagger begins walking around the outside of the circle, tapping every participant on the shoulder and saying “duck” as they pass by.
- When the tagger decides to, they say “goose!” with one of their shoulder taps.
- A chase ensues around the circle with the goose chasing the tagger.
- If the tagger is tagged prior to returning to the goose’s original spot, the tagger takes the goose’s spot in the circle and the goose becomes the new tagger.
- If the tagger *does* return to the goose’s original spot without getting tagged, they remain the tagger.
- After a few rounds of play, select one, two, or eventually three additional participants to be taggers. All taggers work simultaneously.
- Note:
 - All participants must move around the circle in the same direction.
 - The geese must chase *only* the participant who tapped them.
 - The taggers must attempt to return to the spot that belonged to *their* goose only.
- On subsequent rounds, the tagger and goose can engage in different challenges. For example, instead of chasing, the pair can engage in a 30-second challenge where the person who completes the most push-ups, sit-ups, toe-touches, etc. returns to the circle.

Continued on the next page

Consolidate***True Sport Principle: Go For It***

Example questions to ask participants:

- How do you compare the experience you had playing this game to the experience you may have had with the childhood version?
- What were the similarities and differences?

Discussion Prompt:

- “When we rise to the challenge (that is, when we “Go For It”) at any age, we witness our potential and empower ourselves.”

Ethical Literacy

Example questions to ask participants:

- How would you assess the group’s level of “Go For It?”
- Without naming names, did you notice any taggers or geese that didn’t make it as fun as it could have been?
- What association can you make between striving for excellence and having fun?

Discussion Prompt:

- “Why settle for good when you can be great?”

Physical Literacy

Example questions to ask participants:

- How did you feel after putting forward your best effort in moving your fastest around the circle?
- Whether you were the tagger or the goose, how did your first effort affect your second effort?

Discussion Prompts:

- “Physical and chemical changes occur in our bodies and brains when we exert ourselves.”
- “These changes lead the way to good things happening!”

ASSESSMENT

True Sport Principle: Go For It and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their ability to persist and strive for excellence when facing a challenge.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following self-reflection questions:
 - What is it that you like about putting forward your best effort?
 - How do you think putting forward your best effort affects those around you?

Skill Combinations and Movement Concepts

- Informal formative assessment: During gameplay, observe and give feedback regarding accuracy of locomotor movements and the stationary exercise execution.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Go For It and Ethical Literacy

- Encourage taggers to be attentive to those who have not yet been tagged.
- A signal can be used by those who have not yet had a chance to chase (e.g., keep their hand in the air).

Physical Literacy

- The methods of moving around the circle can be changed. Rather than walking to tap then running to chase, it can be jumping then skipping, or hopping and galloping, etc.
- Change the locomotor movements to be performed around the circle (e.g., standing jumps).
- A variety of exercises and poses can be incorporated into Extreme Goose Chase:
 - Change the locomotor movements to be performed around the circle (e.g., standing jumps).

- While participants are waiting to be tapped, they can hold stretching positions (e.g., seated hamstring, quadricep, standing calf stretches), or yoga poses (e.g., down dog, tree, mountain, warrior).

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- With each new tagger, a new content-related pair of words is used (e.g., “addend, addend, sum,” “hydrogen, hydrogen, oxygen,” or “Mona Lisa, Mona Lisa, DaVinci”).

Sport

- Extreme Goose Chase can be a fun warm-up or celebratory game.
- Incorporate skills practice into the centre of the circle when someone gets tagged.
- Depending on the sport, some sport-specific skills can be incorporated into the game while traveling around the circle (e.g., dribble a ball around the circle while tapping shoulders and while chasing and being chased).

Recreation

- Allow the participants to come up with words to use other than duck and goose. Encourage a connection to their recreation experience (e.g., “smoke, smoke, fire,” “acorn, acorn, oak,” or “squirrel, squirrel, bear”).

GO FOR IT ACTIVITY 2: 10-Metre Ladder

ACTIVITY DESCRIPTION

An endurance-based personal running challenge.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

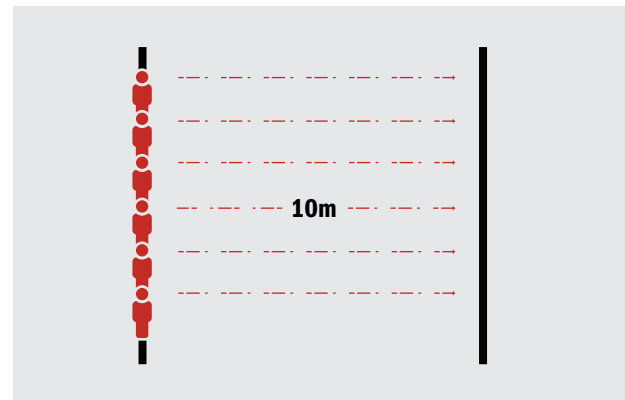
True Sport: Go For It	Participants will: <ul style="list-style-type: none">• Be persistent in striving for excellence and rising to a challenge.• Apply the concept of striving for excellence in a physical challenge setting.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Acknowledge the values within the Go For It principle.• Analyze the cohesiveness of these values and their personal values.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Put forward effort in sustaining a movement.• Maintain body control while moving quickly through space in relation to others. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Agility• Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles)• Body awareness Components of fitness explored: <ul style="list-style-type: none">• Cardiovascular endurance (i.e., knowing when they are done based on how they are feeling (high heart rate, excess breathing))

EQUIPMENT

→ 2 boundary lines marked 10 metres apart

PLAYING AREA REQUIREMENTS

→ Flat, open space (indoor or outdoor).
See diagram for set up. →



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Ask participants to share their definitions of what it means to “climb the ladder of success” (a phrase used in the business world in reference to starting at the bottom, taking steps to higher positions toward the top).• Highlight comments that refer to making progress, facing challenges, finding success, being rewarded, etc.• Explain that “climbing a ladder” does not always refer to a corporate ladder.• Point out the values of the Go For It principle — striving for excellence, rising to the challenge, and discovering how good you can be — in ALL areas of life.• Say, “You’re going to get to ‘Go For It’ as we climb a 10-metre ladder. You will focus on persistence and rising to a challenge while staying agile and aware of your body and its surroundings.
Activate	<ul style="list-style-type: none">• Measure and mark two lines 10 metres apart from each other. The length of the lines depends on the number of participants running.• Time is kept by the activity leader.• On the starting signal, participants have 30 seconds to move from one line to the other (or climb one “rung” of the ladder). If additional time remains, they wait on the line.• Participants can do one of the following:<ul style="list-style-type: none">• Run the 10-metre ladder.• Walk laps where each lap counts toward climbing Mount Kilimanjaro.• Walk across the province/territory or the country.• Demonstrate and have participants practice each option.• When the <i>second</i> 30-second interval begins, those who have chosen to be runners have 30 seconds to move from one line to another <i>twice</i> (or climb two “rungs” of the ladder).• This progression continues with every 30-second interval (i.e., on the third interval, runners climb three rungs; on the fourth, they climb four rungs, and so on).• When a participant fails to reach the line, the intended number of times in 30 seconds, they continue to run or walk at their own pace, keeping in their head how many “rungs” they climbed. This is a light active movement students can do when they are “out” so that they continue moving while bringing down their heart rate.• The activity stops after no one has reached the intended number of rungs in the 30-second interval.• On subsequent rounds, ask participants to move through the space in different ways. For example, participants can climb the ladder by crawling on all fours, crawl, skip, or wheelbarrow with a partner.

Continued on the next page

Consolidate	<p><i>True Sport Principle: Go For It</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How does someone benefit when they “climb a ladder” in their work (e.g., financial, status, feeling of success)? • How do you benefit when you take steps to reach higher levels of fitness (e.g., physical gains, health improvements, feelings of empowerment, increased strength, emotional benefits)? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Why settle for good when you can be great?” <p><i>Ethical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How do your personal values compare to those mentioned in the Go For It principle (i.e., striving for excellence, rising to the challenge, discovering how good you can be)? • How can you use the 10-Metre Ladder as an analogy for something you want to accomplish? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “How can you move a mountain? One stone at a time.” <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • What other locomotor movements could you demonstrate when adapting this activity? Could this activity be done with basketballs? On skates? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Recognizing the signs of exertion in your body (e.g., high heart rate, excess breathing) is an important part of being physically active.”
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ASSESSMENT

True Sport Principle: Go For It and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their ability to persist and strive for excellence when facing a challenge.
- Formal formative assessment: Use an exit slip (see Appendix F for template) to ask the following self-improvement questions:
 - How did you feel about your performance on the 10-Metre Ladder today? Did you Go For It?

- What do you think about using the 10-Metre Ladder as a tool to track your personal goals?

Skill Combinations & Movement Concepts

- Informal formative assessment: Take note of participants’ performances and how they compare to their personal goals.
- Informal formative assessment: Take note of participants’ body and spatial awareness.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Go For It and Ethical Literacy

- Prior to beginning, every participant can pair up with a partner. One runs while the other supports and encourages.

Physical Literacy

- Add time for breaks to ensure participants are responding to the needs of their bodies and their cardiovascular endurance.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- 10-Metre Ladder can be used as a warm-up activity, used incrementally through the semester, or woven into a fitness unit to track endurance.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability. For example, participants can wheel through the space with a partner.

- The 10-Metre Ladder can also be run using one-minute intervals. This allows for an even greater physical challenge with longer endurance.

Classroom

- Collect data on successive 10-Metre Ladder challenges for a mathematics unit. Statistical information can be gathered, charted, and interpreted on an individual or group basis. Collect data on overall trends and experiences (maximum number of rungs climbed, average number climbed, etc.), not individual participant performance.

Sport

- The 10-Metre Ladder can serve as a fun competition among team members.
- Scores can be kept to track progress.

Recreation

- Adjust the amount of time for each increment (e.g., one minute) and/or change the means of transportation such as adding a three-legged walk or run.



GO FOR IT ACTIVITY 3: Ice Feet

ACTIVITY DESCRIPTION

A tag-style game of quick feet, traditionally played by the Inuit to keep their feet warm in colder temperatures (adapted from PHE Canada).

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

<i>True Sport: Go For It</i>	Participants will: <ul style="list-style-type: none">• Be persistent in striving for excellence and rising to a challenge.• Challenge themselves to improve their individual performance through successive attempts.
<i>Ethical Literacy</i>	Participants will: <ul style="list-style-type: none">• Maintain a safe and fun playing experience for all.• Analyze their adherence to the Go For It principle with regard to their effort in rising to a challenge.
<i>Physical Literacy</i>	Participants will: <ul style="list-style-type: none">• Maintain body control while moving quickly through space in relation to others.• Execute safe and effective offensive and defensive fundamental movement skills. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Agility• Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles)• Body awareness Components of fitness explored: <ul style="list-style-type: none">• Cardiovascular endurance (i.e., knowing when they are done based on how they are feeling (high heart rate, excess breathing)

EQUIPMENT

- Boundary line markers
- Pool noodles (optional)

PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor), with no set up required

ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Ask participants to use the word “standard” or “standards” in a sentence and share it with a partner.• Ask for a few examples to be shared with the group.• “Standard” can refer to a measure or norm in comparative evaluations.• Do you prefer to live by your own standards or by standards imposed by others? Can there be value in both?• We’re going to Go For It in a physical challenge that will give you a chance to raise your own standards. You will challenge yourselves to improve your performance while staying agile and aware of your body and its surroundings.
Activate	<ul style="list-style-type: none">• Participants form pairs.• The object of the activity is to try to tag the top of their partner’s toes with their foot.• Before beginning, demonstrate the position and movements and ask all participants to practice.• Emphasize that partners should lightly tag each other’s foot (i.e., no stomping).• Participants may choose to use pool noodles to tag feet.• On the starting signal, all participants walk throughout the playing area, trying to tag their partner’s foot as many times as possible.• A point is awarded for every tag, and pairs play together until one partner reaches five points.• After one partner reaches five points, the pair separates and they work with a new partner. Encourage participants to play at least five matches with different partners.

Continued on the next page

<p>Consolidate</p>	<p><i>True Sport Principle: Go For It</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • To what degree did you Go For It? In other words, did you rise to the challenge and set high standards for yourself? • Winning aside, how can you know when you strive for excellence? How can others know? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “The score does not tell the whole story.” <p><i>Ethical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • Even though you were attempting to tag other participants’ feet, how did your actions ensure a fun playing experience for all? • How did you demonstrate that you were maintaining high standards for yourself? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “We strive for excellence but not at the expense of others.” <p><i>Physical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • What did you notice about your body as you played multiple matches? Did you feel your heart rate increase? Do you feel like you got better as you completed more matches? • Could this activity be played in other environments such as on ice or in snow? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Agility is a demonstration of not only quickness but also balance, strength, coordination, and endurance.”
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ASSESSMENT

True Sport Principle: Go For It and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their ability to persist and strive for excellence when facing a challenge.
- Informal formative assessment: Think-Pair-Share with a partner (see [Appendix F](#) for template):
 - How did your actions ensure a fun playing experience for all?
 - How did you persevere when you met a physical challenge?
 - To what extent do you Go For It when you initially don’t meet your standard?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants’ demonstration of offensive and defensive fundamental movement strategies used throughout the activity and provide specific feedback.
- Informal formative assessment: Take note of participants’ body and spatial awareness.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Go For It and Ethical Literacy

- With successive rounds, raise the standard expectation. Instead of playing until one partner earns five points, raise it to 10 points, for example.
- Midway through the activity, have a discussion regarding imposed standards versus self-determined standards. Does value lie in both kinds of standards?

Physical Literacy

- The means of locomotion can be varied with each round (e.g., walk, run, gallop, skip).

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Ice Feet could be adapted as a team game with individual team members' scores being added together.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Sport

- Ice Feet can serve as a fun warmup game, culminating activity, or as a means of forming small groups.

Recreation

- The size of the playing area can also be adjusted to either a smaller area or a much larger area.



GO FOR IT ACTIVITY 4: Got to Move It

ACTIVITY DESCRIPTION

A fast-paced small-group relay game of throwing and catching, with gradual incorporation of defense.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

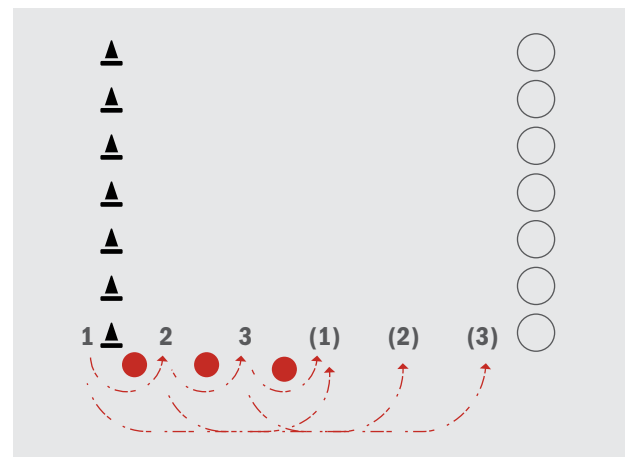
<p>True Sport: Go For It</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Be persistent in striving for excellence and rising to a challenge. • Direct their effort toward a shared goal with a small group. • Cooperate with another person to strive for excellence.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Recognize the effect their performance has on their small group. • Evaluate how their personal performance is affected by that of their partner.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Execute accurate throws and catches at a quick pace. • Demonstrate awareness of body position of self and others while moving a ball. <p>Combinaison de capacités et concepts de mouvement explorés :</p> <ul style="list-style-type: none"> • Throw • Catch • Slide

EQUIPMENT

- 2 large bins of foam balls
- Bucket or Hula Hoop for each group of 4–6 participants
- Starting marker for each group of 4–6 participants

PLAYING AREA REQUIREMENTS

- Large, open space (indoor or outdoor). See diagram for set up. →



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Discuss physical activities that participants enjoy doing with others.• You may hear a wide range of ideas including team, dual, and individual sports, as well as various exercise endeavours (e.g., basketball, tennis, climbing, yoga, working out).• Say, “When we participate in physical endeavours with others, they can help us see what is possible and push us to do and be our best.”• Ask participants to share examples of this in their own lives.• Share that participants will work to strive for excellence with their peers, evaluate their personal performance, and demonstrate awareness of their body position while moving a ball.
Activate	<ul style="list-style-type: none">• Participants form groups of three participants, numbered off.• Set up a playing area with foam ball bins, and a starting marker and bucket for each group, as per diagram above. Balls are to be thrown in a straight line.• Groups line up in order, with one ball at their starting marker.• On the starting signal, participant one stays at the marker while participants two and three move down the field, re-forming a straight line.• Participant two receives a pass from participant one.• If the ball is caught successfully, participant one moves farther down the field beyond participant three.• Participant two passes the ball to participant three. If the ball is caught successfully, participant two moves down the field beyond participant one.• After the ball is moved down the field with successful throws and catches, the ball is placed in the team’s bucket.• All group members then return to the start to get another ball and proceed to move it down the field in the same fashion. Participants should travel along the edge of the playing area to avoid getting hit with another team’s ball.• The goal is for each team to get as many balls in their bucket as possible.• Note:<ul style="list-style-type: none">• Only one step is allowed while in possession of the ball.• Anytime a catch is missed, the ball is returned to the person who threw it for another attempt.

Continued on the next page

Consolidate	<p><i>True Sport Principle: Go For It</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • To what extent do you feel that you and your group combined your best individual efforts to strive for excellence as a team? • Did one person’s success lead to another person’s success? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “You playing small does not serve the world. There is nothing enlightened about shrinking so that other people won’t feel insecure around you.” (–Marianne Williamson) <p><i>Ethical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How did you help members of your group strive for their own level of excellence? • Did you find yourself “raising your game” in response to your group’s performance? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “A symbiotic relationship is one in which all parties benefit from the interaction.” <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • What strategies did you and your group use to move the ball quickly and successfully down the field? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Working on throwing and catching accurately (despite the speed) was a key component to success in this activity.”
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ASSESSMENT

True Sport Principle: Go For It and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their ability to persist and strive for excellence when facing a challenge.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following self-reflection questions:
 - What do you find beneficial about working with a group?
 - How did you use non-verbal and verbal communication to achieve success in this activity?

Skill Combinations and Movement Concepts

Informal formative assessment:

- Observe participants’ demonstration of throwing and catching techniques and provide specific feedback as needed.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Go For It and Ethical Literacy

- Make it a competitive activity by having teams report the number of balls they have in their bucket at the end of each round.
- A final round could be held between the two highest-scoring teams, or a single-elimination tournament among the top half of the teams.

Physical Literacy

- After a few rounds of play, add components to increase the level of difficulty:
 - Ways of throwing — the balls can be sent in a variety of ways (e.g., overhand, underhand, roll, side arm, two-handed).
 - Defenders — passes may be knocked to the ground by defenders who move throughout the playing area by sliding only.

Special Considerations by Sector(s), where applicable

Physical education

- A variety of balls can be used for Got to Move It (e.g., basketball, football, tennis ball, foam ball).
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Sport

- Got To Move It lends itself well to incorporating a variety of sport-specific skills and equipment (i.e., sending and receiving for basketball, soccer, hockey, lacrosse).

Recreation

- Be creative with the objects that are passed by the groups (e.g., balloons, folded-up socks, shoes).
- Form pairs instead of teams and place the starting markers and ending buckets closer together.
- Form teams of more than three people and place the starting markers and ending buckets farther apart.

PLAY FAIR ACTIVITIES

*Understand, respect, and follow the rules.
Play with integrity — competition is only
meaningful when it is fair.*





ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT	PAGES
ACTIVITY 1: Triangle Tag	Grades 7–8	<ul style="list-style-type: none"> Pool noodles (optional) 	31–34
ACTIVITY 2: Nine Square	Grades 7–8	<ul style="list-style-type: none"> 1 playground ball per game Line marker (i.e., paint, chalk, tape) 	35–38
ACTIVITY 3: Head, Shoulders, Knees, Toes, Beanbag!	Grades 7–8	<ul style="list-style-type: none"> Beanbags (or other similar hand-held items), 1/pair of participants 4 cones 	39–42
ACTIVITY 4: Knock Off	Grades 7–8	<ul style="list-style-type: none"> Line markers 4 cones or tees 4 playground balls Several foam/yarn balls 	43–46
Activity 5: Four Corners	Grades 7–8	<ul style="list-style-type: none"> Line markers 4 Hula Hoops 16 items (4 each of the same kind), for example: <ul style="list-style-type: none"> 4 red, 4 blue, 4 green, 4 yellow beanbags 4 beanbags, 4 tennis balls, 4 socks, 4 batons Waist flags (or pinnies) to designate 4 teams 	47–50

PLAY FAIR ACTIVITY 1: Triangle Tag

ACTIVITY DESCRIPTION

A tag game involving small group cooperation.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

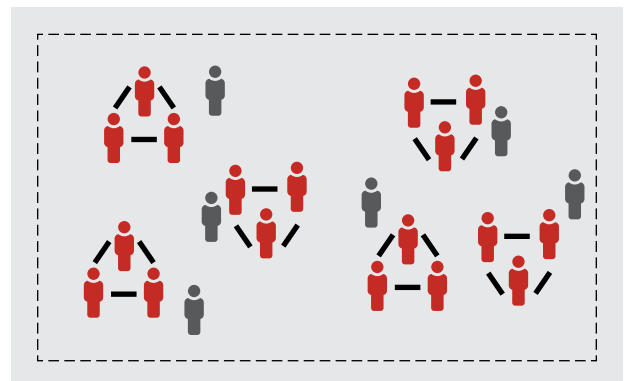
<p>True Sport: Play Fair</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Play with integrity by understanding, respecting, and following the rules. • Demonstrate adherence to the rules during a self-refereed game. • Play with integrity no matter their role in the game.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Evaluate their individual actions during the game and determine the level at which they met the Play Fair principle. • Analyze the effects of individual actions on the collective level of success and enjoyment of a group game.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Safely manage their bodies while moving quickly in proximity to others. • Use agility in executing, averting, and defending against tags. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Agility • Body awareness (i.e., being cognizant of how their body feels as it moves through space) • Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles) • Slide

EQUIPMENT

→ Pool noodles (optional)

PLAYING AREA REQUIREMENTS

→ Space for groups of four to form triangles.
See diagram for set up. →



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Ask participants to define the word “integer.” In English, it is a noun that means a whole number, not a fraction.• Explain that the Latin adjective “integer” means “whole or complete.” Show the word and ask if participants can think of other words that may be derived from this Latin word.• “Integrity” comes from this Latin word!• Integrity is the quality of being honest and consistently adhering to strong morals and ethical values. When you are a person of integrity, you are whole, complete, and undivided — no matter what.• Share that participants will strive to play with integrity, while evaluating their actions and safely managing their bodies while moving quickly.
Activate	<ul style="list-style-type: none">• Participants form groups of four.• Three of the participants hold hands, forming a triangle. Participants can hold on to pool noodles if they are uncomfortable holding hands.• The participant outside of the triangle is the tagger.• The tagger designates one participant in the triangle as their target and tells the group.• Have one group of four demonstrate for the group and allow time for all groups to practice.• On the starting signal, the tagger attempts to tag the target while the triangle spins in a circle, protecting the target.• A new round begins when the target is tagged (with the target becoming the new tagger) or after an extended period with no tag occurring.• Note:<ul style="list-style-type: none">• Tags must be made from outside of the triangle, not by reaching through the triangle.• The triangle may only spin. It may not travel in any other direction.• The triangle must maintain their hand-hold position.• If the triangle travels or breaks, a new tagger is chosen.• Triangles must work to protect the target.• Option to occasionally call out, “Switch!” At that time, taggers rotate to a different group.

Continued on the next page

Consolidate***True Sport Principle: Play Fair***

Example questions to ask participants:

- How would you rate your group's level of self-refereeing the game?
- How did your actions as a tagger, as a target, and as a protector reflect the value you place on playing fair?

Discussion Prompt:

- "It's a great feeling to know that you can be in charge of yourself, and you don't need someone else to be in charge of you."

Ethical Literacy

Example question to ask participants:

- Was your value of fair play INTEGRATED into your actions? In other words, did you play as a person of integrity?

Discussion Prompt:

- "When our values and actions are undivided, we are whole."
- "A whole team of participants showing integrity is really fun!"

Physical Literacy

Example question to ask participants:

- What movement patterns did you demonstrate when you were a tagger or when you were in the triangle?

Discussion Prompt:

- "When we are attentive to and in control of our bodies, we can be more successful at playing by the rules of a game and can ensure a fair playing experience."

ASSESSMENT

True Sport Principle: Play Fair and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on what it means to play with integrity (i.e., understand, respect, and follow the rules).
- Informal formative assessment: Within their Triangle Tag teams, participants Think-Pair-Share ([see Appendix F](#) for template) to discuss:
 - Which rules did we struggle to follow?
 - Were there times when we disagreed on tags or turns?
 - What can we do differently next time to ensure more enjoyable and active game play?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants during the activity and give feedback based on their level of agility and body control.
- Informal formative assessment: Take note of participants' body and spatial awareness.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Play Fair and Ethical Literacy

- After a tag has been made, participants are encouraged to say a kind word to another person in their group (e.g., "How did you get around that circle so quickly?!" "Thank you for protecting me so well," or "I admire how long you stuck with it.").

Physical Literacy

- Require participants to move in a specific way as the triangle (e.g., side shuffle) and tagger (e.g., skip).

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Use this activity to help introduce the concept of integrity at the beginning of the school year. Ask students to help make connections between integrity in the game and integrity in various classroom situations.

Sport

- Triangle Tag can be a fun warm-up activity prior to sport-specific practices.

PLAY FAIR ACTIVITY 2: Nine Square

ACTIVITY DESCRIPTION

A game of Four Square, super-sized to Nine Square.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

True Sport: Play Fair	Participants will: <ul style="list-style-type: none">• Play with integrity by understanding, respecting, and following the rules.• Give attention to detail by following the rules of the game.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Act with integrity by self-refereeing their own space and actions.• Communicate in ways that honour the dignity of their opponents.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Analyze the movement of their opponents and react strategically.• Direct the ball with intention and accuracy. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Agility• Reaction time• Underhand strike, send with accuracy• Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles)

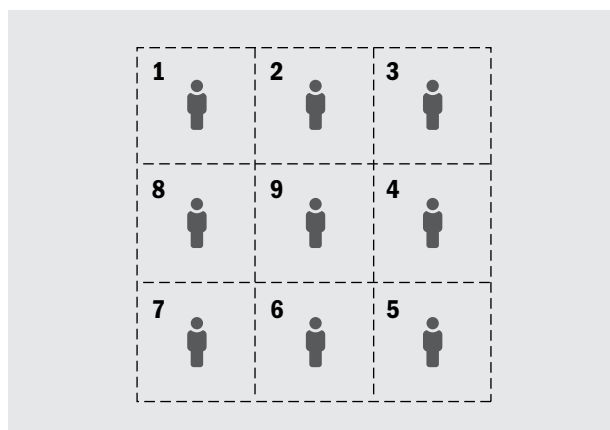
EQUIPMENT

- 1 playground ball per game
- Line marker (i.e., paint, chalk, tape)

PLAYING AREA REQUIREMENTS

- Flat surface, at least 6m x 6m, suitable for bouncing a ball.
See diagram for set up. —————→

Court setup: Each square is approximately 1.5m x 1.5m and numbered in this fashion





ACTIVITY INSTRUCTIONS

<p>Minds On</p>	<ul style="list-style-type: none"> • Invite the participants to imagine... What if: <ul style="list-style-type: none"> • The homerun baseball would have been just six centimetres farther to the right and gone foul? • The running back's foot was just two centimetres shy of the goal line? • The goalie's stick had been just four centimetres closer to the goal post? • The golfer had hit the ball just one metre farther? • The defender had been just 10 centimetres ahead? • The details matter. Where the foot lands, where the ball lies, where the stick was placed, where the ball hits. A little difference can have a big impact. • The same goes for how closely we play by the rules of a game. • Share that participants will be self-refereeing while maintaining integrity.
<p>Activate</p>	<ul style="list-style-type: none"> • Line and number a court as per the diagram above. • One participant stands in each square. Additional participants form a line outside of square one. • The participant in square nine begins with the ball. They are the server. • Serves are made by dropping the ball in your square, letting it bounce, and striking it underhand into any other square. • To continue the play, the participant whose square the ball lands in hits it underhand into another square. • A participant is out and moves to square one or to the end of the line if they: <ul style="list-style-type: none"> • Fail to hit the ball out of their square and into another square. • Let the ball bounce twice in their square. • Hit the ball out of bounds. • Hit the ball onto a line. • Everyone behind that participant moves up one position to a higher number in the grid. • The goal is to advance to square nine and maintain the serving position.

Continued on the next page

Consolidate	<p><i>True Sport Principle: Play Fair</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • How did you deal with close calls (both as an individual and a group)? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “A little difference can have a big impact.” <p><i>Ethical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • How well did your <i>words</i> and actions reflect your value of playing fair? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Actions speak louder than words and when we are a person of integrity, our words and actions match.” <p><i>Physical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • What strategies did you incorporate into your play that helped you react to the ball coming into your square? • What offensive strategies (e.g., ways of sending the ball) did you incorporate to challenge your opponents? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Reading a body and its motion can inform us about how to position and move our own body in response.”
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ASSESSMENT

True Sport Principle: Play Fair and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on what it means to play with integrity (i.e., understand, respect, and follow the rules).
- Informal formative assessment: Provide examples from the game in a Think-Pair-Share (see [Appendix F](#) for template):
 - Did you need to make any close calls on balls that landed in your square?
 - Do you feel that you acted and spoke with integrity, playing by the rules and showing respect to the game and others?
 - What might you have done differently, now that you are thinking about it?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants during the activity and give feedback regarding their body position and sending techniques.
- Informal formative assessment: Take note of participants’ spatial awareness and the extent to which they play the game without stepping into another square.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Play Fair and Ethical Literacy

- A reporter can be incorporated into the game but not with the purpose of calling the game proceedings. Rather, the individual silently observes the participants making their own calls and provides a report at the end of the game.

Physical Literacy

- Modify this activity by using a volleyball and allowing participants to strike or tap the ball using their hands, chest or knees.

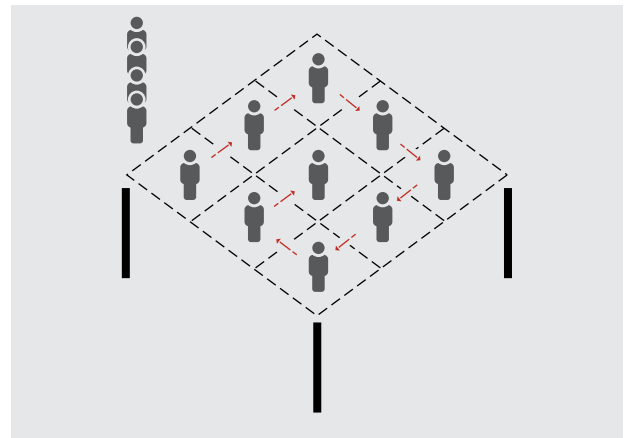
SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Depending on the number of participants, multiple courts may be necessary to allow for greater active participation and less waiting in line. Add a Four Square court as needed. The same rules apply with multiple courts and participants can switch between games.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Recreation

- Nine Square can also be played with a frame that raises the “lines” into the air, as per the diagram below. The ball remains in the air and is not allowed to hit the ground. These frames can be made with PVC pipes and nylon straps or purchased from retail companies.



PLAY FAIR ACTIVITY 3: Head, Shoulders, Knees, Toes, Beanbag!

ACTIVITY DESCRIPTION

A one-on-one challenge of quick reactions.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

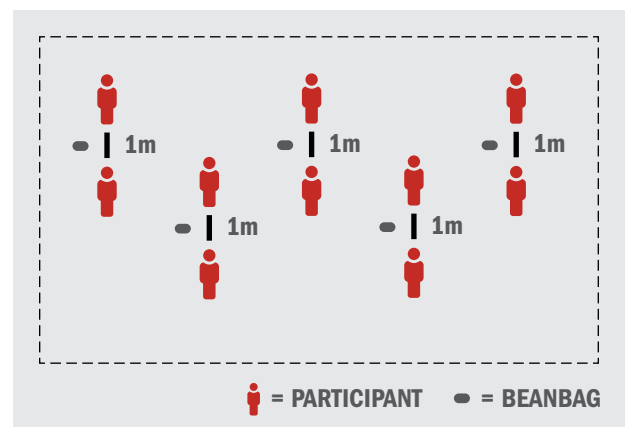
<p>True Sport: Play Fair</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Play with integrity by understanding, respecting, and following the rules. • Analyze the effect of unfair play on competition. • Recognize the value of following game rules.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Apply the concept of integrity (integrating the head, hands, and heart) to game play.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Follow directions with accuracy. • Demonstrate body and impulse control. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Bend • Reaction time

EQUIPMENT

- Beanbags (or other similar hand-held items), 1/pair of participants
- 4 cones

PLAYING AREA REQUIREMENTS

- An area large enough for every pair of participants to move in their personal space. See diagram for set up. — — — — — →





ACTIVITY INSTRUCTIONS

<p>Minds On</p>	<ul style="list-style-type: none"> • Use 4 cones to set up a large, rectangular running path. • Ask 2 volunteers to race each other around the cones. • Hold a second race and tell <i>one</i> of the runners that they can run <i>inside</i> of the cones. • Take note of responses such as, “That’s not fair!” • Acknowledge that when we “cut corners,” both literally and figuratively, competition is not fair or meaningful. • Share that participants will strive to play with integrity, follow directions, and demonstrate control.
<p>Activate</p>	<ul style="list-style-type: none"> • Participants pair up with a partner. It is possible to play with a group of three, as well. • Partners stand face to face (one metre apart from each other to avoid head contact) with a beanbag on the ground between them. • The activity leader calls out, in random order and at a varied pace, “Head. Shoulders. Knees. Toes. Beanbag!” • With each call, participants place their hands on that part of their body. • When “Beanbag!” is called, the first participant to grab the beanbag earns a point. • Note: <ul style="list-style-type: none"> • Body position must be held until the next call is made. • Physical contact between partners is not allowed. • If the beanbag is grabbed without the call being made, a point is given to the other participant.

Continued on the next page

<p>Consolidate</p>	<p><i>True Sport Principle: Play Fair</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • Were there instances of unfair play in the matches with your partner? Were either of you awarded a point because the other participant grabbed the beanbag without waiting for the call? • Whether there were or were not instances of unfair play, how did you feel about your competition? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “A fair competition is not possible when corners are cut.” <p><i>Ethical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • How satisfied are you with the level at which you integrated your head (knowing the expectations), your hands (what you did with your body), and your heart (how much you appreciated competition and fair play) during the game? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “You are the only person who needs to live with you all the time. Be the kind of person with whom you want to compete — and live.” <p><i>Physical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • Give sport-specific examples of skills that need to be done with accuracy. • Give sport-specific examples of when it’s necessary to control your body, refraining from acting on an anticipated move. <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “It is important to work on both accuracy and body control when participating in physical activity and sport.”
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ASSESSMENT

True Sport Principle: Play Fair and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on what it means to play with integrity (i.e., understand, respect, and follow the rules).
- Informal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following self-reflection question:
 - What does it mean to you to be a person of integrity, living your life through an integrated head (what you know), heart (what you love), and hands (what you do)?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants during the activity and give feedback regarding their accuracy in executing the responses as well as their impulse control, waiting to grab the beanbag.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Play Fair and Ethical Literacy

- Participants can try this activity from a seated position.

- Challenge the participants by having two pairs of partners join to form groups of four. The same activity is performed with more participants trying to grab one beanbag. Discuss any observed changes in game play.
- Rather than having one leader make the calls for the entire group, participants can form groups of three, with two people competing and the third person making the calls. Individual groups can decide on their group's calls depending on what type of exercises they prefer to do.

Physical Literacy

- Add in the option of participants holding a plank.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Include a modification that students can try this activity from a seated position.
- Ask participants to develop a list of fitness-related calls and responses (e.g., plank, tree pose, high knees, cross crawl, jumping jacks).
- Each round of Head, Shoulders, Knees, Toes, Beanbag! can be focused on specific components of fitness (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility). Every exercise is performed until the next call is made. For example:
 - Cardio — running in place, jumping jacks, high knees
 - Strength — push-ups, squats
 - Endurance — crunches, plank position, arm circles
 - Flexibility — standing quad stretch, seated hamstring stretch, standing calf stretch
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Rather than performing physical challenges, participants can be instructed to do an alternate activity prior to grabbing the beanbag. For example, write or recite lists of:
 - Multiples of seven (and other numbers).
 - Months of the year (and other categories of words) in French.
 - Chemical elements and their symbols (or other categories of science).
- One point is awarded for the longest list. One point is awarded for getting the beanbag.
- Writing can be done using paper at a desk, using a clipboard, on a whiteboard, on concrete with chalk, etc.

Sport

- Use warm-up exercises as the call (e.g., jumping jacks, high knees, stretching positions).
- Securing possession of a sport-related item can be used in the place of grabbing the beanbag (e.g., soccer ball with feet, football with hands, hockey ball with stick).

Recreation

- Ask participants to create a list of words and actions. Encourage creative ideas, possibly on a theme (e.g., tree, river, rock or bird, gorilla, snake).

PLAY FAIR ACTIVITY 4: Knock Off

ACTIVITY DESCRIPTION

A large-scale, action-packed ball game of offense, defense, and cooperation among pairs of partners.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

<p>True Sport: Play Fair</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Play with integrity by understanding, respecting, and following the rules. • Play with integrity while being part of a large-scale, action-packed game. • Accept responsibility for their own actions and adhere to the rules of the game.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Analyze the impact of their performance and choices in the midst of many people and lots of action.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Cooperate with partners to effectively move a ball through the playing area toward the goal of striking a target ball. • Manage their bodies safely and efficiently while executing effective offensive and defensive fundamental movement skills. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Send and receive • Offensive and defensive fundamental movement skills (e.g., block, dodge, evade)

EQUIPMENT

- Line markers
- 4 cones or tees
- 4 playground balls
- Several foam/yarn balls

PLAYING AREA REQUIREMENTS

- Large, open space (indoors or outdoors).
See diagram for set up. — — —————→



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Initiate a discussion concerning, “Who’s the boss?”• Who’s the boss at work? At school? At home?• Why is it that we sometimes need bosses?• Do you always need someone else to be in charge of you?• When you take the responsibility to be in charge of yourself and follow the rules, no one else needs to remind you!• End the discussion with the following request for participants, “Point to the person who will be the boss of you during the game.” They should all point to themselves!• Share that participants will strive to play with integrity, consider the impact of their choices, and manage their bodies safely.
Activate	<ul style="list-style-type: none">• Place one cone in each corner of the playing area and balance a playground ball (the target ball) on top of each cone.• Participants pair up with a partner.• One pair is responsible for guarding the four cones (defensive players).• All other pairs scatter throughout the playing area (offensive players).• Demonstrate the offensive and defensive fundamental movement skills required for each position.• On the starting signal, offensive players move throughout the space to throw foam balls at the target balls to knock them down.• Defensive players protect the target balls. At least one participant of the pair must remain within one metre of the cone, knocking the foam balls away, and is not allowed to touch the cone or target ball.• The other defensive player may move throughout the playing area.• Participants may only pivot when in possession of a ball.• Partners move throughout the playing area using quick cuts and fakes to move into space with an open passing lane.• When a target ball is knocked down, the scoring offensive pair trades roles with the defensive pair and replaces the ball on the cone.• Aim to play until all pairs have had a turn at being the defensive players.

Continued on the next page

Consolidate***True Sport Principle: Play Fair***

Example questions to ask participants:

- Did you notice a referee was not officiating this action-packed game? Who was it that had the responsibility of making sure the rules were followed?
- To what degree do you believe the game was played fairly?

Discussion Prompt:

- “You matter. You and your decisions matter to the integrity of a game.”

Ethical Literacy

Example questions to ask participants:

- To what extent do you think your personal choices made a difference to the game as a whole?
- How did the choices you made during the game affect your teammate?
- How were you affected by your opponents’ choices?

Discussion Prompt:

- “It is important to consider how the choices we make impact others.”

Physical Literacy

Example question to ask participants:

- What strategies did your team use to function well together while playing offense?

Discussion Prompt:

- “Communication is an ongoing need throughout athletic competitions. Body and verbal communication are crucial.”

ASSESSMENT

True Sport Principle: Play Fair and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on what it means to play with integrity (i.e., understand, respect, and follow the rules).
- Formal formative assessment: Use an exit slip ([see Appendix F](#) for template) to ask the following questions:
 - Choose one of the following statements and explain how it makes you feel and how it affects your behavior as an individual or as a team member:
 - You matter.
 - The true test of an individual's character is what they do when no one is watching.
 - Set one goal for yourself around playing with integrity.

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants during the activity and give feedback regarding their offensive and defensive strategies.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Play Fair and Ethical Literacy

- If necessary, incorporate referees by having one pair of teammates officiate the defense and one pair of teammates officiate the offense.
- After five-minute periods, allow time for the referees to report their observations and trade roles with players.

Physical Literacy

- Require participants on offense to move only on the lines of the gym floor.
- Ask participants on offense to demonstrate at least four fundamental movement skills while moving through the playing space.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Sport

- Knock Off can incorporate sport-specific skills and equipment. For example, in smaller groups to avoid injury, participants can:
 - Pass and receive foam footballs.
 - Use hockey sticks to send and receive balls to knock down a pin.
 - Send and receive soccer balls to knock down a pin.

Recreation

- Depending on the number of participants, teams can be made larger than two players. When there are more players, every teammate must have possession of the ball prior to a point being scored.

PLAY FAIR ACTIVITY 5: Four Corners

ACTIVITY DESCRIPTION

A team game of capturing and protecting items.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

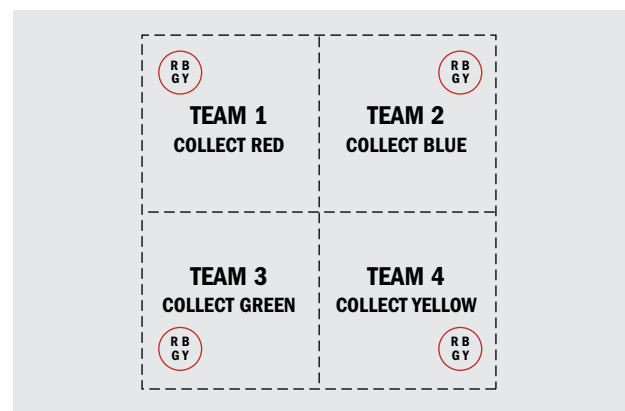
<p>True Sport: Play Fair</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Play with integrity by understanding, respecting, and following the rules. • Analyze the need for rules to be clear and understood by all involved. • Ensure fairness of game play by playing by the rules and encouraging their teammates to do the same.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Analyze the effects of their actions on the fairness of the game.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Analyze the roles required and fulfill them as needed to benefit their team. • Safely position and move their bodies with agility to defend and attack. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Chase and flee • Offensive and defensive fundamental movement skills (e.g., block, dodge, evade)

EQUIPMENT

- Line markers
- 4 Hula Hoops
- 16 items (4 each of the same kind), for example:
 - 4 red, 4 blue, 4 green, 4 yellow beanbags
 - 4 beanbags, 4 tennis balls, 4 socks, 4 batons
- Waist flags (or pinnies) to designate 4 teams

PLAYING AREA REQUIREMENTS

- Large, open space (indoors or outdoors).
See diagram for example set up. →



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Ask participants to imagine a popular athletic event about to be played. One team is very experienced. The other team has never played the game and, in fact, does not know anything about it.• Invite participants to share the name of a game they do not know how to play.• How fair would the competition be if one team carried the basketball down the court without dribbling it? Or if a batter stayed at bat after getting three strikes? Or if a soccer player tackled an opponent to the ground using a dangerous tackle? Or if a hockey player in offside position shot into the goal?• The rules of the game must not only be understood by all players but must also be followed by all players for competition to be meaningful.• “Let’s make sure we all know and follow the rules of Four Corners so our competition is meaningful and fun!”• Share that participants will consider the need for rules to ensure fairness while they play.
Activate	<ul style="list-style-type: none">• Using lines or boundary markers, divide a large playing space into quadrants. See example of field set-up above.• Place a Hula Hoop in the far corner of each quadrant.• Inside each hoop, place one of four different items.• Divide participants into four teams designated by waist flags or pinnies.• Assign each team to a quadrant and an item to collect. For example:<ul style="list-style-type: none">• Team one – red beanbags• Team two – blue beanbags• Team three – green beanbags• Team four – yellow beanbags• Demonstrate the offensive and defensive fundamental movement skills required.• On the starting signal, teams attempt to gather all four of their assigned items into their own hoop.• Players are safe in their own quadrant but can be tagged when they are in the other quadrants.• If tagged, they return to their own quadrant, perform a predetermined task (e.g., 15 jumping jacks), then return to game play.• If in possession of an item when tagged, participants must immediately drop the item.• Participants can be “rescued” if tagged by a teammate.• One defender may stay near the hoop.• No one is allowed to be in the hoop.• When a team has all four of the assigned items in their hoop, the round ends, that team scores a point, items are redistributed, then another round begins.

Continued on the next page

Consolidate	<p><i>True Sport Principle: Play Fair</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • To what degree do you believe we collectively understood the rules of the game? • How did you work to ensure fairness during the game? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Fair competition does not mean the participants are the same, but they do play by the same rules.” <p><i>Ethical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • Think about the rules of the game as they pertain to the roles you played. What strategies did you employ and what actions did you modify throughout your game play? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Your actions may blend into the course of the game, for good or for bad. They also blend into the essence of you, for good or for bad.” <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • Did you help your team fulfill the roles necessary to provide complete offensive and defensive strategies? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Understanding and following rules provides a solid foundation upon which lots of activity and fun competition can be had.”
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ASSESSMENT

True Sport Principle: Play Fair and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on what it means to play with integrity (i.e., understand, respect, and follow the rules).
- Formal formative assessment: Use a Recap the Rules template ([see Appendix F](#)) to ask the following questions:
 - Can you list four rules of Four Corners?
 - Why is it important for game rules to be understood and followed?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants during the activity and give feedback regarding their offensive and defensive fundamental movement skills for game or sport strategy.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Play Fair and Ethical Literacy

- Teams may take *any* item out of another team's hoop, even if it is the item that team is trying to collect.
- This will present additional opportunities for strategy development and execution as well as dialogue concerning fair play.

Physical Literacy

- Allow the items to be passed from one player to another as they are moved from hoop to hoop. If the item is not successfully caught, it must be returned to the original hoop.
- Use different means of locomotion for various rounds of play (e.g., run, walk, skip, gallop).

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- A variety of exercise tasks can be incorporated when players are tagged, such as:
 - Plank for 30 seconds
 - 20 jumping jacks
 - Run one lap around the playing area
 - 10 push-ups
- They can also have their choice of exercise tasks.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Rather than beginning with teams having one of each item, begin the game with each team having all of one item. The goal is for each team to gather one of each.
- This can be tied to a variety of real-life situations and academic concepts (e.g., trade, natural resources, geography, nutrition).

Sport

- Sport-specific skills and equipment can be incorporated into Four Corners. For example, collect your team's:
 - soccer balls using dribbling and sending
 - basketballs using dribbling and passing
 - hockey balls using stickwork
 - footballs using passing and receiving

Recreation

- Play Four Corners over an area that is as large as is feasible

RESPECT OTHERS ACTIVITIES

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





ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT	PAGES
ACTIVITY 1: Robots	Grades 7–8	<ul style="list-style-type: none"> No equipment needed 	53–56
ACTIVITY 2: Friendly Frog Match	Grades 7–8	<ul style="list-style-type: none"> Mats 	57–60
ACTIVITY 3: This Is How We Roll	Grades 7–8	<ul style="list-style-type: none"> Mats 	61–64
ACTIVITY 4: Human Camera	Grades 7–8	<ul style="list-style-type: none"> Blindfolds for half of the participants 	65–68
ACTIVITY 4: Five Ball	Grades 7–8	<ul style="list-style-type: none"> 5 dense foam balls 10 large baskets or containers Boundary line markers, if needed 	69–72

RESPECT OTHERS ACTIVITY 1: Robots

ACTIVITY DESCRIPTION

A small-group activity in which the “controller” is responsible for taking care of their robots.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

<i>True Sport: Respect Others</i>	Participants will: <ul style="list-style-type: none">• Show respect for everyone involved in the activity.• Create an experience in which others feel safe and respected.• Evaluate their level of comfort with placing themselves under the “control” of others.
<i>Ethical Literacy</i>	Participants will: <ul style="list-style-type: none">• Attend to their responsibility of keeping others safe.• Demonstrate actions that lay the foundation for trust to be built and maintained.
<i>Physical Literacy</i>	Participants will: <ul style="list-style-type: none">• Manage their own bodies while respecting others’ bodies.• Physically work to ensure the safety of others.• Function as “well-programmed robots,” performing a variety of controlled movements. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles)• Body awareness and cardiovascular endurance (i.e., knowing when they are done based on how they are feeling (high heart rate, excess breathing))

EQUIPMENT

→ No equipment needed

PLAYING AREA REQUIREMENTS

→ Relatively open space, indoor or outdoor, with no set up required

ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Initiate a discussion about taking care of others. Ask participants to share experiences they have had with taking care of an infant or toddler, for example.• What are some specific precautions needed to ensure the safety of children or toddler?• When we take these steps to protect children or toddler, we show that they are valuable and we care about them.• As teenagers, you no longer need a gate at the top of the stairs or a car seat to ride in a vehicle, but you do need to take steps to care for yourself because you are valuable.• The same goes for treating your peers with respect, because they are valuable and cared for as well!• Share that participants will emphasize keeping each other safe while managing their own bodies and respecting others.
Activate	<ul style="list-style-type: none">• Participants form pairs.• Demonstrate the actions of the “controller” and the “robots”, as below.• One participant is designated as the “controller.”• The other participant is designated as the “robot.”• On the controller’s signal, robots begin to walk away.• The goal is to function as “well-programmed robots,” performing a variety of controlled movements, and move around the playing space continuously, as follows:<ul style="list-style-type: none">• The robots are programmed to walk in straight lines only. They are not programmed to run or turn.• Robots are also programmed to stop advancing forward if they are in danger of hitting an object, a human, or another robot.• Controllers are responsible for keeping their two robots moving forward at all times.• They may adjust a robot’s direction by using their shoulders to turn them.• Robots track and report the number of times they had to stop because they were in danger.• Controllers try to get the lowest number of robot stops.• Play four rounds of equal time, allowing each person to have a chance to play each role (i.e., controller and robot) twice.• Increase complexity in each round by:<ul style="list-style-type: none">• Travelling in a specified pathway (e.g., straight, curved, zigzag).• Performing a specified pattern of movements while travelling (e.g., four jumps, one squat, repeat; two hops on right, two hops on left, one spin, repeat; five marching steps, one jump, one push-up, repeat).• Doing a specific locomotor movement while travelling (e.g., skip, gallop, crossovers).

Continued on the next page

Consolidate	<p><i>True Sport Principle: Respect Others</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • As a robot, how did you feel about the instructions that your controller was providing? • What made you feel this way? • As a controller, how did you feel being in charge of your robots? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “By giving our attention to others, we show that we value them.” <p><i>Ethical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • Did your group’s actions reflect a foundation of trust? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “When we all take responsibility for our actions, we show that we can be respectful to others and responsible for their safety.” <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • Compare the amount of time your robots were still to your level of physical activity. Do you see a connection between the controllers’ levels of activity and the number of times their robots stopped? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “When we have our ‘head in the game,’ our bodies are also more attentive, active, and effective.”
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ASSESSMENT

True Sport Principle: Respect Others and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their success at showing respect for everyone.
- Informal formative assessment: Use a Think-Pair-Share template (see Appendix F) to discuss:
 - Which of your controller’s actions helped you feel cared for and respected?
 - Which of your actions helped build a sense of trust in your group?

Skill Combinations and Movement Concepts

- Informal formative assessment (peer-to-peer assessment; see Appendix F for template): Have participants observe robots and controllers and provide feedback as necessary regarding following directions, attention given to their teammates, etc.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Respect Others and Ethical Literacy

- Controllers may be given the challenge of having more than two robots for which they are responsible.

Physical Literacy

- Rather than walking in place, robots can be “programmed” to make a right turn when they are about to hit something. Robots track and report how many right turns they made.
- Robots can be required to demonstrate at least three to five different fundamental movement skills throughout the activity.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Increase the number of robots each controller is responsible for to add difficulty.
- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.
- Controllers might figure out solutions to make their job easier. “Program” the robot pairs so they are no longer capable of moving in parallel lines with each other.

Classroom

- Robots can be used at the beginning of the school year to address the importance of respecting each other and seeing every student as a valuable member of the class community.

Sport

- Robots can serve as a good team-building experience for sport teams.

Recreation

- Try Robots with simple or elaborate costuming created by the participants.
- Robots may also produce a series of unique sounds (verbally or with instruments) to indicate traveling in safety, warning, or danger. Participants determine their series of sounds together as a small group.

RESPECT OTHERS ACTIVITY 2: Friendly Frog Match

ACTIVITY DESCRIPTION

One-on-one physical challenge in which partners attempt to knock each other off balance in a safe and respectful manner.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

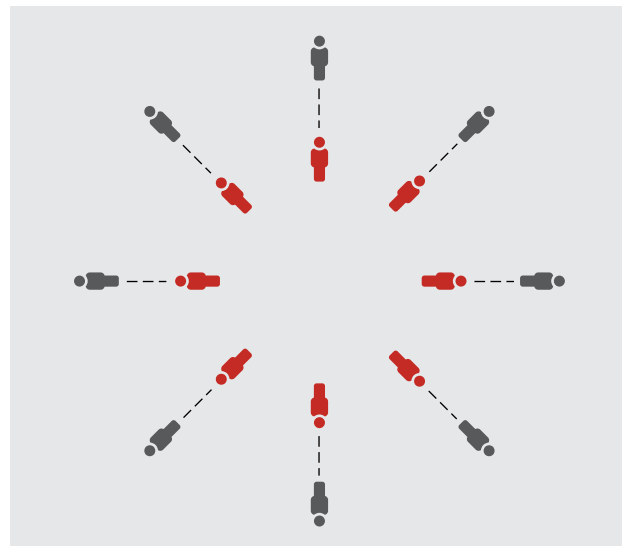
True Sport: Respect Others	Participants will: <ul style="list-style-type: none">• Show respect for everyone involved in the activity.• Analyze the concepts of dignity and grace.• Evaluate their personal philosophies of winning and losing.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Differentiate their experiences with various levels of respect after winning and losing.• Reflect on their reactions to winning and losing.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Respect the safety of other participants when they execute moves.• Demonstrate the physical attributes of dignity and grace upon winning and losing. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Body awareness and control (i.e., being cognizant of how one's body feels as it moves through space)• Balance

EQUIPMENT

→ Mats

PLAYING AREA REQUIREMENTS

- Sufficient space for partners to move about safely in their personal space. See diagram for set up. →
- Appropriate surface for rolling on the ground



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Discuss the terms dignity and grace.• How would you describe a dignified person? Someone who maintains a composed manner worthy of respect.• Ask what it would look like to “win with dignity.” Lead them to the concept of actions that are “worthy of honour or respect.”• How would you describe a gracious person? Someone who is courteous, polite, pleasant.• Ask what it would look like to “lose with grace.” Lead them to the concept of actions that demonstrate poise and politeness.• Say, “You will have several opportunities to win or lose. Let’s see if we can win with dignity and lose with grace while showing respect for everyone involved in Friendly Frog Matches.”
Activate	<ul style="list-style-type: none">• Half of the participants stand in a large outer circle. The other half forms an inner circle facing the outer circle.• Ensure there is adequate space between participants to avoid injuries.• Demonstrate the position and movements a “frog” can choose from. Have participants practice before beginning.• Participants face off with the person directly across from them while in “frog” position; that is, squatting with one hand on each ankle.• The object of the game is to cause the opposing frog to lose their balance.• A frog may contact only their opponent and must avoid contact with others.• Frogs may jump towards one another and gently nudge each other (i.e., shoulder to shoulder or back-to-back). No pushing with hands or using legs or feet.• Frogs are encouraged to get creative in how they balance. Twisting, turning, bouncing may all help stay in the squat position.• A point is given any time a participant lets go of an ankle or touches the ground with anything other than their feet.• Play continues for two minutes after which time opposing frogs report their scores to each other. The lowest score wins.• Frogs high five and exchange words of encouragement and/or suggestions for improvement at the end of each match.• The outer circle of frogs moves one position to the left to face off against a new competitor.

Continued on the next page

Consolidate***True Sport Principle: Respect Others***

Example questions to ask participants:

- How strong are your personal reactions to winning? And losing?
- Do you think you acted with dignity and grace? Did your competitors?

Discussion Prompt:

- “It is acceptable to want to win. It is also expected that you show your opponents respect when you beat them and that you are polite to them when they beat you.”

Ethical Literacy

Example questions to ask participants:

- Are there any actions or words that you would like to change or take back after having won or lost a Frog match? Did your opponents say anything that could be reconsidered?
- What does it look, sound, and feel like to compete with dignity? Win with dignity?
- What does it look, sound, and feel like to compete with grace? Lose with grace?

Discussion Prompts:

- “You are always a winner when you learn from mistakes.”
- “If we truly honour the dignity of others, it will show in our words and our actions toward them.”

Physical Literacy

Example question to ask participants:

- How were you able to successfully maintain balance during the activity?

Discussion Prompt:

- “Balance takes a lot of body awareness and control.”

ASSESSMENT

True Sport Principle: Respect Others and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their success at showing respect for everyone.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following self-reflection and goal setting questions:
 - Write about a time when you witnessed a team or coach demonstrate dignity following a win.
 - Write about a time when you witnessed a team or coach demonstrate grace following a loss.
 - What goals can you set for yourself to ensure you win with dignity and lose with grace.

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe frogs and provide feedback as necessary regarding:
 - Safe and respectful play.
 - Positioning while making offensive moves.
 - Positioning to maintain balance.

Differentiated Instruction

True Sport Principle: Respect Others and Ethical Literacy

- Give intentional responses for competitors to use following each match. For example:
 - Shake hands, high five, or fist bump.
 - “Congratulations. You are a strong competitor.”
 - “I noticed you did a great job of doing _____.”

Physical Literacy

- Modify frog pose to standing on one leg if frog pose is too challenging.
- Modify frog movements so frogs need to side shuffle instead of jumping.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- It may be appropriate to allow participants the opportunity to choose their opponents.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Sport

- Friendly Frog Match can be an excellent team-building exercise.

Recreation

- Friendly Frog Match may be adapted to smaller or larger groups in which everyone is trying to knock each other off balance simultaneously.

RESPECT OTHERS ACTIVITY 3: This Is How We Roll

ACTIVITY DESCRIPTION

A three-person physical challenge in which participants roll and jump over each other.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

<i>True Sport: Respect Others</i>	Participants will: <ul style="list-style-type: none">• Show respect for everyone involved in the activity.• Analyze the concept of respect in terms of physical space and body control.
<i>Ethical Literacy</i>	Participants will: <ul style="list-style-type: none">• Analyze respect as a universal concept within sport.
<i>Physical Literacy</i>	Participants will: <ul style="list-style-type: none">• Execute moves with respect to the safety of others.• Demonstrate the physical attributes of respecting others. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Body awareness and control (i.e., being cognizant of how one's body feels as it moves through space)• Roll• Plank to four-point jump• Creative movements (i.e., move with rhythm and timing)

EQUIPMENT

→ Mats

PLAYING AREA REQUIREMENTS

- Sufficient space for groups of three to move about safely in their personal space, with no set up required
- Appropriate surface for rolling on the ground



ACTIVITY INSTRUCTIONS

<p>Minds On</p>	<ul style="list-style-type: none"> • Ask participants to share their thoughts of personal space. • “How do you define it? What does it look like?” • Note the differences that “personal space” can have in different settings (i.e., a grocery store with strangers, restaurant booth with friends, living room couch with family, and contact sports). • “Social and physical awareness is important for showing respect appropriately.”
<p>Activate</p>	<ul style="list-style-type: none"> • Participants form groups of three. If some are not in a group of three, they should join to form a group of four and take turns being involved with the activity. • Demonstrate and practice how to move within their groups. • Ensure all participants ask for consent from fellow participants prior to the start of each match. • The three participants (A, B, C) begin by lying parallel to each other, face down in the same direction with some space (at least one metre) between them. • Participant B (in the middle) begins by log rolling toward A. • When B meets A, A pushes up into a plank position and jumps over B, landing softly, then immediately moves into a log roll toward C. • When A meets C, C pushes up and jumps over A. • This continues as the group finds a comfortable pace and fluid pattern of movement.

Continued on the next page

Consolidate***True Sport Principle: Respect Others***

Example questions to ask participants:

- How did you feel about your fellow participants encroaching on your personal space?
- How are body control, personal space, and respect connected?

Discussion Prompt:

- “In sport, players are often in other people’s personal space. Respect can be maintained through appropriate body control.”

Ethical Literacy

Example questions to ask participants:

- We have all witnessed circumstances in sport which showed a lack of respect. Even though this is the case, should a universal expectation of respect in sport be maintained?
- Whose responsibility is it to maintain this respect?

Discussion Prompt:

- “There are many physical movements and positions in sport that do not happen in everyday social situations. Respect is still possible and expected.”

Physical Literacy

Example questions to ask participants:

- What are other locomotor and non-locomotor ways to move?
- Can you demonstrate these movements in this activity? Why or why not?

Discussion Prompt:

- “Locomotor movements move you from one place to another, while non-locomotor movements are done in one spot.”

ASSESSMENT

True Sport Principle: Respect Others and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their success at showing respect for everyone.
- Informal formative assessment: Have two groups get together to discuss (use an exit slip in [Appendix F](#) for recording):
 - What happens in your sport that helps you feel respected?
 - What can you do to ensure a universal expectation of respect is upheld?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants and provide feedback as necessary regarding safe and respectful play.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Respect Others and Ethical Literacy

- If there is a fourth person in the group, this person can be the observer and reporter. After a minute or two of rolling, play pauses and a report is given as to the group's physical performance as well as the level of respect that was shown.

Physical Literacy

- Other methods of moving can be incorporated instead of rolling and jumping (e.g., frog jumps, crawling).

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Participants can call out the next word, number, or letter in a list of academic-related content with each jump (e.g., multiples of seven, letters to spell a word, words related to a specific category in a different language).

Sport

- This Is How We Roll can be an excellent team-building exercise.
- Switch people to be in different groups.

Recreation

- Allow the participants to create other movements that can be used for "braiding" three people (e.g., frog jumps, then leapfrog over the person on the end, or crawl, then crawl under the person on the end who is in a down dog position).

RESPECT OTHERS ACTIVITY 4: Human Camera

ACTIVITY DESCRIPTION

A partner activity in which a “photographer” and blindfolded “camera” compare the composition of their pictures.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

<i>True Sport: Respect Others</i>	Participants will: <ul style="list-style-type: none">• Show respect for everyone involved in the activity.• Analyze the concept of respect in terms of perspective.• Evaluate the role of perspective in how they see and treat others involved in the sport experience.
<i>Ethical Literacy</i>	Participants will: <ul style="list-style-type: none">• Analyze respect as a universal concept in sport.
<i>Physical Literacy</i>	Participants will: <ul style="list-style-type: none">• Show respect for and ensure the safety of their partner with appropriate body control and awareness. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Body control and awareness (i.e., being cognizant of how one’s body feels as it moves through space)• Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles)

EQUIPMENT

→ Blindfolds for half of the participants

PLAYING AREA REQUIREMENTS

→ Any space in which participants can lead their blindfolded partners safely, with no set up required



ACTIVITY INSTRUCTIONS

<p>Minds On</p>	<ul style="list-style-type: none"> • The activity leader shares some of their favorite photographs with the group. These may be personal photographs or taken by others, either well known or not. • Discuss the composition, location, lighting, and other aspects of the photographs. • Say to the participants, “Now you are going to be the photographer — and the camera!” • Share that participants will strive to see things from others’ perspectives while showing respect and ensuring everyone’s safety. • Note: Obtain consent from all participants for the degree of touch required before the activity begins.
<p>Activate</p>	<ul style="list-style-type: none"> • Every participant pairs up with a partner. • One partner is the “photographer.” • The other partner is the “camera” and puts on a blindfold. • The photographer stands behind the camera, placing their hands on the camera’s shoulders, and guides the camera through the activity area. • At some point while walking, the photographer stops the camera and taps their shoulder, at which time the camera removes the blindfold for one second to “take a picture.” • After the photographer has guided the camera to take three different pictures, they return to their starting area to talk about the pictures that were taken. • First, the camera describes their three pictures. The photographer then shares what they intended the camera to take pictures of. • The partners trade roles and do the same activity. • Eventually, conversations may lead to discussions about perspective and the differences in what we see and how we see things.

Continued on the next page

<p>Consolidate</p>	<p><i>True Sport Principle: Respect Others</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • To what degree did the camera’s pictures align with the photographer’s intended photos? • Were you surprised by the differences in your perspectives of what you saw or how you saw it? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “It’s important to consider the limitations of our own perspective and to be open to the perspectives of others.” <p><i>Ethical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • Was there anything different between what the photographer intended and the camera saw? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Despite differences in perspectives, and even in beliefs and opinions, dignity can be maintained.” <p><i>Physical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How else could you move through this space as a photographer or as the camera? • How would you move about in different environments such as ice or water? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “It takes body control and spatial awareness to adapt our movements to match our environments.”
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ASSESSMENT

True Sport Principle: Respect Others and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their success at showing respect for everyone.
- Formal formative assessment: Use an exit slip (see Appendix F for template) to ask the following self-reflection question:
 - From whose perspective might you try to see things at your next sporting experience?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe photographers as they direct the cameras and provide feedback as necessary regarding safe and respectful play.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Respect Others and Ethical Literacy

- Place a time limit to shorten the amount of time available to the photographer and camera.
- Allow pairs to share with the group their entire camera roll, both intended photos and actual photos.

Physical Literacy

- Change how the photographer must guide the camera through the activity area (e.g., side stepping, high-knee walking).

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Additional exercise tasks can be incorporated into Human Camera for each “picture” taken (e.g., tap on the shoulder, five jumping jacks, then take the picture; or four burpees, 10 mountain climbers).
- The photographer and camera can move together. When the photographer chooses, they stop the camera, gently spin them around three times, then tap on their shoulder to take the picture.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Human Camera can be done in the regular classroom setting.

Recreation

- Play over a very large space, allowing for unique photographs and perspectives.
- Challenge the photographers and cameras with larger “memory cards” (meaning they will have more than three photos to remember).



RESPECT OTHERS ACTIVITY 5: Five Ball

ACTIVITY DESCRIPTION

A whole-group activity in which players attempt to get others out, and the players who are out are working to get back in.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

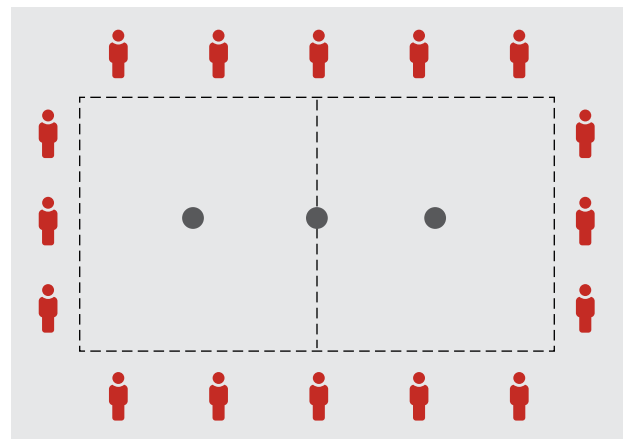
True Sport: Respect Others	Participants will: <ul style="list-style-type: none">• Show respect for everyone involved in the activity.• Define what it means to “show respect for everyone involved.”• Evaluate the level to which they adhere to the Respect Others principle in various settings.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Analyze the benefits of showing respect to everyone involved in the sport experience.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Demonstrate behaviours consistent with showing respect for everyone — even competitors and even while striving to win.• Play with integrity, recognizing that their actions impact others. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Throw and catch• Dodge• Chase and evade

EQUIPMENT

- 5 dense foam balls
- 10 large baskets or containers
- Boundary line markers, if needed

PLAYING AREA REQUIREMENTS

- Large open space, indoor or outdoor
- A lined court is ideal.
See diagram for set up. →



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Ask participants to name the people involved with making sport experiences happen and their roles. Encourage them to consider a broad perspective.<ul style="list-style-type: none">• These roles may include coach, assistant coach, manager, sporting goods store owner, officials, trainers for the officials, athletic trainers, strength/conditioning coaches, parents, teammates, opponents, concession workers, security, facilities crew, and so on.• Write the list on a large piece of paper posted on the wall or a whiteboard.• Emphasize the large number of people on the list!• “Every one of these people makes a difference and makes YOUR sporting experiences possible.”• “Showing each of these people respect helps to ensure sport stays positive.”• Share that participants will be asked to demonstrate behaviours consistent with showing respect.
Activate	<ul style="list-style-type: none">• Use lines or line markers to designate a large court. A basketball court works well.• Place balls at half court and on each free throw line, or similar location.• Baskets should be scattered around the boundary lines.• All participants stand off the court (outside of the boundary line), as per the diagram above.• Demonstrate the on-court (pivot step, throw) and off-court movements (collecting balls and aiming for baskets).• On the starting signal, all participants are on the court.• Note:<ul style="list-style-type: none">• Participants aim to score by throwing a ball into one of the baskets.• If you take more than a pivot step while in possession of a ball, you must go outside the boundary.• If you step out of bounds, you must go off the court.• Off-court players are responsible for collecting the balls from the baskets and throwing them back into play.• Off-court players are responsible for exchanging encouraging words (i.e., “Good basket!”; “Great passing!”).• Off-court players may gather a ball that has rolled out of bounds and try to score a basket. When this happens, all players return to the court.• Off-court players may take steps with the ball.• The goal is to score as many baskets collectively as possible.

Continued on the next page

Consolidate***True Sport Principle: Respect Others***

Example questions to ask participants:

- What did it look and sound like to show respect to everyone involved in this game?
- Consider the various settings in which you are involved with games and sport (e.g., phys. ed class, recess, neighbourhood, school teams, club teams).
- Is respect expected in some of these settings more than others?

Discussion Prompt:

- “Making it the norm to show respect to everyone involved serves the individuals and sport as a whole.”

Ethical Literacy

Example question to ask participants:

- How did showing respect to your Five Ball opponents benefit you, them, and the game as a whole?

Discussion Prompt:

- “Show respect even to people who don’t deserve it; not as a reflection of their character, but as a reflection of yours.” (– Dave Willis)

Physical Literacy

Example question to ask participants:

- Specifically, what did it look like, sound like, and feel like to show respect during the game of Five Ball?

Discussion Prompt:

- “Your words and actions matter.”

ASSESSMENT

True Sport Principle: Respect Others and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their success at showing respect for everyone.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to reflect on the following:
 - Think of someone involved in creating your sporting experience who may go unrecognized or who may not be used to getting the respect they deserve. How can you recognize these people and show them respect?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants during game play and provide feedback as necessary regarding their execution of skills, strategies, and rule following.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Respect Others and Ethical Literacy

- Five Ball lends itself well to participants being their own referees as well as players making calls for the group. Emphasize the fact that when we self-referee, we show respect to ourselves and others. Similarly, when we officiate the group, we show respect to the whole game.

Physical Literacy

- Depending on the size of the court and the number of participants, the number of balls may be reduced to two or increased to four or five.
- Change how participants move through the space at different points in the game (e.g., during game play, change locomotor movement patterns to practice movement skills such as skipping, galloping, etc.).

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Sport

- Five Ball can be a fun, celebratory team activity.

KEEP IT FUN ACTIVITIES

*Find the joy in sport and share it with others.
Remember what you love about sport and
why you play.*





ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT	PAGES
ACTIVITY 1: Mat Ball	Grades 7–8	<ul style="list-style-type: none"> • 6 folding gymnastics mats • Boundary line markers • 3 dense foam balls • Pinnies 	75–79
ACTIVITY 2: Partner Tag	Grades 7–8	<ul style="list-style-type: none"> • Pool noodles 	80–83
ACTIVITY 3: Cage Ball Chase	Grades 7–8	<ul style="list-style-type: none"> • 1 cage ball (or similar very large ball, e.g., Omnikin ball) 	84–87
ACTIVITY 4: Crab Tag	Grades 7–8	<ul style="list-style-type: none"> • No equipment needed 	88–91
ACTIVITY 5: Capture the Flag	Grades 7–8	<ul style="list-style-type: none"> • Boundary and midline markers • 2 flags • Pinnies and/or waist flags for every participant 	92–95

KEEP IT FUN ACTIVITY 1: Mat Ball

ACTIVITY DESCRIPTION

A fast-paced, small-sided invasion game of sending, receiving, defending, and scoring.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

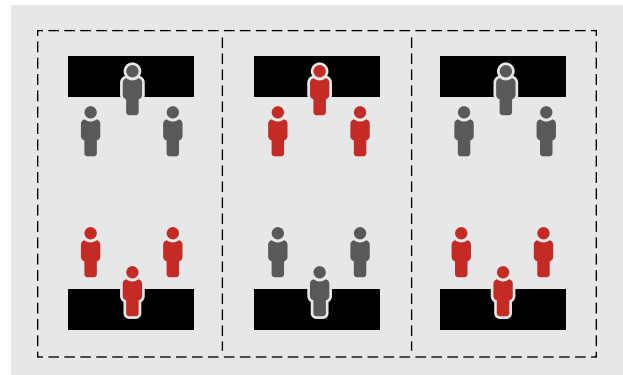
<p>True Sport: Keep It Fun</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Find and share the joy in their participation. • Analyze the concept of fun. • Evaluate physical activities based on the concept of fun.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Acknowledge the role that fun plays in the desire to be physically active.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Move safely and be agile so they are in open space on offense and can switch to defense quickly. • Throw and catch with accuracy. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles) • Body awareness (i.e., being cognizant of how one’s body feels as it moves through space) • Send • Receive • Offensive and defensive fundamental movement skills (e.g., block, dodge, evade)

EQUIPMENT

- 6 folding gymnastics mats
- Boundary line markers
- 3 dense foam balls
- Pinnies

PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor) large enough for three courts or fields. See diagram for set up. →





ACTIVITY INSTRUCTIONS

Minds On

- Ask participants, “What are some qualities of games that make them fun?”
- Expand on their answers, highlighting any that refer to joy, doing their best, learning new things, being with others, including everyone, quick action, and scoring points.
- Review the rules of ultimate frisbee, as a similar and likely more familiar game:
 - The game is played with two teams. Each team starts in front of their respective endzone.
 - A player from one team throws the disc to the opposing team.
 - The disc is moved by passes to teammates,
 - Players may not run while in possession of the disc.
 - The game stresses fair play and sportsmanship — i.e., keeping it fun!
- Introduce to them the game of Mat Ball, a fast-paced game in which everyone is involved, the ball moves quickly, and points are tallied.
- Discuss and demonstrate offensive and defensive strategies such as:
 - Moving to an open space
 - Cutting away from the defensive player (evading/dodging)
 - Using non-verbal communication
 - Defending space
 - Taking away space
- Share that participants will strive to move safely and quickly with an emphasis on having fun.

Continued on the next page

Activate

- Depending on the number of participants, form teams of three or four.
- Set up boundary line markers to designate three courts.
- A folding mat is placed at both ends of each court, as per the diagram above.
- Considerations:
 - The number of games and/or mats used can be increased depending on class size.
 - Smaller mats and more of them can be used to increase engagement.
- If mats are not available, use additional line markers to designate scoring areas.
- The teams match up against each other with one person from each team standing on the mat at the opposite end of the court. The other participants stand around the mat.
- Play starts with one of the participants on the mat. They put the ball into play by rolling it into the playing area.
- The goal is to pass the ball from teammate to teammate, quickly moving the ball down the court.
- A point is scored when the participant on the mat catches a pass from a teammate.
- Once a participant on the mat has caught the ball, they pass the ball to a teammate who takes their place on the mat. Play is started again by rolling the ball from the mat.
- Rotate the teams to play a different team every 5-10 minutes.
- Keep score of every game and tally the number of wins for each team.
- The team with the most total wins is the ultimate winner.
- Notes:
 - The ball may not be taken away from another player while they have possession.
 - A ball on the ground is open to anyone.
 - Possession goes to the other team when:
 - » a pass is not made within five seconds of receiving the ball,
 - » the ball goes out of bounds, or
 - » a player does not stay on their feet.

Continued on the next page

Consolidate	<p><i>True Sport Principle: Keep It Fun</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • What made Mat Ball fun for you? • How does this compare to the qualities of other sports that you enjoy? <p>Discussion Prompts:</p> <ul style="list-style-type: none"> • “Defining fun is valuable in helping you decide which activities you want to do with your time.” • “Fun sport environments often result in doing your best, learning new things, and engaging in positive social connections.” <p><i>Ethical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • How much of a role does having fun play in your desire to be physically active? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Even though you’re growing up, you should never stop having fun.” – Nina Dobrev <p><i>Physical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • What tactics and strategies did you use when moving through space to be successful within the game? • Did you use certain skills more than others? Why or why not? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “It’s fun when skill execution can be performed safely and successfully at a fast pace!”
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ASSESSMENT

True Sport Principle: Keep It Fun and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Informal formative assessment: Participants Think-Pair-Share (see [Appendix F](#) for template):
 - What made Mat Ball fun?
 - Would you like to play it again?
 - What would you change to make it even more fun?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants and give feedback based on their positioning for offensive and defensive fundamental movement skills.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Keep It Fun and Ethical Literacy

- To add to the fun, have teams create and perform a quick cheer, chant, or congratulatory move after each point they score (e.g., team huddle on the mat, clap-stomp-clap-stomp-clap-clap-clap, “Hey-o, let’s go!).

Physical Literacy

- Specific skills can be designated for each round of the game (e.g., bounce passes only, two-hand-overhead passes only, three basketball dribbles per possession, three tosses and catches to self per possession).
- Incorporate skills and skill combinations that have been used in other physical education activities.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- If the space available or the number of participants requires the teams to be larger, use more than one ball per game to allow for more involvement.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.
- Change the type of ball used based on student need.

Sport

- A variety of sport-specific skills and rules can be incorporated into Mat Ball depending on the sport and equipment used.
- These might include a jump shot to the person on the mat, basketball dribbling (allowing a limited number of dribbles per possession), chest passes, or bounce passes only, etc.

Recreation

- Prior to making a pass, participants call out the receiver’s name. If participants do not know each other’s names, do a round of introductions prior to playing.



KEEP IT FUN ACTIVITY 2: Partner Tag

ACTIVITY DESCRIPTION

A tag game in which a chaser and fleer run amongst sets of partners. Partners, fleers, and chasers change quickly.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

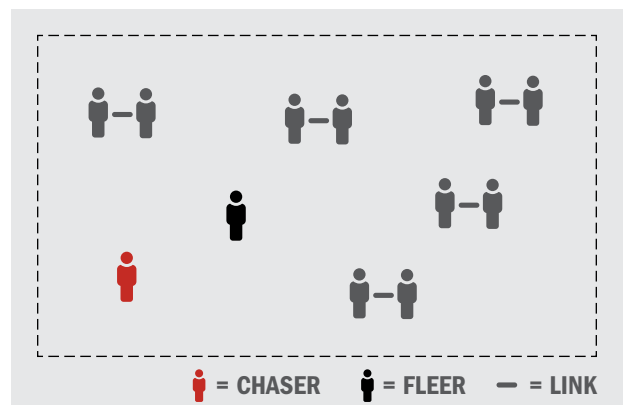
<p>True Sport: Keep It Fun</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Find and share the joy in their participation. • Compare and contrast the joys of individual and group activities. • Acknowledge the joys found in sport. • Explore how they can apply this joy in other aspects of their lives.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Analyze the value they place on the Keep It Fun principle in terms of sharing joy with others.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Move safely and be agile while chasing and fleeing in close proximity to others. • Use core strength to hold body positions. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles) • Body awareness (i.e., being cognizant of how one’s body feels as it moves through space) • Chase • Flee <p>Components of fitness explored:</p> <ul style="list-style-type: none"> • Core strength

EQUIPMENT

→ Pool noodles

PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor), with no set up required





ACTIVITY INSTRUCTIONS

<p>Minds On</p>	<ul style="list-style-type: none"> • Ask participants, “Think about an activity you do with others that brings you joy.” • Allow time for participants to think and then call on them one at a time to share their answers. • “Now, think about an activity you do by yourself that brings you joy.” • We can find joy in both kinds of activities. Sharing joy with others can increase joy all around. • Share that participants will strive to find joy and share it with their peers during this activity.
<p>Activate</p>	<ul style="list-style-type: none"> • Participants stand side by side with a partner and “link” together by holding the ends of a pool noodle. • Partners scatter throughout the playing area and move around connected by the noodle. • One pair is chosen to split. From that pair, one participant becomes the chaser and the other is the flier. • The chase begins throughout the playing area. • When the flier decides, they ask to take the place of a person in another pair in another pair. • The person in that pair is released and becomes the new flier. • If the chaser tags the flier during the chase, the roles are reversed — the flier becomes the chaser and the chaser becomes the flier. • Play continues for any amount of time. • Encourage fliers and chasers to demonstrate at least three different locomotor skills when moving through the playing space. • Encourage students to think about how they were successful in moving through the playing area and in relation to others without being tagged.

Continued on the next page

Consolidate	<p><i>True Sport Principle: Keep It Fun</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • Did you laugh during the game? If so, what caused your laughter? • How might you share the joy you find in doing your favourite things, whether you do them by yourself or with others? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “We hope no one forgets that kids should have fun when they play sports and are active.” <p><i>Ethical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How can you embody the Keep It Fun principle during the sports and activities that bring you joy? • How can you share your joy of sport with others? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Friendships multiply joy and divide grief.” (– Thomas Fuller) <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • Describe the challenges in maintaining the “link” with your partner. <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Working together on something that is difficult can increase the likelihood of success.”
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ASSESSMENT

True Sport Principle: Keep It Fun and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following self-reflection questions:
 - What is it about your sport that brings you joy?
 - Outside of your typical sport experience, with whom can you share this joy?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants and give feedback based on their execution of the body positions as well as their endurance when chasing and fleeing.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Keep It Fun and Ethical Literacy

- Encourage fleers to notice which participants have not been released and be intentional in choosing with whom they share the link.

Physical Literacy

- The positions held by the partners can be adapted throughout the game.
- Occasionally call out different poses such as a side-by-side air squat, face-to-face air squat, side-by-side planks, side-by-side tree pose, etc. Use a pool noodle to link for each pose.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- To increase the amount of physical involvement, an additional chaser and fleer can be added. Participants must pay close attention to keep track of who is being chased by whom.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Consider taking students outside to play this activity and remind them that having fun and moving their bodies with their peers is a great way to reduce stress while increasing their physical fitness.

Sport

- Partner Tag can serve as a fun warm-up activity, particularly when there are multiple pairs of chasers and fleers.
- Sport-specific skills may be incorporated (e.g., dribbling a ball while chasing and/or fleeing).

Recreation

- Vary the size of the playing area to add to the fun. Partners can stand within a few metres of each other or several metres apart.

KEEP IT FUN ACTIVITY 3: Cage Ball Chase

ACTIVITY DESCRIPTION

A game in which a single runner competes against a group with a cage ball, originally created by Omnikin.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

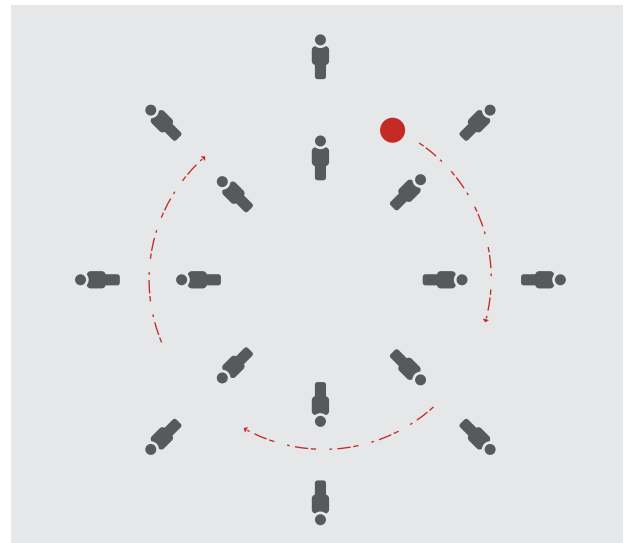
True Sport: Keep It Fun	Participants will: <ul style="list-style-type: none">• Find and share the joy in their participation.• Recognize the joy in sport.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Analyze the concept of joy in relation to working together and encouraging their peers.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Maintain body position and control while working as a team.• Move with speed and agility. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Speed• Agility

EQUIPMENT

- 1 cage ball (or similar very large ball, e.g., Omnikin ball)

PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).
See diagram for set up. — — —————→



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Ask for one volunteer to come forward.• Tell the participants they are going to play a game that will be everyone versus that one person.• Wait for responses (i.e., “What?! That’s not fair!” or “Yes! Let’s go!”) and repeat some that you heard.• Explain that instead of thinking about winners and losers, the game will emphasize working together and encouraging their peers.• But, “We’re all in it together to have fun.”• Share that participants will strive to find and share their joy in participating in this activity.
Activate	<ul style="list-style-type: none">• Participants stand side by side in a large circle.• Every other participant steps forward to form a smaller inner circle.• The inner circle stands side by side, facing the outer circle.• Adjust participants in the outer circle to ensure there is enough space between participants to allow the runner to exit the alley safely if needed.• Participants work together to roll the cage ball through the alley that formed between the two circles.• After they have practiced rolling the ball clockwise and counter-clockwise, ask for a volunteer to enter the alley as the runner.• On the starting signal, the runner chases the ball while the ball is quickly moved around the alley between the circles. The ball must move in the same direction.• Participants can chant “Keep It Fun” or something else to increase collaboration and enhance motivation.• This continues for a designated amount of time (start with 20 seconds) or until the runner touches the ball.• Once the runner touches the ball, they call on a new participant to become the runner. The exiting runner takes the place of the new runner in one of the circles.• The ball is moved around the circle starting from where play was stopped (either after 20 seconds or when the runner touches it).• Change ball direction each round (i.e., alternate between clockwise and counter-clockwise).• Note: No one may enter the alley except for the runner.• On subsequent rounds, maximize activity time and excitement for all participants by:<ul style="list-style-type: none">• Playing with more than one set of circles and alleys.• Introducing “lap counters” — participants who keep track of the number of times the ball moves through the alley(s) before the runner touches the ball.

Continued on the next page

Consolidate	<p><i>True Sport Principle: Keep It Fun</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • What made this activity fun? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Collaboration can help keep it fun for all.” <p><i>Ethical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • Did you find more joy in working together (e.g., as part of the circle) or on your own (e.g., as the runner)? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Feeling supported by your peers can lead to more fun.” <p><i>Physical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How did it feel to put your team’s efforts against one person? • As the runner, how did you measure up to competing against the whole group? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Find joy in doing your best!”
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ASSESSMENT

True Sport Principle: Keep It Fun and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following self-reflection questions:
 - Did you find joy in working with your peers?
 - Did you find joy in working on your own?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants and give feedback based on their execution of body control, speed, and agility.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Keep It Fun and Ethical Literacy

- Cage Ball Chase can also be played with the ball chasing the runner.

Physical Literacy

- As participants get used to the game, they may be allowed to change direction of the cage ball at any time.
- As students get comfortable moving through the space and playing the game, consider adding in a second ball and a third layer to the circle to have additional alleys for locomotor movement. Consider using different sized balls to adjust the speed for all levels of movers.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Limit the amount of time each person spends chasing or being chased in the alley. Quickly select the next runner.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Writing prompts can be used in the classroom to further develop students' philosophies of finding joy in sport.

Sport

- Skills can be incorporated into this type of game by replacing the cage ball with sport-specific equipment (i.e., sending and receiving a soccer ball through the alley, bounce passing a basketball).
- A second runner may be added into the alley.



KEEP IT FUN ACTIVITY 4: Crab Tag

ACTIVITY DESCRIPTION

A game of tag against a partner while in crab position.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

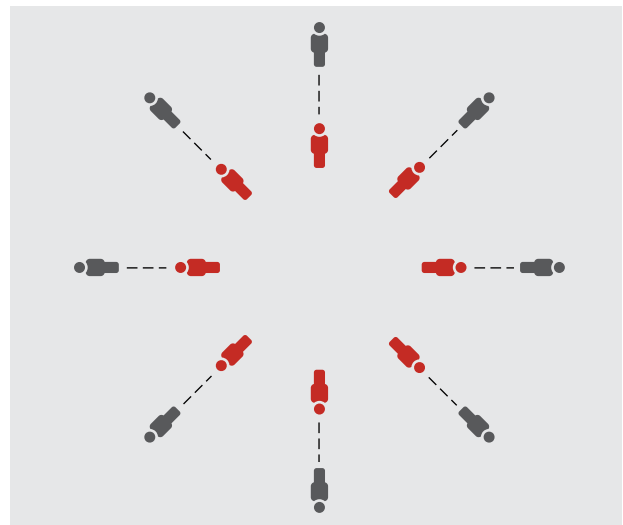
<p>True Sport: Keep It Fun</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Find and share the joy in their participation. • Analyze the dynamic nature of fun and physical challenges.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Reflect upon the Keep It Fun principle and define what it means.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Manage their bodies in space and in proximity to others. • Use core, upper, and lower body strength to hold crab position while moving and dodging. • Understand the brain's involvement in coordinated movement. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Crab walk (walking on all fours) • Coordination • Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles) • Body awareness <p>Components of fitness explored:</p> <ul style="list-style-type: none"> • Strength • Body control (i.e., being cognizant of how one's body feels as it moves through space)

EQUIPMENT

→ No equipment needed

PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor) with surface appropriate for being in crab position.
See diagram for set up. →



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Remind the group that sometimes people forget how fun it is to play simple tag games in a group.• Tell participants that it's important to remember the joy to be had from playing games with friends. When life seems too serious, it's especially important to focus on play.• Educate participants on the value of being in the grounded crab position. Any time our four limbs move in a coordinated manner, our brains are fully activated. This is because the right side of the brain controls the left side of our body, and vice versa. Moving this way improves our balance, range of activity, spatial memory, proprioception (ability to sense location and movement), and strength in the core, upper, and lower body!• Share with participants that they will have fun while managing their bodies safely through space.
Activate	<ul style="list-style-type: none">• Participants stand in a very large circle.• Demonstrate and practice the crab walk, moving around their spot in the circle.• Every other person steps forward to form a smaller inner circle.• The inner circle turns around to face the outer circle and the person they are facing becomes their opponent.• All participants get in crab position, move toward their opponent, and play a one-minute round of tag.• Tags must be made with precision. Participants can only tag with their hands. The tagging target can change each round, as follows:<ul style="list-style-type: none">• Round one: opponent's feet.• Round two: opponent's knees.• Round three: opponent's hands.• Subsequent rounds: more than one of the above, or all three.• A point is scored for every tag.• A point is deducted for every collapse of crab position.• The participant with the most points at the end of the round is the winner.• After every one-minute round, the outside circle moves one position clockwise to match up with the next opponent.• Participants track the number times they win.

Continued on the next page

Consolidate***True Sport Principle: Keep It Fun***

Example question to ask participants:

- How do fun and physical challenges relate to each other?

Discussion Prompt:

- “Finding a balance between fun and challenge can help you continue to find joy in sport.”

Ethical Literacy

Example question to ask participants:

- Consider the four main parts of the Keep It Fun principle, “Find the joy in sport and share it with others. Remember what you love about sport and why you play.” What does this statement mean to you?

Discussion Prompt:

- “Living by the Keep It Fun principle can help you stay in sport for life.”

Physical Literacy

Example questions to ask participants:

- What strategies did you use to move well in crab position to make and dodge tags?
- Did you know that you exercised your brain as well as your body while playing Crab Tag?

Discussion Prompt:

- “Your body and your brain work together in physical activity, especially when maintaining a position that requires a great deal of coordination.”

ASSESSMENT

True Sport Principle: Keep It Fun and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask participants:
 - What made this activity fun? What made this activity challenging?

Skill Combinations and Movement Concepts

- Formal formative assessment: Take note of participants' ability to maintain the crab position during game play.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Keep It Fun and Ethical Literacy

- The four participants with the highest number of wins can have a Crab Tag playoff to determine the ultimate winner.

Physical Literacy

- Encourage participants to take note of how their body felt when they tried to move fast during the activity.
- Provide opportunities for participants to adjust the length of time spend in crab position as needed.
- Take shorter breaks between rounds if participants are able to keep moving.
- Switch movements to the bear crawl or repeated giant lunges if players need a longer break from crab-walking.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Depending on the time available and number of participants, include a rest period after a certain number of rounds.
- Participants may record their points and/or wins after each round or during the rest periods.
- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.
- Take longer breaks if participants' wrists are getting sore.

Classroom

- Crab Tag does not require a lot of space, particularly if only two students are playing. It can be used as a movement break in a designated space in the classroom. Create a clear space in the classroom so students do not hit furniture or desks while doing the activity.

Sport

- Crab Tag can be used as a warm-up activity.
- It can also be used to form teams for other games or activities within practice.

Recreation

- Setting up a Crab Tag tournament could be lots of fun!

KEEP IT FUN ACTIVITY 5: Capture the Flag

ACTIVITY DESCRIPTION

An invasion game in which each team defends their flag and attempts to bring the other team's flag to their side.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

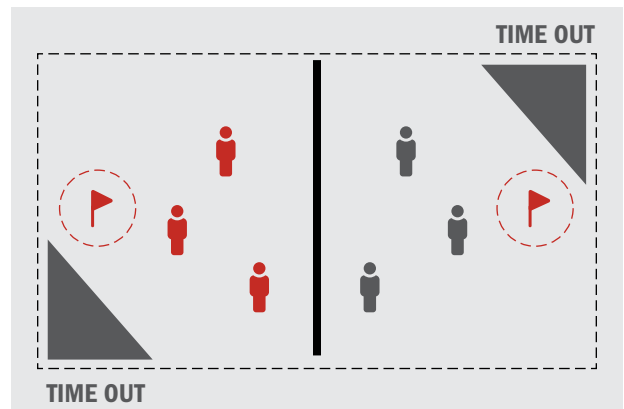
<p>True Sport: Keep It Fun</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Find and share the joy in their participation. • Analyze the various components of the activity. • Evaluate personal interests and skills in relation to the needs of the team.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Apply themselves and function as a participatory team member, contributing their individual efforts to the team's goal.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Move safely and with agility to execute offensive and defensive fundamental movement skills. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles) • Body awareness (i.e., being cognizant of how one's body feels as it moves through space) • Offensive and defensive fundamental movement skills (e.g., block, dodge, evade)

EQUIPMENT

- Boundary and midline markers
- 2 flags
- Pinnies and/or waist flags for every participant

PLAYING AREA REQUIREMENTS

- Large open space (indoor or outdoor).
See diagram for set up. →



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Select a specific team sport to serve as your talking point.• Ask participants to list the positions in that sport and explain their roles.• If anyone plays this sport, ask them to share which position they play and what they like about it.• Say, “When we love the role we play, it shows. We are energized to play hard and play our best. This is good for us and for our whole team.”• Transition into explaining the game of Capture the Flag and the various roles that can be played on the team. Emphasize that participants will strive to play offensively and defensively while having fun as a team.
Activate	<ul style="list-style-type: none">• Use line markers to designate a large playing area that is divided in half with a midline.• Place a flag, or another item, at both ends of the field.• Use line markers to form a circle around each flag, two to three metres in diameter.• Use line markers to designate a timeout area on each half of the field.• Form two teams designated by pinnies and/or coloured waist flags. Each team takes one half of the field.• Declare whether tags are to be made by tapping opponents or by pulling their waist flag.• Discuss and demonstrate offensive and defensive strategies such as:<ul style="list-style-type: none">• Moving to an open space• Cutting away from the defensive player (evading or dodging)• Using non-verbal communication• Defending space• Taking away space• On the starting signal, teams attempt to steal the other team’s flag and bring it back to their side, while protecting their flag from being stolen.• When on the opponent’s side of the field, you can be tagged and sent to the opponent’s timeout area.• Players in “timeout” are released when they are tagged by a teammate. They must return to their own side before attempting any other fundamental movement skills.• The flag may not be passed from player to player.• A point is scored when a team brings their opponent’s flag to their own side.• Players reset to their side of the field to start a new round.• Note: Capture the Flag is exceptionally fun when the playing area spreads across a very large space (e.g., up and down hills, beyond the gulley, across the field). Consider extending play to these spaces and allow teams a few minutes to hide their flag anywhere in their half of the area. Participants and flags may not even be visible to other participants.

Continued on the next page

Consolidate	<p><i>True Sport Principle: Keep It Fun</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • What are the various roles that need to be fulfilled by a Capture the Flag team? • According to your interests, skills, and the needs of the team, which role did you fill and find to be most fun? <p>Discussion Prompts:</p> <ul style="list-style-type: none"> • “Capture the Flag roles include flag defender, tagger, timeout area defender, releaser, and attacker.” • “Do what you love; love what you do.” <p><i>Ethical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • How did your participation contribute to the function of the team? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “When you do something you love, it is fun for you <i>and</i> for those who are depending on you!” <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • Did you and your teammates stay on your feet while executing offensive and defensive moves? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “It’s more fun when skills are executed safely and successfully!”
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ASSESSMENT

True Sport Principle: Keep It Fun and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Informal formative assessment: Participants Think-Pair-Share (see [Appendix F](#) for template):
 - What makes Capture the Flag fun?
 - What adaptations would you suggest to make it even more fun?

Skill Combinations and Movement Concepts

- Informal formative assessment: During game play, observe participants and provide feedback regarding their strategies for executing offensive and defensive fundamental movement skills.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Keep It Fun and Ethical Literacy

- Depending on the space available and number of participants, a second (or third) flag can be added to both sides of the field. The game ends when a team steals *all* of the other team's flags.

Physical Literacy

- Encourage participants to use a variety of locomotor and non-locomotor movement skills when playing this activity.
- Add an additional layer to this activity by having participants demonstrate at least four different movement skills prior to getting the other team's flag.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- To increase physical activity, do not use timeout areas. When a player is tagged, they return to their team's side, perform a designated exercise (e.g., 15 jumping jacks, five push-ups), then return to game play.

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.
- Encourage participants to consider their specific role on the team and be strategic in their play.
 - Are they providing defense in the backfield or near the midline?
 - Which way should they be facing?
 - Are they attempting to steal the flag?
 - How should they invade the other team's side?

Sport

- Capture the Flag can serve as a fun celebratory activity for teams.
- Sport-specific skills can be added by exchanging flags for the ball of a specific sport (e.g., capture the soccer ball or basketball and dribble it to your team's side).

Recreation

- Increase the number teams and/or flags to expand to more participants and maximize engagement.



STAY HEALTHY ACTIVITIES

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.





ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT	PAGES
ACTIVITY 1: Partner Exercises	Grades 7–8	<ul style="list-style-type: none"> • Exercise posters and cards (provided) • Mats 	98–106
ACTIVITY 2: Stretching and Breathing Exercises	Grades 7–8	<ul style="list-style-type: none"> • Mats 	107–111
ACTIVITY 3: Plank Hockey and Plank Four Square	Grades 7–8	<ul style="list-style-type: none"> • 4 small balls per Four Square court • Lined Four Square courts or 4 Hula Hoops per group • 4 beanbags per Four Square court • Mats 	112–116
ACTIVITY 4: Foam Rolling 101	Grades 7–8	<ul style="list-style-type: none"> • Foam roller, pool noodle, or lacrosse ball for every 1–2 participants 	117–120

STAY HEALTHY ACTIVITY 1: Partner Exercises

ACTIVITY DESCRIPTION

A variety of flexibility, balance, strength, and endurance exercises to perform with a partner.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

True Sport: Stay Healthy	Participants will: <ul style="list-style-type: none">• Advocate for the health and safety of themselves and those around them.• Expand their knowledge of exercises to improve flexibility, balance, strength, and endurance.• Analyze the value of exercise performed with a partner as opposed to individually.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Demonstrate respect for themselves and others.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Differentiate the health benefits of a variety of exercises.• Evaluate their level of physical fitness.• Cooperate with a partner in executing a number of exercises. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Balance Components of fitness explored: <ul style="list-style-type: none">• Flexibility• Core strength, stability, body control (Note: “core” also means sides, lower back, chest, and peripherally, hips, shoulders, and neck)• Muscular endurance

EQUIPMENT

- Exercise posters and cards (provided)
- Mats

PLAYING AREA REQUIREMENTS

- Space for partners to work together with a surface appropriate for lying down



ACTIVITY INSTRUCTIONS

Minds On

- Initiate an open dialogue about routines.
- Possible questions/comments include:
 - What kind of routine do you have in the morning?
 - Do you have a bedtime routine?
 - Are there parts of your routine that you struggle with?
 - Do you have any routines that include other people?
 - How does including someone else in a routine help you?
- Being held accountable to someone else or simply having another person to do something with can help us stick with doing the things we struggle to do.
- State that participants will strive to advocate for the health and safety of themselves and those around them while appreciating the benefits of exercise.

Continued on the next page

<p>Activate</p>	<ul style="list-style-type: none"> • Provide instruction to participants on the exercises (diagrams and instructions provided below.). <ul style="list-style-type: none"> • Flexibility: back, chest, side, hamstring, and quadricep stretches. • Balance: V-sit, back-to-back chair, superhero, partner lean, and frog. • Strength and endurance: crunches, wheelbarrow, plank high fives, and abdominal leg raises. • Demonstrate each exercise using both: <ul style="list-style-type: none"> • Verbal and visual demonstration. • Posters or instruction cards (see examples below). • Participants work to perform flexibility, balance, and muscular strength/ endurance exercises together. • Participants can work on their own, in pairs, or in groups of three, whichever is most comfortable. If trying the movements on their own, encourage participants to do the exercises close to a partner. • Ensure participants gain consent from each other before any exercises that require physical touch.
<p>Consolidate</p>	<p><i>True Sport Principle: Stay Healthy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • Do you prefer to focus on one area of physical fitness? Which exercises matched that focus? • How do you see this experience affecting your future workouts? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Being held accountable to another person can help you stick with an exercise routine.” <p><i>Ethical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How did you cooperate in your workout? • How did you divide the hard work? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “A friend should be mathematical. They should multiply the joy, divide the sorrow, subtract the past, and add to tomorrow.” (– from the poem “A Friend Should be Radical,” by Billy Sprague) <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • What role do non-locomotor skills play in helping to develop core strength for doing these types of movements? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Our bodies are incredible machines. When we use them, they get better and better!”

FLEXIBILITY

Back stretch



Face each other and grab hands. Step back, pull hands, and round your back by bending slightly at the hips.

Modification: This can be done individually by holding on to an item fixed to a wall (e.g., door handle of a securely closed door).

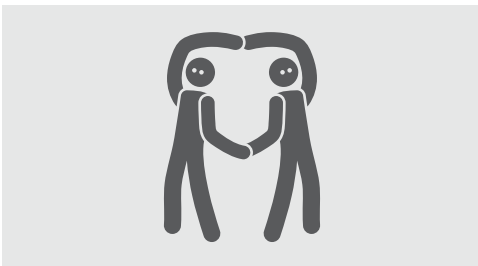
Chest stretch



Stand back-to-back and grab hands. Step forward and raise arms out to the sides.

Modification: This can be done individually by placing hands against a wall and stepping forward.

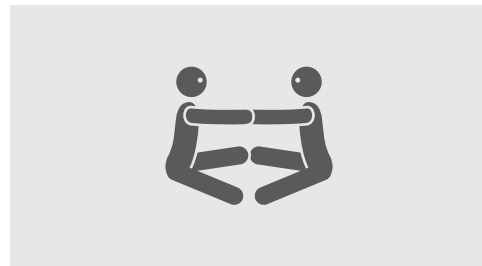
Side stretch



Face each other and grab hands. Step away from each other and turn to lying down side by side. Keep the arm overhead above your ear and pull away from each other.

Modification: This can be done individually by placing hands against a wall.

Hamstring/adductor stretch



Sit with feet apart and grab hands. One partner leans forward while the other leans back.

Hamstring stretch



Standing partner gently pushes the extended leg for 10 seconds. Then, the partner pushes against the standing partner's hands for five seconds, then relaxes while the standing partner provides another stretch for 20 seconds.

Modification: This can be done individually by gently pulling the leg towards the head, holding behind the calf.

Hamstring stretch



Seated partner leans against standing partner's legs. Standing partner gradually pulls up on seated partner's extended leg.

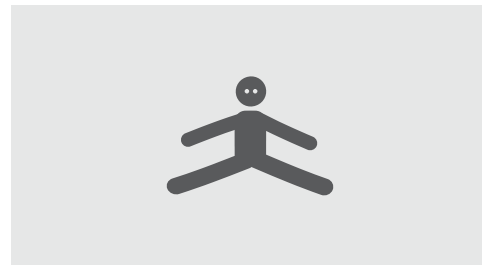
Quadricep stretch



Place hand on partner's shoulder to maintain balance. Holding onto shoes or ankles, pull one foot toward glutes, keeping the knee close to the other.

Modification: This can be done individually by placing hands against a wall for balance.

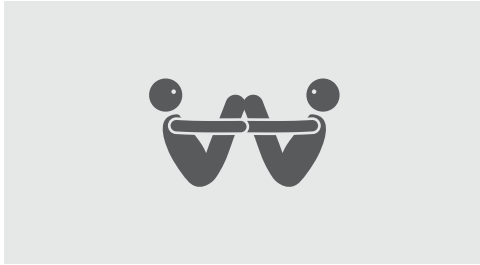
Straddle sit stretch



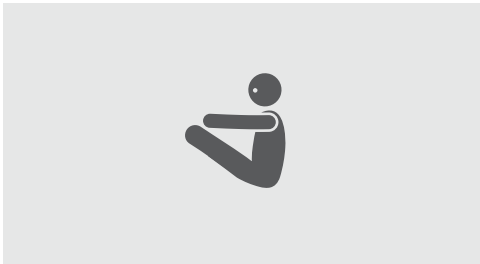
On their own or with others, participants sit on the ground with their legs spread as far apart as is comfortable. Reach arms out to try to touch toes.

BALANCE

V-sit balance



Sit face to face. With hands held, place bottoms of feet together and raise legs to form a “v” with your body and a “w” with your partner.

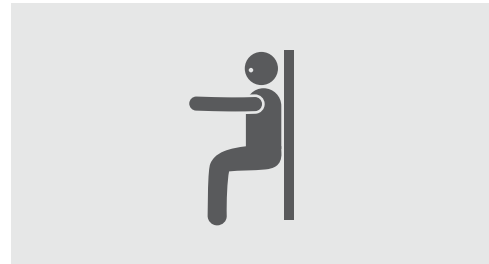


Modification: This can be done individually by balancing in a “v” position with arms outstretched towards toes.

Back-to-back chair balance

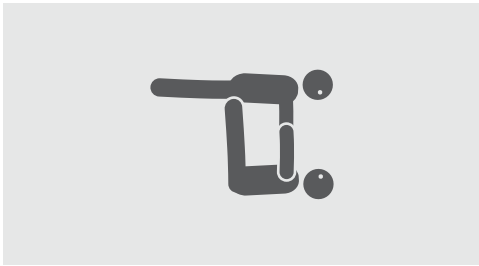


Stand back-to-back. Gradually step away, leaning against each other until the upper legs are parallel to the ground.

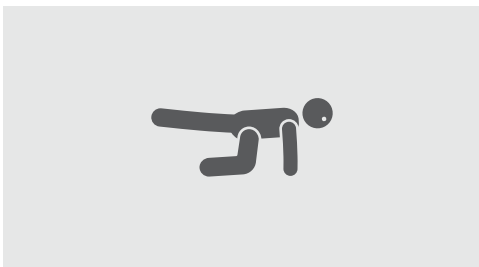


Modification: This can be done individually against a wall for balance.

Superhero balance



One partner lies on their back and the other stands near their feet. Place feet near hips and grab hands. Partner on the ground lifts the “superhero” to a balanced position.



Modification: This can be done individually. Starting on all fours, extend on leg out straight behind.

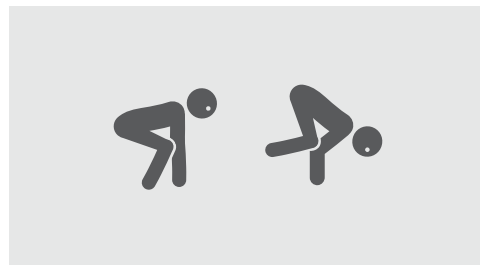
Partner lean balance



Standing with feet side-by-side, partners hold hands and lean away from each other while keeping legs straight.

Modification: This can be done individually by holding on to an item fixed to a wall (e.g., door handle of a securely closed door).

Frog balance



On their own, participants crouch down with knees bent and hands and feet flat on the floor. When they feel ready, the participant can attempt to balance on just their hands with their knees pushed into their armpits.

MUSCULAR STRENGTH/ENDURANCE

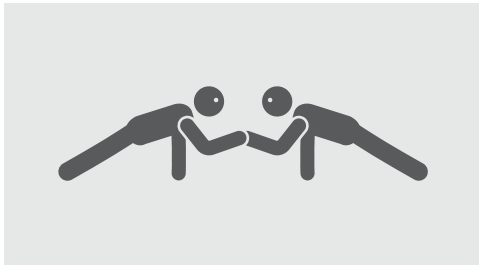
Crunches



One partner holds the other's feet to the ground while they contract their abdominal muscles and sit up until their elbows reach their knees.

Modification: This can be done individually by pushing feet up against a wall.

Plank high fives



Maintain a plank position while facing each other and giving each other high fives, meeting right hands together then left hands together.

Modification: This can be done individually by facing a wall and "high fiving" a spot ahead of them.

Wheelbarrow

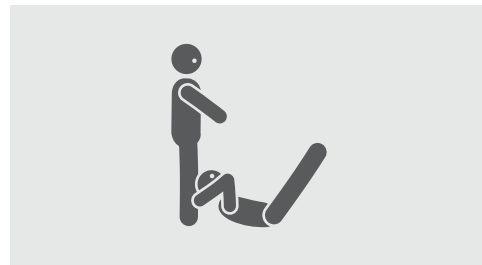


Standing partner holds the other's feet off the ground. Maintain plank position while stationary, walking, or doing push-ups.



Modification: This can be done individually by holding a plank position (on knees or toes).

Abdominal leg raises



Lying down partner holds the standing partner's ankles and raises both legs up to their hands. Standing partner pushes their legs back down. Lying down partner does not let their feet touch the ground.

Modification: This can be done individually by placing hands up overhead against a wall and challenging themselves to raise and lower feet without letting them touch the ground.

ASSESSMENT

True Sport Principle: Stay Healthy and Ethical Literacy

- Informal formative assessment: Ask participants whether they had to advocate for the health and safety of themselves and those around them. If so, how did they advocate?
- Informal summative assessment: Throughout the session, participants observe one another and note examples of cooperation, respect, and support. Provide feedback using a Peer Assessment template ([see Appendix F](#)).

Skill Combinations and Movement Concepts

- Formal formative assessment: This session provides the opportunity for physical fitness assessment. Collect and record accurate data as appropriate for your setting.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Stay Healthy and Ethical Literacy

- The method of forming pairs can be done in different ways.
 - Participants perform all exercises with the same partner.
 - Participants form small groups of four to six people and take turns working with each other.
 - The group is divided in half and stands in a formation with an outer circle and inner circle facing each other. Partners pair up with the person across from them. Rotate after each exercise.

Physical Literacy

- Build in opportunities for participants to create additional partner movements that involve a mix of non-locomotor or locomotor movements.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Partner exercises can become part of the class routine as students become accustomed to working with partners and learn more exercises.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.
- Include education regarding flexibility, muscular strength and endurance, the muscle groups involved, and their functions.

Classroom

- Partner exercises can easily be incorporated into the classroom setting and throughout the school day at various times, in different locations.
- Provide teachers with diagrams and instructions to make them aware of the exercises the students know how to do.

Sport

- Partner exercises facilitate team bonding and can be used during warm-ups and cool-downs.

STAY HEALTHY ACTIVITY 2: Stretching and Breathing Exercises

ACTIVITY DESCRIPTION

A session during which flexibility training and breathing exercises are introduced and practiced.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

<p>True Sport: Stay Healthy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Advocate for the health and safety of themselves and those around them. • Understand that anxiety can be helpful and isn't always a bad feeling to experience. • Evaluate feelings of anxiety and calmness before and after breathing exercises. • Analyze breathing exercises and stretching as practices they could incorporate into their lives.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Acknowledge the benefits of breathing exercises and flexibility training. • Identify situations in their life that could be made better by these practices.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Show body, voice, and breath control. • Maintain body positions requiring strength, flexibility, and balance. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Spatial awareness (i.e., moving through a space while being cognizant of the playing space boundaries, offensive/defensive zones, cones, obstacles) • Body awareness (i.e., being cognizant of how one's body feels as it moves through space) • Balance • Twist, turn, etc. <p>Components of fitness explored:</p> <ul style="list-style-type: none"> • Flexibility • Core strength and body control

EQUIPMENT

→ Mats

PLAYING AREA REQUIREMENTS

- Area large enough for every participant to be in personal space, no set up required
- Surface appropriate for lying down

ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Let participants know that sometimes anxiety is a helpful feeling. For example, you may feel a bit anxious about an upcoming race and this feeling leads you to fuel up with nutritious foods and focus on getting enough sleep.• Anxiety can become a hindrance when the feelings don't match the situation, or when the feeling won't go away.• Initiate an open dialogue about flexibility training and breathwork and how they have been found to help people decrease unhelpful levels of anxiety.• Allow participants to share their stories, experiences, and perspectives.• Explain that flexibility training and breathwork have physical, mental, and emotional health benefits.• It is a great way to put the Stay Healthy principle into practice.• State that participants will strive to advocate for the health and safety of themselves and those around them while demonstrating body and spatial awareness.
Activate	<ul style="list-style-type: none">• Invite participants to sit in their personal space in either of the following poses:<ul style="list-style-type: none">• Easy pose — sitting tall in a cross-legged position.• Butterfly — sitting tall with bottoms of feet together, feet pulled in close to body.• Walk participants through “starfish breathing” — hold an open hand in front of your body and very slowly trace your hand with your opposite forefinger, inhaling while you trace up each finger, and exhaling while you trace down each finger. Use a slow count of 4 for each breath.• Draw attention to the importance of breathing during stretching and flexibility movement activities.• Practice a “starfish” on both hands.• Share with participants that they will be assessed on core strength, eye coordination, balance, and flexibility throughout the activities.• Move to a different seated pose:<ul style="list-style-type: none">• Half lotus pose — sit cross-legged with one foot resting on top of the opposite leg. Modification: Half lotus pose can be done with the arms crossed over body.• Transition to standing poses:<ul style="list-style-type: none">• Warrior — standing with feet together, place one foot behind in a large stride with foot turned out at a 45-degree angle, front leg should bend with the knee above the foot and upper leg parallel to ground, raise arms above head, palms facing each other, look up to hands. Modification: Warrior can be done in a seated position holding arm positions only.• Triangle — standing with feet apart, turn one foot out to a 45-degree angle, lean to this side, reaching hand to the floor or ankle, raise other arm straight up to the ceiling, look up to this hand. Modification: Triangle pose can be done with upper body and arm movements only.

Continued on the next page

- Transition to balancing poses:
 - Tree — place palms together at chest level, rest bottom of foot on the inside of the opposite knee, stand tall. Modification: Tree pose can be done with upper body and arm movements only.
 - Down dog split — from plank position, raise hips up into the air, tuck head between arms, press heels to ground, raise one leg straight up behind, hold. Modification: Down dog can be done leaning into a chair from standing or sitting.
- Transition to resting poses:
 - Spinal twist — lying on the ground, extend both arms straight out from your sides, palms facing up and shoulder blades flat on the ground, lift one leg and place it on the opposite side of your body with knee bent, rest. Modification: A spinal twist can be done from a standing or seated position by wrapping arms around torso and looking over one shoulder.
 - Corpse — lying supine on the ground, relax the entire body, even the face. Modification: This full body relaxation can be done from a standing or sitting position.
- Encourage participants to slow their breathing, imagining the starfish, inhaling, and exhaling for counts of four.
- Invite participants to return to a seated position when they are ready.

Continued on the next page



Consolidate***True Sport Principle: Stay Healthy***

Example questions to ask participants:

- Think of how you were feeling prior to our session today. Is it different than how you feel now?
- How might you incorporate this kind of practice into your life?

Discussion Prompt:

- “Breathe in the good. Breathe out the bad.”

Ethical Literacy

Example question to ask participants:

- How might these practices benefit your interactions with others throughout the school day?

Discussion Prompt:

- “We normally breathe from the top third of our lungs. With a deep breath, we get more oxygen into our bodies and brains, helping us to function more optimally.”

Physical Literacy

Example questions to ask participants:

- What social, physical, emotional and/or cognitive challenges did you face in performing these exercises?
- How might flexibility training and breathwork support your physical activity participation levels?

Discussion Prompt:

- “Flexibility training is a practice that we can improve.”
- “You can do hard things.”

ASSESSMENT

True Sport Principle: Stay Healthy and Ethical Literacy

- Informal formative assessment: Ask participants whether they had to advocate for the health and safety of themselves and those around them. If so, how did they advocate?
- Formal summative assessment: Use an exit slip (see Appendix F for template) to ask the following questions:
 - Which stretching pose(s) do you find most enjoyable and/or beneficial to you?
 - When do you think it would be good for you to do breathing exercises?
 - Set a goal for yourself — how often will you commit to taking time to stretch and breathe (e.g., daily, weekly)?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants during the session and provide feedback regarding their form and focus. Specifically note:
 - Core strength
 - Eye control and focus
 - Voice control
 - Breathing patterns

DIFFERENTIATED INSTRUCTION

True Sport Principle: Stay Healthy and Ethical Literacy

- If questions arise regarding religious connection to flexibility training, explain that stretching helps strengthen and balance our bodies and our minds. Connection to spirituality or religion is made solely within the individual practicing it.

Physical Literacy

- Some participants may be able to hold poses longer than others. Tell participants that if they need to resume a mountain pose or a seated mountain pose at any time, they may do so while maintaining body and breath control.
- Transfer this activity to different environments such as outside in a field or on snow in the winter.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- When taught in the physical education setting, all students are prepared to perform the poses throughout the school day, no matter which teacher they are with.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Flexibility training and breathwork can easily be incorporated into the classroom setting and throughout the school day at various times and locations.

Sport

- Knowledge and understanding of flexibility training and breathwork can be very beneficial to sport teams, by incorporating them into practices, pre-game routines, home workouts, and so on.

STAY HEALTHY ACTIVITY 3: Plank Hockey and Plank Four Square

ACTIVITY DESCRIPTION

One-on-one hockey in plank position and a modified game of Four Square where participants are in plank position and use beanbags in lieu of a playground ball.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

<p>True Sport: Stay Healthy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Advocate for the health and safety of themselves and those around them. • Analyze the level to which they value the social component of physical fitness and exercise. • Evaluate the degree to which they enjoy contributing to a physical activity in a social setting.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Acknowledge the benefits of participating in physical activities with others.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Maintain body positions that require core strength, balance, and muscular endurance. • Move hands quickly while tracking and responding to moving objects and holding a position. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> • Balance • Hand-eye coordination <p>Components of fitness explored:</p> <ul style="list-style-type: none"> • Core strength (Note: “core” also means sides, lower back, chest, and peripherally, hips, shoulders, and neck) • Muscular strength and endurance

EQUIPMENT

- 4 small balls per Four Square court
- Lined Four Square courts or 4 Hula Hoops per group
- 4 beanbags per Four Square court
- Mats

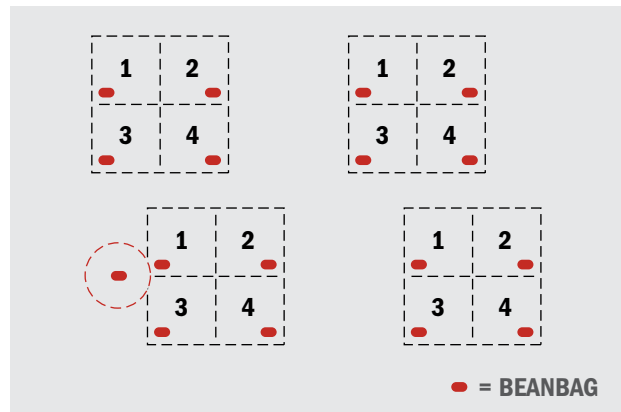
→ **Plank Hockey** — — —————→

PLAYING AREA REQUIREMENTS

- Large, flat area with a relatively smooth surface.
See diagrams for set up.



→ **Plank Four Square** — — —————→



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none"> • The late Canadian strength coach and author, Charles Poliquin, said, “You can’t fire a cannon from a canoe.” • Ask participants to share their interpretations and meanings of his statement. • Say, “We’re going to have some fun with making sure we’re not firing our cannons from a canoe.” • State that participants will strive to advocate for the health and safety of themselves and those around them while participating in this physical activity.
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Activate

- Demonstrate the movements required for each version of the activity below.
- Plank Hockey:
 - Divide the group into two equal lines facing each other.
 - If available, one line stands against a wall.
 - Participants match up with the opponent standing directly in front of them.
 - Adequate space is required between the pairs of opponents.
 - Both players assume a plank position, the defender has their feet against the wall.
 - The other player, about two metres away from the defender, attempts to score by rolling a small ball between the defender's hands and against the wall.
 - After one or two minutes of play, players trade roles.
 - After two rounds of play, rotate one line of players over one position so everyone has a new opponent.
- Plank Four Square:
 - Divide the group among the Four Square courts. These can be pre-painted, chalk-drawn, or formed by placing four hula hoops in a square shape. If there are additional people, a fifth hula hoop can be added.
 - One beanbag is in each square or hoop.
 - Each participant assumes plank position in or just outside of their square or hoop.
 - Note: A modified plank position may be more appropriate for some participants. In a six-point plank, the hands, knees, and toes are in contact with the ground with head, back and hips in line.
 - On the starting signal, participants slide or toss any beanbags that are in their square into the other squares.
 - This continues for one to two minutes.
 - On the stop signal, participants stop throwing beanbags.
 - Count the number of beanbags in your square. These count as points against you.
 - Participants rotate to different squares and play several rounds.

Continued on the next page

Consolidate***True Sport Principle: Stay Healthy***

Example question to ask participants:

- When exercise is incorporated into games, sometimes the exercise is masked by the fun that is had. What do you think of blending fun with being physically active with others?

Discussion Prompt:

- “The more, the merrier!”

Ethical Literacy

Example questions to ask participants:

- Are you more likely to work out with others or by yourself?
- What are some benefits of each?

Discussion Prompt:

- “There is strength in numbers.”

Physical Literacy

Example question to ask participants:

- Where in your body did you notice muscles working to help you maintain balance and position during the activity?

Discussion Prompts:

- “You can’t fire a cannon from a canoe.” (– Charles Poliquin, Canadian strength coach and author)
- “In other words, a solid base is necessary in order to produce and transfer power.”
- “The benefits from core strength activities such as these will transfer over to all sports; they will help you in daily tasks, household chores, and yard work.”

ASSESSMENT

True Sport Principle: Stay Healthy and Ethical Literacy

- Informal formative assessment: Ask participants whether they had to advocate for the health and safety of themselves and those around them. If so, how did they advocate?
- Formal summative assessment: Use an exit slip (see Appendix F for template) to Think-Pair-Share. Pairs can ask each other the following self-reflection questions:
 - Outside of this group, with whom can you play Plank Hockey or Plank Four Square?
 - How could you adapt these games to play on your own?

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants during the games and take note of their endurance maintaining the plank position while moving objects and defending against objects.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Stay Healthy and Ethical Literacy

- Depending on the number of participants, Plank Hockey may be played by more than two people and Plank Four Square can include more than four squares or hoops.

Physical Literacy

- Some participants may be able to hold plank position longer than others. Participants can modify their position or take a break as needed.
- Transfer activity to different environments such as outside on grass or on ice. Connect how core strength is needed for swimming.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Instruct the students about which muscle groups they are using while in the plank position.
- How do our bodies and brains benefit from having strong core muscles? Benefits include improved breathing and oxygen supply to the body and brain, stronger and healthier posture, injury prevention, and so on.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Plank Hockey does not require much space and can be incorporated into the classroom setting.
- Clear tables and desks away from the playing space and ensure the area is big enough to do the activity safely.
- The ball can be a crumpled piece of paper and may include previously written questions related to academic content.
- When a goal is scored, the goalie uncrumples the ball to reveal the question and answer it with the opponent.
- Multiple balls may be used.

Sport

- Plank Hockey and Plank Four Square can be fun (and less obvious) ways to incorporate core strength into workouts and warm-ups.

STAY HEALTHY ACTIVITY 4: Foam Rolling 101

ACTIVITY DESCRIPTION

A session to introduce the purpose and practice of foam rolling.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

True Sport: Stay Healthy	Participants will: <ul style="list-style-type: none">• Advocate for the health and safety of themselves and those around them.• Analyze foam rolling as a practice they could incorporate into their lives.• Evaluate feelings of tension and relaxation before and after a foam rolling session.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Acknowledge the benefits of foam rolling.• Identify specific times when they could benefit from this method of caring for mind and body.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Demonstrate proper technique in performing foam rolling exercises.• Identify names of muscle groups that benefit from foam rolling. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Body control• Balance

EQUIPMENT

- Foam roller, pool noodle, or lacrosse ball for every 1 or 2 participants

PLAYING AREA REQUIREMENTS

- Large, flat area with a surface appropriate for lying down, with no set up required

ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Ask participants to share their experiences with foam rolling.• Have they heard of it? Seen it done? Done it themselves?• Explain that foam rolling:<ul style="list-style-type: none">• Loosens muscles before a workout,• Reduces muscle soreness after a workout,• Increases blood flow to the muscles, and• Relieves muscle tension.• It is a great way to put the Stay Healthy principle into practice.• State that participants will strive to advocate for the health and safety of themselves and those around them and appreciate the importance of caring for our bodies.
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Activate

- Invite participants to sit in their personal space with a foam roller.
- Explain that the general practice is to roll very slowly, rolling throughout the length of the muscle and keeping pressure on any sore area of the muscle.
- Demonstrate proper technique while performing foam rolling exercises.
- Identify names of muscle groups that benefit from foam rolling.
- Note: Never roll over a joint, bone, or injured tissue.
- Mention that foam rolling can be uncomfortable to start but that is natural.
- Hamstring, quadriceps, and calf rolls can be done with both legs simultaneously or one leg at a time.
- Hamstrings:
 - In a seated position, place the roller under your extended legs, just above the knees. Hold yourself up with your hands, roll slowly from this position to the upper part of your leg. Keep torso and spine straight.
- Quadriceps:
 - Lying on your stomach, place the roller under your legs just above your knees. Hold yourself up on your elbows, roll slowly from this position to the upper part of your leg. Keep your torso and spine straight.
- Gluteus Maximus:
 - Sit on the roller, crossing one leg over with the ankle on the opposite knee. Lean back and toward the bent leg, steadying yourself with your hand placed on the floor behind you. Roll slowly from the top to the bottom of the gluteus muscle. Repeat on opposite side.
- Calves/gastrocnemius:
 - In a seated position, place the roller under your extended legs, just above the ankles. Hold yourself up with your hands, roll slowly from this position to below the knee. Keep your torso and spine straight.
- Iliotibial (IT) Band:
 - Lying on your side, place the roller under your leg just below the hip. Cross the opposite leg in front, steady yourself on your elbow bent at 90 degrees. Roll slowly from this position to just above your knee. Repeat on opposite side.
- Back:
 - In a seated position, place the roller against your lower back. Slowly lift your legs and bottom off the ground, keeping the roller under your back. Move the roller slowly up and down your back by extending and bending your legs.
- Side:
 - Lying on your side, place the roller in your armpit. With your bottom leg straight and top leg bent over to form a “figure four” (i.e., the foot of your top leg in front of your bottom leg’s knee), prop your weight on your hip and roll the roller back and forth along your side.
 - Repeat each roll as desired.

Continued on the next page

Consolidate***True Sport Principle: Stay Healthy***

Example questions to ask participants:

- Do you notice a difference in how your muscles feel after a foam rolling session? What do you notice?
- How do you see yourself incorporating foam rolling into your athletic and/or everyday life?

Discussion Prompt:

- “Just as foam rolling can break up tension in your muscles, health-focused routines can break up tension in your life.”

Ethical Literacy

Example questions to ask participants:

- Consider the benefits of foam rolling beyond its obvious physical benefits.
- When would you like to take care of your mind and body in this way?

Discussion Prompts:

- “The benefits of foam rolling go beyond individual muscle function. They extend across our whole body.”
- “We give our attention to things that matter. Your physical and mental health matters!”

Physical Literacy

Example question to ask participants:

- What locomotor and non-locomotor movements can be improved as a result of foam rolling?

Discussion Prompt:

- “Just as with other sport-related skills, it takes foam rolling practice to manipulate muscles, keep balance, and feel comfortable with the process.”

ASSESSMENT

True Sport Principle: Stay Healthy and Ethical Literacy

- Informal formative assessment: Ask participants whether they had to advocate for the health and safety of themselves and those around them. If so, how did they advocate?
- Formal summative assessment: Use an exit slip (see Appendix F for template) to ask participants to name the musculature in the areas of the body they rolled (e.g., back of upper leg — hamstrings, front of upper leg — quadriceps, back of lower leg — calves/gastrocnemius, side of upper leg — iliotibial/IT band, posterior of pelvis — gluteus maximus).

Skill Combinations and Movement Concepts

- Informal formative assessment: Observe participants during the session and provide feedback as necessary regarding body positioning, balance, and pace of rolling.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Stay Healthy and Ethical Literacy

- Be sensitive to any concerns of injury or other conditions which may prevent participants from being comfortable or safe while rolling.

Physical Literacy

- Reiterate that participants may roll one leg at a time and maintain balance with the opposing foot/leg on the ground.
- Help participants make the connection between foam rolling, muscle tension, and locomotor/non-locomotor movements.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Tennis balls, lacrosse balls, and baseballs may also be used.
- Participants can take turns if there are not enough rollers for everyone to have their own.
- Incorporate foam rolling into the next physical education class so participants can practice it again before or after a future activity.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Foam rollers can be included in a classroom's repertoire of calming techniques, either for the whole class or for individuals on an as-needed basis.

Sport

- Foam rolling is a valuable part of a team's training routine. Incorporating it into warm up and cool down is good way to help participants stay healthy.

INCLUDE EVERYONE ACTIVITIES

| *Recognize and celebrate strength in diversity.
Invite and welcome others into sport.*





ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT	PAGES
ACTIVITY 1: Speed Ball	Grades 7–8	<ul style="list-style-type: none"> • Boundary line markers • 2 Hula Hoops • 1 ball (soccer, playground, or volleyball) • Flag for every participant 	123–126
ACTIVITY 2: Cooperation Soccer Baseball	Grades 7–8	<ul style="list-style-type: none"> • 3 kickballs or playground balls • 6 cones • 3 bases 	127–130
ACTIVITY 3: Champions and Cheerleaders	Grades 7–8	<ul style="list-style-type: none"> • No equipment needed 	131–134
ACTIVITY 4: Frogger	Grades 7–8	<ul style="list-style-type: none"> • Boundary line markers • Variety of balls (optional) 	135–138

INCLUDE EVERYONE ACTIVITY 1: Speed Ball

ACTIVITY DESCRIPTION

A fast-paced team game of moving a ball to a goal, sending, and receiving with feet and hands.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

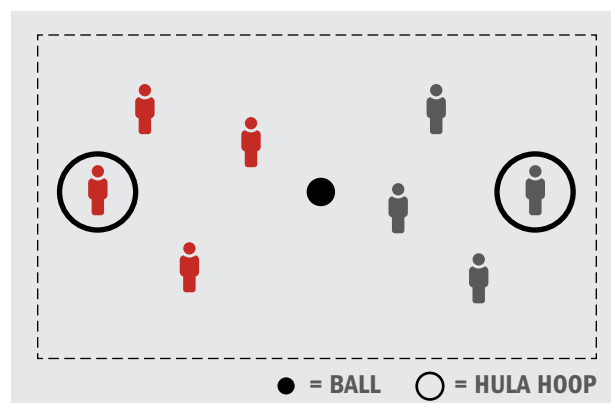
<p>True Sport: Include Everyone</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Recognize and celebrate strength in diversity and work to welcome everyone into the experience. Analyze the cues of inclusion for self and others.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Appreciate the benefits of inclusion in and out of sport and physical activity. Recognize potential consequences of excluding others both in and out of sport and physical activity.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Move safely with speed and agility in close proximity to others to defend and move into open spaces. Execute physical and verbal skills of inclusion for self and others. Send and receive with accuracy. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> Offensive and defensive strategies such as moving to an open space and relational awareness Send and receive

EQUIPMENT

- Boundary line markers
- 2 Hula Hoops
- 1 ball (soccer, playground, or volleyball)
- Flag for every participant

PLAYING AREA REQUIREMENTS

- Large open space (indoor or outdoor).
See diagram for set up. →



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Use a process of guided discovery to present the activity. The leader reviews the basic structure of the game and poses guiding questions for the participants to discover their intended target.• Depending on the time available, balance the amount of information provided and the number of questions asked.• More questions = more discovery = more excitement, ownership, and learning.• The target is for <i>all</i> players to:<ul style="list-style-type: none">• Be included;• Communicate with each other; and,• Take control of the ball in each possession prior to points being scored.• The leader knows:<ul style="list-style-type: none">• There will be two teams.• The object of the game is to get the ball to your receiver standing in a Hula Hoop at the end of the field.• The ball may be kicked, thrown, or carried.• If your flag is stolen while in possession of the ball, possession changes.• Points are scored when the receiver catches the ball with at least one foot grounded in the hoop.<ul style="list-style-type: none">» Thrown ball = one point» Kicked ball = two points» A bonus point is awarded if every team member verbally communicates to receive the ball and controls it prior to scoring.• Guiding questions may include:<ul style="list-style-type: none">• “How will we know who is on which team?”• “How should the ball be moved down the field?”• “Why limit the options? How else could it be moved?”• “Isn’t it easy to catch a thrown ball? What if the points were awarded depending on how the ball is sent?”• “Should a certain number of passes be required before a team can score? Why or why not?”• “Should the number of steps a player can take with the ball be limited?”• “How can your team ensure everyone is included?”• “Is it worth more points if everyone is included?”• “What if inclusion had to be very intentional?”• Say, “This sounds like a great game! Let’s play!”• Share that participants will strive to recognize and celebrate strength in diversity while playing offensively and defensively.
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<p>Activate</p>	<ul style="list-style-type: none"> • Designate a large playing space with boundary line markers. • Place a Hula Hoop at each end of the space. • Form two teams, each beginning on one half of the field with a “receiver” standing in the hoop at the opposite end. • Demonstrate offensive and defensive strategies and have participants practice. • Teams are designated by coloured waist flags (flag football belt or strip of fabric tucked into the waistband). • Once the ball is tossed into the centre of the field, play begins, and players are allowed to move anywhere. • Play four time-designated quarters. Allow time to analyze team strategy and change receivers with each quarter.
<p>Consolidate</p>	<p><i>True Sport Principle: Include Everyone</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How did you respond to teammates who were showing signs of including themselves? How about those who were not showing signs? • How did your team’s strategy work to ensure everyone was included? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Body language speaks loudly and our voices are very useful tools to make inclusion happen.” <p><i>Ethical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • Did your team meet the challenge of including everyone or did you move on without doing it? • What did inclusion and cooperation look like on your team? • Was the challenge of including everyone worth it? Why or why not? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “T.E.A.M. = Together, Everyone Achieves More.” <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • What kinds of adjustments did you and/or your teammates need to make as the game progressed? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Clear verbal communication benefits everyone and increases involvement on and off the field of play.”

ASSESSMENT

True Sport Principle: Include Everyone and Ethical Literacy

- Informal formative assessment: Ask participants what they did to ensure everyone felt a sense of belonging in the activity.
- Informal formative assessment: Throughout gameplay, observe participants and give feedback on their execution of strategies to include themselves and others.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following self-reflection questions:
 - Think about the benefits of inclusion beyond this activity. What happens when everyone is included?
 - What was the consequence of not including everyone in this activity? What are some consequences of excluding others in areas outside of sport?

Skill Combinations and Movement Concepts

- Informal formative assessment: Throughout gameplay, observe participants and give feedback on their offensive and defensive fundamental movement skills.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Include Everyone and Ethical Literacy

- The process of guided discovery can be removed from this activity or can be presented with fewer questions. Participants can be led simply to discover strategies for making sure everyone is included (i.e., emphasize verbal communication).

Physical Literacy

- Methods of moving the ball down the field can be narrowed or broadened (e.g., limit the number of steps allowed while in possession, dribble with hands or feet only, overhead pass only).

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Limit the methods of moving the ball to allow for further practice on specific movement skills and combinations.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Sport

- The ball of choice and methods of moving it can be adapted to fit specific sports.

Recreation

- Participants can create nicknames to call out during gameplay.

INCLUDE EVERYONE ACTIVITY 2: Cooperation Soccer Baseball

ACTIVITY DESCRIPTION

A fast-paced game of soccer baseball in which every kick includes all fielders.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

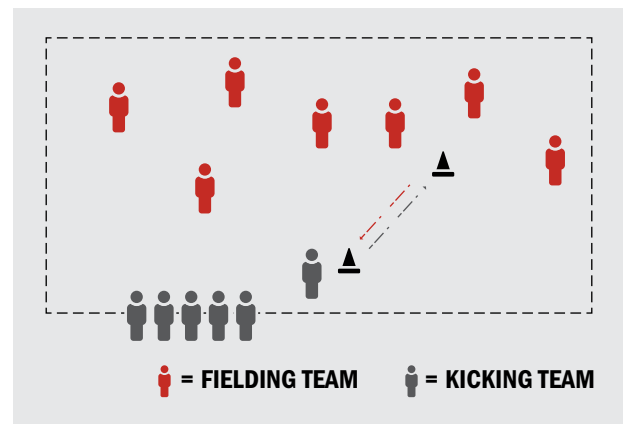
<p>True Sport: Include Everyone</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Recognize and celebrate strength in diversity and work to welcome everyone into the experience. Compare inclusion rates in two similar, yet different, games of kickball.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Analyze the value of taking responsibility for one’s own inclusion. Analyze the value of working to ensure the inclusion of others.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Attend to a task and work in cooperation with others to meet a goal. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> Underhand roll Kick Run Field

EQUIPMENT

- 3 kickballs or playground balls
- 6 cones
- 3 bases

PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).
See diagram for set up. — — —————→



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Ask participants to set up to play a game of soccer baseball. Point out the fielders spread across the field, the pitcher with the ball, and the kicker at the plate.• “How many people are physically involved and moving with each pitch? How does this compare to the number of people playing the game?”• “What if we played multiple games at the same time? How would this change who is playing?”• “We’re going to play three simultaneous games of soccer baseball so many more people are included in the physical action of the game.”• Share that participants will strive to recognize and celebrate strength in diversity while they play the game cooperatively.
Activate	<ul style="list-style-type: none">• Divide the group into three equal teams. The group will play three simultaneous games of soccer baseball to maximize activity time.• Set up three playing areas with no bases, a cone standing one metre from home plate, and a cone standing near the area where first base would be, as per the diagram above.• Demonstrate the direction of play.• In each team, when the ball is pitched, the player who is up kicks the ball into the field. Then they run to the far cone, touch it, and return to the cone near home plate. They continue to run, counting every cone touch until they hear, “Stop!”.• After the ball is kicked, the fielding team quickly fields the ball and forms a single file line behind the person with the ball.• Every player passes the ball backwards overhead to the person behind them.• When the last person in line has the ball, they call, “Stop!”• The number of cone touches is recorded and the next pitch is made.• The kicking team gets four kicks per inning.• Maintain kicking order throughout the game.• Play for a designated amount of time or number of innings.• Notes:<ul style="list-style-type: none">• If the ball is dropped in line, it must start again at the beginning.• “Stop” can only be called by the last person in line.• “Stop” cannot be called out until everyone on the fielding team has controlled the ball in line.• Everyone must remain in line until “Stop” is called.

Continued on the next page

Consolidate	<p><i>True Sport Principle: Include Everyone</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • What did your team’s inclusion and cooperation look like? • Compare your team’s level of cooperation with your opponent’s score. Do you think this is an accurate reflection? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Working to include ourselves and others makes a real difference.” <p><i>Ethical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • Did you take responsibility for including yourself or did your teammates need to take it on as their responsibility? • If you were able to include others when they were not including themselves, did you do so in a way that was kind and encouraging? <p>Discussion Prompts:</p> <ul style="list-style-type: none"> • “When we include ourselves in meeting expectations, we show others that we are responsible for ourselves.” • “When we do not include ourselves in following expectations, we allow others to tell us what to do.” <p><i>Physical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How did the movements of Cooperation Soccer Baseball vary from a regular game of soccer baseball? • What is another change you could make to a popular game to include more people and add more movement? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “A big difference can be made with just a small change.”
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ASSESSMENT

True Sport Principle: Include Everyone and Ethical Literacy

- Informal formative assessment: Ask participants what they did to ensure everyone felt a sense of belonging in the activity.
- Formal formative assessment: Participants Think-Pair-Share (see [Appendix F](#) for template):
 - What was the score of the game?
 - Do you think this is an accurate reflection of the teams’ levels of cooperation?

Skill Combinations & Movement Concepts

- Informal formative assessment: Check for pitching to be executed accurately with step and roll, and for kicking to be performed with step, kick, and follow through. Provide feedback as necessary.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Include Everyone and Ethical Literacy

- Much like in Include Everyone Activity 1: Speed Ball, the process of guided discovery could be used in guiding the participants to discover a way to include everyone in each kick of the game.

Physical Literacy

- Rather than only passing the ball overhead down the line, other challenges for the fielding team can be incorporated. For example:
 - Alternate passing the ball overhead, then between legs, overhead, between legs, etc. with each person down the line.
 - Keeping feet stationary, twist to the left to pass behind, then to the right, alternating sides down the line.
 - Everyone stands with feet apart to form a long tunnel. The ball must be rolled from one end of the tunnel to the other one or more times.
 - Stand in a circle rather than in a line. Every person must touch the ball as it is passed around the circle one or more times.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Perform action research based on the number of steps participants take during a “regular” game of soccer baseball and a game of Cooperation Soccer Baseball.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Sport

- Sport-specific skills can be incorporated into Cooperation Soccer Baseball by varying the method of sending the ball as well as adapting the challenge for the fielding team (i.e., serve a volleyball and the fielding team gathers in a circle to volley it to each other, or overhead throw a soccer ball and everyone on the fielding team must receive it and kick it to each other, etc.).

Recreation

- Allow participants to come up with ideas for the fielding team challenges. Each team should perform the same challenge for a complete inning so scoring opportunities are equal.

INCLUDE EVERYONE ACTIVITY 3: Champions and Cheerleaders

ACTIVITY DESCRIPTION

A game of rock-paper-scissors that grows and grows and includes everyone throughout!

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

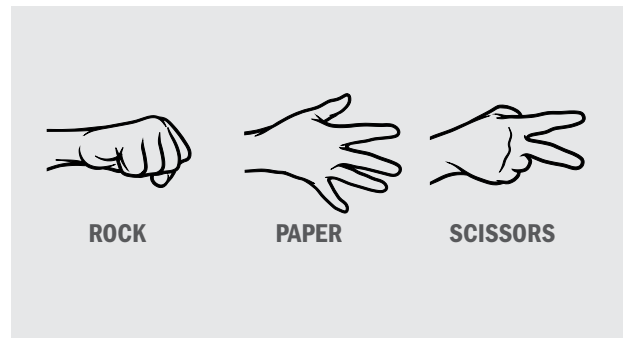
<p>True Sport: Include Everyone</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Recognize and celebrate strength in diversity and work to welcome everyone into the experience. Demonstrate the value of “Include Everyone” by being welcoming and accepting of others.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Analyze the value of taking part in sport.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Demonstrate active participation! <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> Variety of locomotor movements (e.g., run, wheel, walk, crawl, dodge, evade, pivot, slide, side shuffle, gallop, leap, skip, roll) Balance

EQUIPMENT

→ No equipment needed

PLAYING AREA REQUIREMENTS

→ A space large enough for participants to mingle in general space, with no set up required. — — →





ACTIVITY INSTRUCTIONS

<p>Minds On</p>	<ul style="list-style-type: none"> • Ask participants, “Have you ever heard the phrase ‘one and done’?” • Wait for responses. Explain that it can refer to playing in a tournament, losing one game, and then being out of the competition. • “How about the phrase, ‘two and ‘que?’” • Wait for responses. Explain that this refers to playing in a tournament and, after losing two games, you are out of the competition — and it’s time to barbeque. • “But we don’t always need to be done when we lose. It’s a matter of perspective. We can still move on as a champion or a cheerleader!” • State that participants will strive to recognize and celebrate strength in diversity and work to welcome everyone into the experience.
<p>Activate</p>	<ul style="list-style-type: none"> • Everyone matches up with an opponent for a game of rock-paper-scissors (RPS). • Demonstrate a game of RPS. See image above for hand formations. • Decide ahead of time if competitions will consist of one game or best two out of three. • The winner of each match moves on as a Champion and challenges the nearest Champion they find. • The loser of each match becomes the Cheerleader for the person who beat them. • Eventually, there will be two Champions left to challenge each other, and both Champions will have a team of Cheerleaders rallying behind them. • Once a single Champion has been determined, a new round can begin. • Note: With every new round, participants can be instructed on different locomotor movements to perform while moving to their next competitor (e.g., skip, gallop, hop). A balance pose (e.g., standing on one foot) can also be added while competitions take place.

Continued on the next page

Consolidate***True Sport Principle: Include Everyone***

Example questions to ask participants:

- Without identifying who, did you witness any Champions (yourself or others) turning away from anyone who challenged them to RPS? Were all Champions encouraged by Cheerleaders?
- How did you feel about cheering on the person who beat you? Or the person who beat your Champion?

Discussion Prompt:

- “Champion or Cheerleader. Your best friend or not. Everyone is included.”

Ethical Literacy

Example questions to ask participants:

- How did it feel when playing RPS?
- How did it feel being a cheerleader?

Discussion Prompt:

- “Encouraging your peers regardless of their performance (i.e., both champions and cheerleaders) helps ensure everyone is included.”

Physical Literacy

Example question to ask participants:

- What did your cheerleading efforts look like, sound like, and feel like?

Discussion Prompt:

- “Will you keep playing? Keep including yourself? Keep including others?”

ASSESSMENT

True Sport Principle: Include Everyone and Ethical Literacy

- Informal formative assessment: Ask participants what they did to ensure everyone felt a sense of belonging in the activity.
- Informal formative assessment: Participants Think-Pair-Share (see Appendix F for template):
 - Moment of truth... Did you avoid pairing up with anyone for RPS competitions or did you match up with the nearest competitor, whoever it was?
 - This is how I feel about my actions...

Skill Combinations and Movement Concepts

- Informal formative assessment: During game play, observe and provide feedback on performance of locomotor skills and whole-body RPS.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Include Everyone and Ethical Literacy

- To emphasize the fact that everyone *is* included as a Champion or a Cheerleader, be intentional about Cheerleaders standing beside or forming a half-circle (for multiple Cheerleaders) around their Champion before matches begin.

Physical Literacy

- Rather than playing RPS with hands only, the symbols can be portrayed with the whole body. Opponents jump three times in succession, then on their fourth jump, form the following shapes:
 - Rock = feet together, arms forming large circle overhead.
 - Paper = feet apart, arms spread apart overhead.
 - Scissors = feet apart, arms crossed overhead.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Champions and Cheerleaders can perform a specific exercise before each competition (e.g., five push-ups, 10 jumping jacks, 20-second plank, 20 cross crawls).
- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Champions and Cheerleaders can serve as a fun way to divide the class in half or form small groups (stop competitions when you see the groups have been formed to the necessary size).

Sport

- A fun way to form small groups and teams.

Recreation

- Allow participants to take the cheerleading a step further and create chants and cheers for their Champions!

INCLUDE EVERYONE ACTIVITY 4: Frogger

ACTIVITY DESCRIPTION

A cooperative and competitive game of running and dodging.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES:

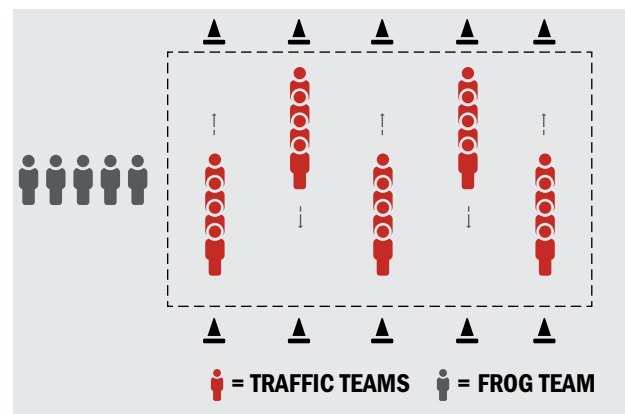
<p>True Sport: Include Everyone</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Recognize and celebrate strength in diversity and work to welcome everyone into the experience. Evaluate their personal opinions of the Include Everyone principle.
<p>Ethical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Acknowledge the value of including everyone.
<p>Physical Literacy</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Move with agility while navigating a course of moving obstacles. Coordinate their movement with others in inclusive, safe, and effective ways. <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> Slide Speed and agility (e.g., pivot, dodge, evade)

EQUIPMENT

- Boundary line markers
- Variety of balls (optional)

PLAYING AREA REQUIREMENTS

- Large, open space (indoors or outdoors).
See diagram for set up. — — —————→





ACTIVITY INSTRUCTIONS

<p>Minds On</p>	<ul style="list-style-type: none"> • If possible, show the participants a clip of the 1981 Atari video game, “Frogger.” • Explain that the frog’s goal was to cross a busy road and a hazardous river to get to the safety of home on the other side. • Note that the frog was a lone adventurer. • But we see the value in tackling adventures together! We celebrate the Include Everyone principle and will play Frogger not as lone adventurers but as supportive and inclusive team members! • State that participants will strive to recognize and celebrate strength in diversity and work to welcome everyone into the experience.
<p>Activate</p>	<ul style="list-style-type: none"> • Depending on the number of participants, form teams of four to six players. • Teams stand side-by-side at a cone placed on the sideline of the court, as per the diagram above. These teams are the “traffic.” If participants are comfortable doing so, they can place their hands on their hips and maintain elbow contact with the people next to them in line. Designate one member of the traffic team to be the “traffic controller”. • Allow time for the traffic and traffic controller to practice their coordinated movements and offer suggestions as necessary. • One team stands in a single-file line at the end of the court. These are the “frogs.” • On the starting signal, the traffic coordinates their movements based on calls from the traffic controller (e.g., three steps left, pause, five steps right) to slide back and forth in a line between the cones with the intent of blocking the frogs. • One at a time, the frogs attempt to get to the other end of the court, avoiding the traffic. • Once all of the frogs have made it to the other end, they form a line at the last cone, replacing the last traffic team. All of the traffic moves up one cone and the first traffic team becomes the frogs. • Teams may count the number of frogs who get across safely or you may time each team of frogs to see how quickly they can complete the adventure.

Continued on the next page

Consolidate***True Sport Principle: Include Everyone***

Example questions to ask participants:

- What are your opinions of the statements in the Include Everyone principle; specifically:
 - Celebrating strength in diversity; and,
 - Inviting and welcoming others?
- Do these statements have different meanings in different circumstances, such as at school, during sport, or in your community? If so, how? If not, why not?

Discussion Prompt:

- “We should work to celebrate our differences and include everyone.”

Ethical Literacy

Example questions to ask participants:

- How do you feel when you welcome others?
- How do you think they feel?

Discussion Prompt:

- “When we welcome others, they ‘come well’ or arrive with pleasure!”

Physical Literacy

Example questions to ask participants:

- What strategies did you use as a frog to make your way successfully through the course?
- How did you help ensure your traffic team moved together and did so safely and effectively?

Discussion Prompt:

- “We is greater than Me.”

ASSESSMENT

True Sport Principle: Include Everyone and Ethical Literacy

- Informal formative assessment: Ask participants what they did to ensure everyone felt a sense of belonging in the activity.
- Informal formative assessment: If participants had an opportunity to work with more than one team, Think-Pair-Share with a partner (see [Appendix F](#) for template):
 - Did you notice any differences between the teams you worked with?
 - Why do you think these differences were there?
 - What did you do or say differently in these situations?
 - Skill Combinations and Movement Concepts
- Formal formative assessment: Take note of sliding execution as well as agility in dodging the sliding teams.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Include Everyone and Ethical Literacy

- As an added measure of inclusion, mix up the teams after every team has been the frogs. This will give participants the opportunity to work with other people.

Physical Literacy

- Challenge the traffic teams to move as one in different ways (i.e., sliding, hopping).
- Emphasize the athletic stance (feet apart, hips back, knees bent, back neutral) while sliding across the court.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education and Sport

- A number of sport-related skills can be incorporated into Frogger. For example, while moving down the court, frogs may:
 - dribble a basketball,
 - dribble a soccer ball,
 - catch and toss a lacrosse ball,
 - stickhandle a hockey ball.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Recreation

- Frog teams may be challenged with additional tasks such as moving down the court while:
 - holding hands with a partner,
 - tossing and catching a ball between partners,
 - holding hands in a group of three,
 - linking arms in a group of three with the middle person blindfolded.
- Note: Participants can hold either end of an object (e.g., a pool noodle) instead of holding hands if that is more comfortable.

GIVE BACK ACTIVITIES

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.





ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT	PAGES
ACTIVITY 1: Walk and Talk, then Write!	Grades 7–8	<ul style="list-style-type: none"> • Items for note taking and letter writing • Appropriate clothing for the season 	141–144
ACTIVITY 2: Serving for Sport	Grades 7–8	<ul style="list-style-type: none"> • Items for note taking and planning • Other equipment will vary based on the project 	145–148
Activity 3: Give Back Reflection	Grades 7–8	<ul style="list-style-type: none"> • Sticky notes • Pens/pencils 	149–151
ACTIVITY 4: Play Yard Enhancement	Grades 7–8	<ul style="list-style-type: none"> • Note-taking materials • Materials will depend on the plan 	152–156

GIVE BACK ACTIVITY 1: Walk and Talk, then Write!

ACTIVITY DESCRIPTION

Planning and writing a thank you letter to a specific person or group involved in sport.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

<i>True Sport: Give Back</i>	Participants will: <ul style="list-style-type: none">• Say thanks and show their gratitude by making a difference in their community.• Define and delineate reasons for their gratitude toward a particular individual or group involved in sport.• Compose and send a letter expressing their gratitude.
<i>Ethical Literacy</i>	Participants will: <ul style="list-style-type: none">• Analyze the involvement and contribution of others in making their sporting experience possible.
<i>Physical Literacy</i>	Participants will: <ul style="list-style-type: none">• Develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Walk, run, or wheel

EQUIPMENT

- Items for note taking and letter writing
- Appropriate clothing for the season

PLAYING AREA REQUIREMENTS

- Space that is safe and suitable for physical movement, with no set up required
- Space suitable for writing

ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Lead participants in developing a list of the people involved in making a hockey, basketball, soccer, baseball, or cricket team function. The list will be extensive and may include players, captain, head coach, assistant coaches, strength and conditioning coach, athletic trainers, doctors, referees, office manager, scouts, equipment manager, marketing director, director of ticket sales, concessions workers, rink manager, ice resurfacers, spectators, etc.• To make the list more personalized, list or research the names of some of these individuals for a particular team.• “Consider the list of roles involved with making youth sport function.”• Ask participants to share the names of individuals they know personally who do this.• “Aren’t you so thankful for all of these people?!”• “We’re going to spend some time expressing our gratitude to them.”• State that participants will strive to say thanks and show their gratitude by making a difference in their community.
Activate	<ul style="list-style-type: none">• Invite participants to find a partner with whom they will work cooperatively.• During a “walk and talk”, “run and talk”, or “wheel and talk”, partners discuss and decide to whom they will individually write a thank-you letter.<ul style="list-style-type: none">• The recipient may be an individual or a group.• They should be instrumental to making youth sport happen.• Together with their partner, participants identify reasons for their gratitude.<ul style="list-style-type: none">• Encourage specificity in their thought development.• What does the individual do and why is it appreciated?• Participants then write their thank-you letter.• Partners share their letters with each other (and the activity leader) and provide each other with constructive feedback.• Deliver the letters!

Continued on the next page

<p>Consolidate</p>	<p><i>True Sport Principle: Give Back</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • What is it that your chosen person or group does for youth sport? • Why is this valuable? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “It takes a village.” <p><i>Ethical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How would your life be different if you didn’t have the opportunity to participate in youth sport? • Imagine if one part of the system was missing. What would you miss? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “The sum is greater than the parts.” <p><i>Physical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How does being physically literate play a role when moving on different surfaces? How would this activity change if we were skating or swimming? • Do you think your heart or your brain benefited more from this activity? <p>Discussion Prompts:</p> <ul style="list-style-type: none"> • “Certain surfaces required different skills to move successfully and efficiently.” • “When we exercise aerobically, we increase the oxygen delivered to our brains. This helps our brains work better!”
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ASSESSMENT

True Sport Principle: Give Back and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their experiences showing gratitude. Recognize and celebrate the difference they are making.
- Informal formative assessment: Ask participants to review a peer’s thank-you letter and offer feedback using the peer assessment template (see Appendix F). Formal formative assessment: Read all thank-you letters and respond to the writers regarding their effectiveness in expressing their gratitude as well as explaining the reasons for their gratitude.

Skill Combinations and Movement Concepts

- Informal formative assessment: Take note as participants maintain a health-enhancing walking/running pace while conversing with their partner.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Give Back and Ethical Literacy

- Allow participants to write thank-you letters as a pair, rather than individually, if this is more appropriate.

Physical Literacy

- Provide a means by which participants can take notes of their thoughts while walking or running (e.g., notepad and pencil, voice recorder on a device).
- Consider doing this activity once per season and/or changing the environment, locomotor pattern, and route students take to further build their physical literacy skills in all seasons.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- The classroom can be an appropriate setting in which to compose the letters, whether they are done electronically, with paper and pencil, or other materials.
- Suggest to participants that they consider thanking people within the school community who contribute to their sport experiences.

Sport

- Invite participants to consider the lessons they learned in the physical education setting which prepared them for participating in sport.



GIVE BACK ACTIVITY 2: Serving for Sport

ACTIVITY DESCRIPTION

A youth-led project in which individuals serve sport and their community in an intentional and meaningful way.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

True Sport: Give Back	Participants will: <ul style="list-style-type: none">• Say thanks and show their gratitude by making a difference in their community.• Design and implement a sport-based service project for people in their community.• Consider the True Sport Principles in their project development.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Apply the lessons they've learned through sport and True Sport to a real-life situation for the betterment of individuals, the community, and sport.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Intentionally incorporate concepts of physical literacy, movement skills, and skill combinations into their service project. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Varies based on the project

EQUIPMENT

- Items for note taking and planning
- Other equipment will vary depending on the project

PLAYING AREA REQUIREMENTS

- Varies based on the project

ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Initiate a dialogue with participants regarding how they have benefited from their participation in sport.• Encourage thoughtful discussion in terms of physical, social, emotional, and mental benefits.• “You have contributed a lot to sport, your time and energy, and you have received a great deal in return.”• The Give Back principle encourages us to give back meaningfully to sport.• This project is going to give you an avenue to do that. You will tap into your interests, passions, skills, and resources to express your gratitude and make an impact.• State that participants will strive to say thanks and show their gratitude by making a difference in their community.
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<p>Activate</p>	<ul style="list-style-type: none"> • Using the “Serving for Sport” planning document below, provide a framework for plan development: <ul style="list-style-type: none"> • What do you love about sport? • With whom would you like to share your love for sport? Who do you think could benefit from your time and your passion for sport? • Who would you like to contact? • How will you communicate and/or advertise your project? • What is the date, time, and location of your project? • Note: “Small” plans are acceptable! Implementation should be feasible and realistic. • Examples of projects include: <ul style="list-style-type: none"> • Being an assistant coach for a younger sport team. • Teaching a sport lesson to a group of neighborhood children. • Leading a free workshop for older adults.
<p>Consolidate</p>	<p><i>True Sport Principle: Give Back</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How will you incorporate the True Sport Principles into your project? • Who will benefit from your project and how? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Sport is an avenue for giving and receiving and the True Sport Principles can be our guide.” <p><i>Ethical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • The amount of “sport” people experience in their lives varies greatly. With this project, you will be giving the gift of sport. How does that make you feel? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “You are a champion of True Sport.” <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • How easy or difficult was it for you to include physical activity in your project? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “No matter the skill level of your participants, some movement will be better than no movement!”

ASSESSMENT

True Sport Principle: Give Back and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their experiences showing gratitude. Recognize and celebrate the difference they are making.
- Formal formative assessment: Review project plans and provide feedback and guiding questions as necessary.

Skill Combinations and Movement Concepts

- Not applicable.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Give Back and Ethical Literacy

- Adapt planning and implementation to occur on an individual, partner, small group, or large group basis, as appropriate.

Physical Literacy

- Encourage participants to be mindful of the physical involvement and abilities of their target audience.
 - What skill or skill combinations will they practice?
 - Which components of health-related fitness will they implement?
 - How will their project contribute to physical literacy skill outcomes?

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Students may appreciate being able to borrow physical education equipment for their project.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

Classroom

- Students may appreciate having access to technology to develop and disseminate materials.

Sport

- Encourage athletes to consider the possibility of serving those who:
 - Do not have an understanding of their sport and could benefit from learning about it.
 - Have not had the opportunity to participate in their sport.

SERVING FOR SPORT

Planning and Implementation by: _____

What I love about sport/my sport:

Who I'd like to share this with:

What will I teach them and what will they do?
Skills, skill combinations, health-related fitness components, physical literacy

Person/people I can talk to about setting this up:
(names, emails, phone numbers)

How I will tell them about it:

Project date, time, and location: _____

Title of my project: _____

GIVE BACK ACTIVITY 3: Give Back Reflection

ACTIVITY DESCRIPTION

A reflection opportunity following the implementation of the Serving for Sport projects.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

True Sport: Give Back	Participants will: <ul style="list-style-type: none">• Say thanks and show their gratitude by making a difference in their community.• Analyze their personal reactions and responses to giving back to their sport and community.
Ethical Literacy	Participants will: <ul style="list-style-type: none">• Evaluate their perceived responses from participants involved with their project.
Physical Literacy	Participants will: <ul style="list-style-type: none">• Develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Variety of locomotor movements (e.g., run, walk, wheel)

EQUIPMENT

- Sticky notes
- Pens/pencils

PLAYING AREA REQUIREMENTS

- Space for walking, running, or wheeling, with no set up required
- Area for group to mingle, write, and share

ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Explain that participants will reflect upon their completed Serving for Sport project.• Participants go for a walk, run, or wheel with a partner and share:<ul style="list-style-type: none">• Who was their target audience.• What they did for their project.• Where it was held.• When it happened.• Why they chose the people they did.• How it went.• State that participants will strive to say thanks and show their gratitude by making a difference in their community.
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<p>Activate</p>	<ul style="list-style-type: none"> • Upon returning from their walk/run/wheel, participants gather in a large circle. • Ask a few volunteers to share information about their partner’s experiences. • Provide all participants with three sticky notes, preferably of three different colors. • Participants answer the following questions: <ul style="list-style-type: none"> • How did Serving for Sport make you feel about yourself? (pink) • How will this experience affect your future efforts to give back? (yellow) • What would you adjust if you were to do this project again? (blue) • Post the notes of similar colours close to each other. • Allow participants time to browse through the gallery of responses.
<p>Consolidate</p>	<p><i>True Sport Principle: Give Back</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • What are some general themes we can see in the reflection responses? • Are there any outliers? If so, what are they? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “We get when we give.” <p><i>Ethical Literacy</i></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> • How did you interpret your participants’ reactions to your project? • What ideas for the future do you have after learning about others’ experiences and their reflections? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “You made a difference!” <p><i>Physical Literacy</i></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> • Did you appreciate being able to move while thinking and talking? How did you move? <p>Discussion Prompt:</p> <ul style="list-style-type: none"> • “Your brain is naturally wired to walk and talk simultaneously!”

ASSESSMENT

True Sport Principle: Give Back and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their experiences showing gratitude. Recognize and celebrate the difference they are making.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following self-reflection and goal-setting questions:
 - What impact did Serving for Sport have on you?
 - What do you think your participants would say about the experience?
 - What goals do you have for your future of giving back to sport and/or the community?

Skill Combinations and Movement Concepts

- Informal formative assessment: Take note as participants maintain a health-enhancing walking/running/wheeling pace while conversing with their partner.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Give Back and Ethical Literacy

- If the Serving for Sport project was implemented as a partnership or group, participants are encouraged to do the reflection on an individual basis and then follow up as a group.

Physical Literacy

- While doing locomotor movements (walking, running, or wheeling) encourage participants to reflect on how they move in relation to each other and their environment. Did they move fast or slow? If done outdoors, ask participants to think about how their locomotor movement(s) would change if they were on snow, on ice, or in water.

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

- For all sectors it may be necessary to vary the methods of writing reflections and viewing or sharing them based on the space and materials available. Other possible sharing formats include:
 - Using a worksheet with questions for participants to complete and share in a small group.
 - Posting large posters labeled with the questions. Participants use markers to write their responses on the posters.
 - Asking questions in a whole group discussion.

Physical Education

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.

GIVE BACK ACTIVITY 4: Play Yard Enhancement

ACTIVITY DESCRIPTION

A youth-led project in which individuals or groups show gratitude for their opportunities to play and make a difference in their communities by enhancing local play areas.

GRADE LEVELS: 7–8

LEARNING OBJECTIVES

<i>True Sport: Give Back</i>	Participants will: <ul style="list-style-type: none">• Say thanks and show their gratitude by making a difference in their community.• Consider the opportunities for play that exist in their community.• Develop and implement a plan to enhance a play space.
<i>Ethical Literacy</i>	Participants will: <ul style="list-style-type: none">• Embody a feeling of gratitude by taking action to make a positive difference in the community.
<i>Physical Literacy</i>	Participants will: <ul style="list-style-type: none">• Implement components of physical fitness while performing tasks. Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none">• Various levels of physical involvement and labour

EQUIPMENT

- Note-taking materials.
- Materials will depend on the plan, and may include:
 - Garbage receptacles and gloves
 - Landscaping tools
 - Loose play parts
 - Painting materials
 - Sidewalk chalk

PLAYING AREA REQUIREMENTS

- Space for dialogue and planning
- Eventual requirements will include a local park, playground, play yard, recreation area, athletic field, etc.

ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none">• Invite participants to share some of their favorite memories of play spaces.• Using a paper or online map, ask participants to mark local play areas (e.g., parks, playgrounds, play yards, recreation areas, athletic fields).• Invite participants to share their experiences, likes, and dislikes about the areas.• “We are lucky to have play areas in our community. Play in all its forms is so valuable! You’re going to have an opportunity to show your gratitude for these spaces — and make them even better!”• State that participants will strive to say thanks and show their gratitude by making a difference in their community.
Activate	<ul style="list-style-type: none">• Introduce the idea of enhancing a play area of their choice.• With adult supervision, provide a framework for plan development:<ul style="list-style-type: none">• Which area do you see as “lacking” and in need of enhancement?• Which area do you love and want to make even better?• What are some potential physical barriers?• What will be the focus of your project?<ul style="list-style-type: none">» Environmental (weeds, garbage)» Beautification (art, landscaping)» Play opportunities (sport related, play pieces or structures)» Accessibility (access, playing space)» Something else?• What resources do you have or will you need to gather? Be sure to connect your plans and your resources!• Use the Play Yard Enhancement planning document below.• Examples of projects include:<ul style="list-style-type: none">• Pulling weeds• Picking up garbage• Chalking the sidewalks and/or paths with art• Planting flowers• Providing safe, child-friendly loose play parts• Note: “Small” plans are acceptable! Implementation should be feasible, realistic, and acceptable to city and park officials.

Continued on the next page

Consolidate***True Sport Principle: Give Back***

Example questions to ask participants:

- How do you anticipate this project will impact you as a community member?
- How do you anticipate it will impact the younger members of the community?

Discussion Prompt:

- “There can be no keener revelation of a society’s soul than the way in which it treats its children.” (–Nelson Mandela)

Ethical Literacy

Example questions to ask participants:

- Isn’t it great to be able to play in creative, safe, and physical ways?
- How did your feelings of gratitude for play impact your project goals and planning?

Discussion Prompt:

- “Play is the work of childhood.” (–Jean Piaget)

Physical Literacy

Example question to ask participants:

- Did you appreciate being able to be physically active while developing your plan?

Discussion Prompt:

- “Being physical active while working through a plan can help with focus and outcome.”

PLAY YARD ENHANCEMENT

Planning and Implementation by: _____

The place I'd like to enhance is:

My focus will be:
*Environmental, beautification,
play opportunities, or ...?*

This is what I plan to do:

I'll need these materials:

People I will check with to make sure it's OK:

Project date: _____

ASSESSMENT

True Sport Principle: Give Back and Ethical Literacy

- Informal formative assessment: Ask participants to reflect on their experiences showing gratitude. Recognize and celebrate the difference they are making.
- Formal formative assessment: Review project plans and provide feedback and guiding questions as necessary.

Skill Combinations and Movement Concepts

- Not applicable.

DIFFERENTIATED INSTRUCTION

True Sport Principle: Give Back and Ethical Literacy

- Allow for partner or group work on planning and implementation as you see fit.

Physical Literacy

- Painting a variety of playground-related games could be possible with administrator approval (e.g., Four Square, Nine Square, hopscotch).

SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

Physical Education

- Students may consider making enhancements to their school play yard or the yard of another school that has younger students.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full ability.
- Encourage participants to consider the age and developmental level of the children who will be using the play areas they are enhancing. Enhancements should be safe and age appropriate.

Classroom

- Designing and proposing an outdoor classroom could benefit a school with students of all ages.

Sport

- A team may consider creating an athletic field in an underserved area that does not currently have one.

Recreation

- Identify opportunities to enhance the environment of recreational areas with garbage maintenance, education, and beautification.

TRUE SPORT EXPERIENCE APPENDIX

APPENDIX A: Physical Literacy

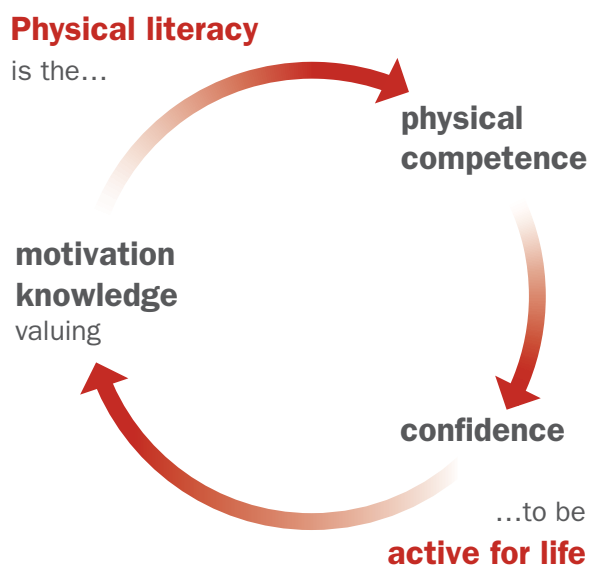
QUALITY PHYSICAL ACTIVITY

Quality physical activities support, include, and motivate all participants while teaching the True Sport Principles and developing physical literacy. If participants feel welcomed, they are more likely to join in and give their best effort in physical education class, sport, or recreation experiences. True Sport enriches physical literacy programming because it is intentional and principle driven in its pursuit to teach the very concepts and practices that welcome, include all, and are enjoyable for everyone!

PHYSICAL LITERACY

As the diagram below suggests, individuals who are more physically literate are more likely to feel confident about their abilities, move well and, in turn, desire to be more physically active.⁹ Additionally, someone who is physically literate moves to benefit themselves, others, and the environment.¹⁰

FIGURE 1: Physical literacy⁹



9 Canadian Abilities Foundation. Physical literacy and inclusion. Adapted from [Physical literacy and inclusion — Abilities Canada — Abilities Magazine](#) on January 18, 2024.

10 PHE Canada. Physical Literacy. Retrieved from <https://phecanada.ca/activate/physical-literacy> on May 22, 2017.

Physical literacy is a concept that involves a combination of knowledge, skills, understanding, and values related to individual physical activity behaviours, regardless of any challenges — physical or psychological.¹¹ Like other literacies, an individual's physical literacy journey is optimal when opportunities exist early in life and continue throughout.

Physical activity is necessary for individuals to develop, sustain, and improve their physical literacy. By now, we understand the wide-ranging benefits of physical activity in terms of physical, emotional, and social health. As a result, if we want citizens to be healthy and positive contributors to communities, we ought to support physical literacy development.

To be clear, now that you have an understanding of physical literacy, it's important to realize what physical literacy is not. Although the following terms play a key role in physical literacy development, they do not constitute physical literacy: physical activity, physical education, sport, recreation, elite athletes, and/or movement skills. A combination of formal and informal physical activity opportunities should be afforded to children and youth so they may develop skills and confidence in the physical domain. Physical education, recreation, and youth sport all provide different opportunities for children and youth to develop physical literacy while being physically active.

In some of these instances, skill development will be more intentional and formalized (e.g., organized sport) than others (e.g., after-school recreation programs). However, True Sport experiences can exist in all physical activity settings if purposeful connections are made during physical activities between the True Sport Principles and life outside of the program.

In addition to the information provided in your provincial/territorial curricula, the following are recommended movement cue resources. They demonstrate proper form, technique, and positioning:

- [PHE Canada Movement Skills Cues](#): This resource provides a description of various fundamental movement skills. Characteristics of and cue words for each skill are provided to support participants.
- [Grade 7–9 Assessment Demonstrations | Passport for Life](#): Video clips demonstrating movement cues with associated assessments.
- [School Physical Activity and Physical Literacy Fundamental Movement Skill Posters](#): These posters offer visual depictions of a series of movement skills.
- [Pacific Institute for Sport Education Movement Skill Breakdown](#): A simple breakdown of fundamental movement skills with visual cues to elevate a participant's stage of learning and development.

11 Dudley, D. A. (2015). A conceptual model of observed physical literacy. *The Physical Educator*, 72, 236-260.

APPENDIX B: Long-Term Development in Sport and Physical Activity

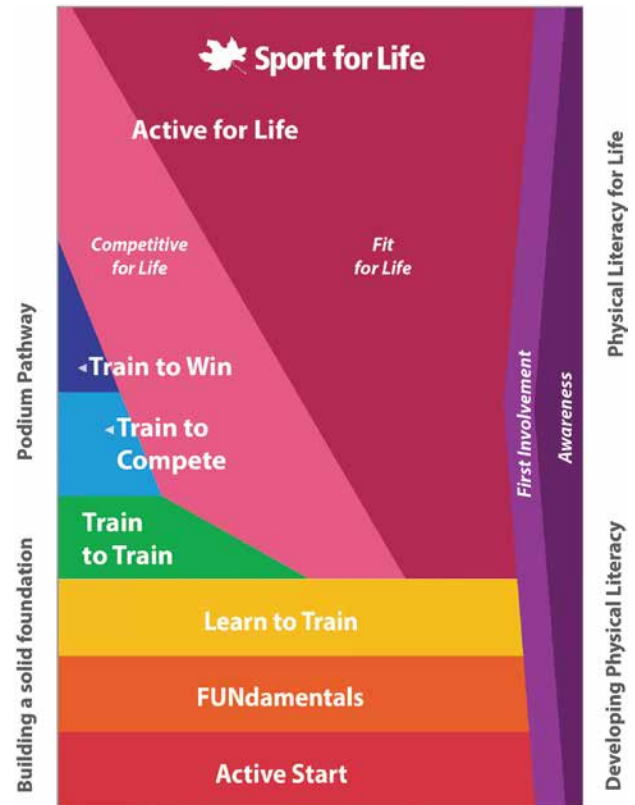
Sport for Life is an organization dedicated to improving the quality of sport and physical activity in Canada. Sport for Life links sport, education, recreation, and health through the alignment of community and provincial/territorial and national programming.

Long-Term Development in Sport and Physical Activity is a multi-stage training, competition and recovery pathway, guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood. It is a framework for the development of every child, youth, and adult to enable optimal participation in sport and physical activity. It takes into account growth, maturation and development, trainability, and sport-system alignment. It helps to ensure all Canadians enjoy and reach their potential in sport and physical activity.

The Long-Term Development framework consists of two pre-stages and seven stages. The pre-stages, Awareness and First Involvement, focus on getting and keeping people involved. The stages include Active Start, FUNdamentals, Learn to Train, Train to Train, Train to Compete, Train to Win, and Active for Life. The first three stages combined build a solid physical literacy foundation. Train to Train, which often starts in early adolescence, is where the future of many athletes is determined. Train to Compete and Train to Win make up the Podium Pathway and are focused on winning at the highest levels of international competition. Active for Life is about lifelong engagement in physical activity (see Figure 2).

By advancing Long-Term Development in Sport and Physical Activity and physical literacy development, Sport for Life represents a paradigm shift in the way Canadians lead and deliver sport and physical activity in Canada.

FIGURE 2: Long-Term Development in Sport and Physical Activity framework



LONG-TERM DEVELOPMENT FRAMEWORK AND THIS GUIDE

The activities in this guide were developed for youth in stage 4 of Long-Term Development: Train to Train. The stage lasts for the duration of the adolescent “growth spurt”. During this stage, youth build physical and mental capabilities, experience increased sport specialization with higher training demands and training loads, and have a greater emphasis placed on tactics and strategy.

Sport for Life¹² identifies the following key concepts for individuals participating in the Train to Train stage:

Implement a regular, periodized training, and competition plan using single or double periodization. Careful monitoring of athlete growth and response to training will enhance the development of a plan. Use physical literacy movement preparation as part of warm-ups.

During this phase:

- There is a tremendous influence on behaviour from peer groups and possibly tension between adults and adolescents.
- Participants learn and understand the rules of sport, values, and consequences of their actions;
- Participants typically:
 - Commit to high performance and begin their journey on their sport's Podium Pathway;
 - Enter Competitive for Life or Fit for Life in their sport(s) of choice; or,
 - Drop out of sport.

The start of the growth-spurt, Peak-Height Velocity (PHV), and menarche are important markers to identify sensitive periods of accelerated adaption to training and inform what is developmentally appropriate. The physical, mental, and emotional maturity of individuals will develop at different rates.

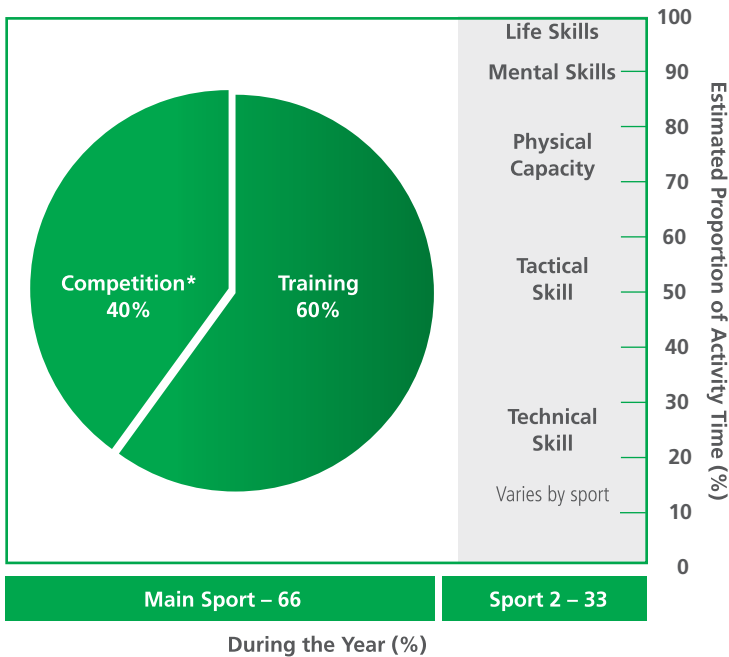
Activities should:

- Cultivate life skills.
- Ensure environment promotes and supports fun and friendship.
- Emphasize correct technique.
- Place greater emphasis on mental preparation.
- Help participants develop an ethical approach to sport including respect for opponents, fair play, and commitment to doping-free sport.
- Build ancillary capacities and sport-life balance.

Offer programs specifically targeted at participants not engaged in sport/physical activity by providing a safe, developmentally appropriate, and welcoming environments.

12 Sport for Life (2019). Key Concepts: Train to Train. Retrieved from <https://sportforlife.ca/stages/train-to-train/> on August 10, 2023.

FIGURE 3: Train to Train activity summary¹³



*Includes both competition, and competition specific training

Credit: © Sport for Life — sportforlife.ca

The True Sport Experience: Volume 3 supports key concepts within the Train to Train Stage of Long-Term Development for participants as it:

- provides sample activities that educators can use to help participants build their physical and mental capabilities;
- provides activities where participants can focus on sport-specific movements, tactics and strategies;
- provides examples of activities that can be played in a variety of environments; and,
- provides some instruction in structured environments

13 Sport for Life (2019). Long-Term Development in Sport and Physical Activity 3.0. Retrieved from <https://sportforlife.ca/wp-content/uploads/2019/06/Long-Term-Development-in-Sport-and-Physical-Activity-3.0.pdf> on August 10, 2023.

APPENDIX C: True Sport and Long-Term Development Train to Train Stage

The table below provides suggestions and instructions and makes connections between the seven True Sport Principles and the Train to Train Stage of the Long-Term Development in Sport and Physical Activity framework.

TRUE SPORT	STAGE 3: TRAIN TO TRAIN YOUTH FOR THE DURATION OF THE ADOLESCENT “GROWTH SPURT”
<p>GO FOR IT Rise to the challenge — always strive for excellence. Be persistent and discover how good you can be.</p>	<ul style="list-style-type: none"> • Develop sport-specific and potentially event- or position-specific skills. • Talk to participants about helpful vs. harmful coping mechanisms for the physical and mental challenges of higher-level competition. • Give participants an opportunity to take on responsibilities that include them in decision-making, like designing drills, or leading warm-up. • Encourage participants to recognize the value of learning from mistakes and trying different approaches. • Promote and educate participants about the ways that sport can teach <u>valuable life skills</u>. • Provide individualized support for any participant facing adversity as part of their sport experience. • Encourage participants to document personal and/or team goals. • Help participants take ownership of their sport experience by creating a <u>True Sport Agreement</u>. • Without bias or judgement, support participants in recognizing their own aspirations in sport — to pursue high-performance sport or choose to be active for life. • Complete the <u>NCCP Fundamental Movement Skills</u> workshop.
<p>PLAY FAIR Understand, respect, and follow the rules. Play with integrity — competition is only meaningful when it is fair.</p>	<ul style="list-style-type: none"> • Take the time to learn and understand how participants prefer to communicate and learn. • Encourage reflection on personal actions as well as those of parents/caregivers, coaches, and teammates. • Promote ethical choices (e.g., no bending the rules, no performance-enhancing substances or methods, no cheap shots). • Explore the reasons behind the rules. • Discuss why cheating violates the integrity of the game. Use real-life situations to help participants deepen understanding and inform decision-making. • Encourage greater understanding by discussing relevant social justice issues and events in sport. • Use the <u>True Sport Player Selection Process</u> to help navigate team selection processes and highlight the importance of transparency and fairness.

Continued on the next page

TRUE SPORT	STAGE 3: TRAIN TO TRAIN YOUTH FOR THE DURATION OF THE ADOLESCENT “GROWTH SPURT”
<p>RESPECT OTHERS Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.</p>	<ul style="list-style-type: none"> • Work with participants to identify team values and encourage shared accountability to model them by creating a True Sport Agreement. • Develop skills to communicate effectively with officials about the rules during competition. • Encourage parents/caregivers to complete Respect in Sport for Parents. • Cheer for your opponents and encourage participants to do the same. Discuss the importance of honouring competitors.
<p>KEEP IT FUN Find the joy in sport and share it with others. Remember what you love about sport and why you play.</p>	<ul style="list-style-type: none"> • Emphasize the many possible benefits of sport and physical activity (e.g., physical and mental health, social connections, learning from others). • Emphasize and actively prioritize fun to counter increasing pressures to drop out (e.g., financial, cultural, social, competitive). • Make time for team building and social interaction during every training session and competition. • Introduce fun, friendly games, and activities to counterbalance the potential stressors of traditional competition. • Respect participants’ independence. Let them be adventurous and creative. • Encourage parents/caregivers to watch The Ride Home and explore its related resources.
<p>STAY HEALTHY Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.</p>	<ul style="list-style-type: none"> • Learn about BodySense and the importance of body neutrality. • Introduce specific physical activity concepts (e.g., sport nutrition, hydration, sleep hygiene). • Provide current clean and ethical sport information and encourage participants to complete appropriate clean sport education offered by the Canadian Centre for Ethics in Sport. • Model positive self-image and self-acceptance. • Encourage discussion and reflection about how to achieve a healthy balance between the demands of sport, family, friends, school, spirituality, work, etc. • Ask questions and encourage dialogue so participants feel empowered to speak up when something doesn’t feel safe. • Make participants aware and normalize embracing support channels such as Kids Help Phone. • Include exercises and games that develop both sides of the body equally, especially in asymmetric sports that may develop one side of the body more than the other (e.g., fencing, racket sports). • Complete Safe Sport Training. • Complete the NCCP Sport Nutrition module. • Complete the NCCP Making Headway module.

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TRUE SPORT	STAGE 3: TRAIN TO TRAIN YOUTH FOR THE DURATION OF THE ADOLESCENT “GROWTH SPURT”
<p>INCLUDE EVERYONE Recognize and celebrate strength in diversity. Invite and welcome others into sport.</p>	<ul style="list-style-type: none"> • Intentionally set up training groups to mix and match various skill sets and positions throughout the season. • Introduce healthy team-building activities to help participants and their families get to know one another. • Model inclusive behaviour (e.g., address each participant using their correct pronouns). • Promote understanding for variations of your sport (e.g., different specializations, modified/para sport, different levels/age groups, non-competitive approaches to training).
<p>GIVE BACK Say thanks and show gratitude. Encourage your sport group to make a difference in the community.</p>	<ul style="list-style-type: none"> • Encourage participants, parents/caregivers to donate time to support community causes. • Create a youth activator position on your club’s Board of Directors to actively solicit their input. • Encourage participants, parents/caregivers to volunteer (e.g., become officials, help run events, start coaching). • Use the True Sport Principles to encourage dialogue about how participants can give back to their community. • Support participants in becoming a camp instructor or junior coach for younger participants. • Set up a Junior True Sport Champions program to engage youth as future leaders.



APPENDIX D: *The True Sport Experience in Practice*

THE TRUE SPORT EXPERIENCE IN EDUCATION

Canadian Curriculum Outcome Connections to True Sport

An outcome-based curriculum is one that includes general and specific curriculum outcomes. When you teach within an outcomes-based education system, you plan your lessons, differentiated instructions, assessments, units, and integrated learning ideas around these general and specific curriculum outcomes.

Throughout Canada, curriculum outcomes provide guidance for teachers of different content areas. Curriculum differs across the country because curriculum is written at the provincial and territorial level; however, there are many common themes across provincial curricula. As a result, *The True Sport Experience* was written to support teachers across Canada, as it aligns with outcomes in the following content areas:

- Character education: The seven True Sport Principles align with character education. Different provinces and territories might refer to this topic by various names such as “living skills” or “life skills,” but the knowledge gained around the True Sport Principles will align with these outcomes.
- Physical education: All provinces and territories focus on skill development during the early elementary years. The skill combinations and movement concepts addressed in this resource align with curriculum expectations and outcomes in the physical education domain of Grades 7–8.
- Integrated learning: Integrated learning is when more than one content area is addressed in a lesson. Integrated learning allows students to make meaningful connections across different domains. Activities presented in this guide highlight ways that classroom teachers can facilitate integrated student learning.

Informal education

Education exists beyond formal instruction time in our schools. Hopefully your community schools provide opportunities for youth to move their bodies in capacities outside of formal instruction time. This may occur through lunch-time intramurals or modified

sport experiences. The activities in this guide can be used and/or modified to help teach the True Sport Principles to students during informal education opportunities during the school day. Remember, learning can happen at any time!

THE TRUE SPORT EXPERIENCE IN SPORT

Experts overwhelmingly agree that youth sport participation during the Train to Train Stage of Long-Term Development framework should be diverse. The activities in this resource include suggestions for modification to align with specific sports. Coaches are encouraged to consider the recommendations provided in *The True Sport Experience* activities if they wish to use them with their teams. Coaches should never feel limited by the recommendations; rather, they should build upon what is provided to create the best True Sport experience possible.

THE TRUE SPORT EXPERIENCE IN RECREATION

Recreation programs vary greatly and can include anything from canoeing to badminton to snowshoeing, and everything in between! Any recreational activity can be an opportunity to teach the True Sport Principles. As such, considerations for recreation leaders are provided for every activity. In most cases, the activities can be used as they are presented; however, it is ideal to align the physical movements with the activities in the recreation program.

CONSIDERATIONS FOR DELIVERING TRUE SPORT EXPERIENCES

The practice of delivering True Sport experiences to youth in the Train to Train Stage of Long-Term Development will vary. The information provided in each activity is a brief — albeit important — summary of some key concepts when delivering True Sport experiences to youth in physically active settings.

APPENDIX E: Assessment for *The True Sport Experience*

WHAT IS ASSESSMENT?

Assessment is the means of gathering information to best guide future instruction. Assessment should be ongoing and occur every time you meet with participants in your program. Assessment of *The True Sport Experience* should, therefore, assess participants in their physical skills and in their understanding of the True Sport Principles and how they can be applied to other aspects of their lives. The following types of assessments can be used while delivering a True Sport experience:

- **Informal assessment:** Informal assessment is a quick check-in with participants to identify where they are in their learning, understanding or skill development. For example, informal assessment can be done through simple observation or guided questioning. You will likely not record observations or responses in this type of assessment. But the information you gather can help you make decisions about participants can and cannot do, what they know and do not know, and how to modify the program to best suit their needs.
 - Example: What does True Sport look, sound and feel like in the classroom?
- **Formal assessment:** Formal assessment can gather information on participants' skill level and their knowledge and understanding of the True Sport Principles. Formal assessment is typically recorded and shared in a formal manner (e.g., a physical education teacher may share a progress report with parents).
 - Example: Create a report card and include space to comment on True Sport knowledge and understanding.
- **Summative assessment:** Summative assessment occurs at the culmination of a unit or set of sessions. Summative assessment ought to assess several learning domains (i.e., physical, cognitive, affective), although they do not have to assess more than one domain at a time.
 - Example: Summative assessments of the Train to Train Stage of the True Sport Experience may include assessment of movement skills and sport-specific skills (e.g. throwing, catching, defence, offense) and an understanding of True Sport Principles in an age- and stage-appropriate manner (e.g., recognizing that trying hard and playing by the rules are important both in the program and in other parts of life).
- **Authentic assessment:** Authentic assessment occurs when participants are assessed in a real-life or authentic environment. Authentic assessment is beneficial to learners at all ages because it is a more enjoyable and realistic experience.
 - Example: In a True Sport experience, this would include assessing physical skills and the application of the True Sport Principles during an actual game rather than in isolation.

DIFFERENTIATED INSTRUCTION

Participants in *The True Sport Experience* come to the program with diverse backgrounds in terms of their values, principles, experience, knowledge, skill, and exposure to physical activity. It is important that you use information gained through quality assessments to make any necessary adjustments to meet the needs of all participants. This way, those who are proficient in a skill will not become bored with or dominate an activity, while those who have beginner level skills will not feel intimidated or overwhelmed. In an active setting, there are several ways you can differentiate instruction, such as:

- **Modify equipment:** For example, participants might need a larger and/or lighter ball in a game to experience success in sending and receiving (e.g., throwing, catching, kicking or trapping).
- **Modify space:** If participants need more time to react in a game or activity situation, increase the playing space so they have more time to make decisions and perform the required action.
- **Modify task:** Add various rules to the activity to support differentiated instruction. For example, in a 3 vs. 3 possession activity, include the requirement that everyone on the team must touch the object once before anyone can touch it a second time. Task modifications such as this one encourages all participants to be involved and encourages a collaborative and inclusive program. Other task modifications may include inviting some participants to use their non-dominant hand or foot, or allowing some participants to touch an object several times before they send it to a peer.

- **Modify assessment:** The goal of assessment is to gather information to determine what participants know and understand. As a result, it is important that facilitators be creative in developing assessments so that they can modify instruction to increase understanding. Examples of how assessment can be modified include giving participants more time to write a response, allowing participants to communicate a response verbally in a one-on-one or small group setting and allowing participants to draw a representation of their response.

FEEDBACK

Feedback plays an important role in skill development and participant motivation. The more participants understand what it is you want them to continue to do well and to improve upon, the more invested they are in their learning. Typically, educators use a combination of positive and corrective general and specific feedback, although we recommend using specific feedback whenever possible. While general feedback (e.g., saying, “Nice try!”) can be encouraging, it can often leave the participant with little to no information on what to do to master a skill.

Verbalize specific positive examples of correct form and/or instances of when you see a True Sport Principle coming to life during your sessions. Make it a goal to offer positive, specific feedback every few minutes. The following table summarizes general and specific feedback.

TYPE	DEFINITION	EXAMPLE
General feedback	Broad feedback given to a group. It may be positive or corrective.	Physical domain <ul style="list-style-type: none"> Positive general feedback: “Good job!” or “Nice try!” Corrective general feedback: “Not like that.” Cognitive/affective domain <ul style="list-style-type: none"> Positive general feedback: “Yes, you got it!” Corrective general feedback: “Not quite. Could you continue with your thinking?”
Specific feedback	Detailed feedback typically given to an individual or small group that specifically points out what is good or what could be improved. It may be positive or corrective.	Physical domain <ul style="list-style-type: none"> Positive specific feedback: “I love how <i>insert name here</i> bent their knees when they landed” or “<i>Insert name here</i> just used the inside of their foot to send the ball to their partner, which is proper form!” Corrective specific feedback: “Lift your knees higher when you skip. Remember we want to aim for 90 degrees.” Cognitive/affective domain <ul style="list-style-type: none"> Positive specific feedback (preferred): “I just saw <i>insert name here</i> help <i>insert name here</i> up after they were knocked down. That’s a wonderful example of seeing our True Sport Principle, Respect Others, come to life!” Corrective specific feedback: “When <i>insert name here</i> was knocked down, no one stopped to help them. What could we do next time this happens to demonstrate our True Sport Principle, Respect Others?”

MONITORING AND EVALUATION

Monitoring and evaluation should be part of every youth program to make continual improvements, adjustments and determine if the program goals are met.

Monitoring

→ The purpose of monitoring a program is to periodically check in on how things are going from your perspective, the perspective of your participants, their parents, and any other involved stakeholders. In a True Sport experience focused on supporting physical literacy during the Train to Train Stage of development, you should consider monitoring the following:

- Participants’ understanding and application of the True Sport Principles.
- Participants’ physical and mental capabilities.
- Participants’ enjoyment of the program.

→ Various assessment practices can be used to monitor your program. You should use the information you gather to make informed decisions for the rest of the program. Monitoring is a great way to ensure you are providing the most effective program possible.

Evaluation

→ The purpose of evaluation is to determine if your program objectives are being met. In a Train to Train Stage True Sport experience, you would evaluate the program to determine participants’ skill levels as well as their understanding of True Sport Principles and their ability to demonstrate these principles in various aspects of their lives. Evaluation typically occurs at the end of a program and should involve participants as well as their parent(s)/guardian(s).

- Evaluations should also seek input from you — the educator. Evaluations are not meant to make people feel bad, even if they are not positive or determine the program wasn't as effective as it set out to be. Rather, evaluations should be used to make decisions on how to improve programs the next time they are offered. No program is perfect, so approach the evaluation stage of a True Sport experience with the mindset that it will help improve the program and, in turn, help more kids develop their skills and their understanding and application of the True Sport Principles.

Motivational Climate

A motivational climate refers to the environment an educator establishes to foster a certain type of motivation. This work is based on the goal-orientation theory, which highlights the different ways society defines success.

In a task-involved motivational climate, success is defined as:

- doing your best
- mastering a skill
- improving

In an ego-involved motivational climate, success is defined as:

- winning
- beating others

With purposeful planning, educators can foster one motivational climate more than another. The activities in this guide adhere to a task-involved motivational climate approach, as it should be your goal to have participants develop their skills and their understanding and application of the True Sport Principles while they compare themselves to their personal goals rather than to their peers. If you develop your own activities, in addition to the examples provided in this guide, consider the steps below to ensuring the True Sport experience you establish for participants is a task-involved motivational climate.

The following questions can help you plan for a task-involved motivational climate:

- **Is the goal of the physical activity (e.g., small-sided game) aligned with the skill(s) being developed?** For example, if you are teaching participants to send an object with their feet (e.g., passing a soccer ball with the instep), are they rewarded with points for making a pass with the proper form, or for scoring a goal? If scoring a goal is your answer, your objective does not align with the skill you are attempting to help participants develop.
- **Are winners and losers rewarded or punished?** For example, are you asking participants who lose the game to pick up equipment? If so, stop this practice and ask all participants to help with equipment once the activity is over to better align with the True Sport Principles.

APPENDIX F: Exit Slip and Assessment Sheet Templates

The following exit slip and assessment sheet templates are intended to be modified to fit the appropriate set of questions or reflections outlined in the activity sections.

EXIT SLIP TEMPLATE: WRITTEN OR DRAWN RESPONSES

Use this template for exit slips that have multiple questions.

Name: _____

Exit Slip: _____

- 1.
- 2.
- 3.

EXIT SLIP TEMPLATE: CIRCLED REFLECTION

Use this template when asking for reflection around a statement. Write words or draw images in the blank space and have choices selected by circling the applicable word or picture.

Name: _____

Exit Slip: _____

Insert statement for reflection and options to circle.

EXIT SLIP TEMPLATE: THINK, PAIR, SHARE

Use this template when asking participants to think, pair, share.

Name: _____

Exit Slip: _____

THINK	PAIR	SHARE

EXIT SLIP TEMPLATE: PEER ASSESSMENT REPORTING

Use this template when asking for peer assessment. Add guiding questions and/or prompts to guide the assessment and reporting.

Name: _____

Exit Slip: _____

Insert guiding questions and/or prompts for peer assessment.

EXIT SLIP TEMPLATE: RECAP THE RULES

Use this template when asking for reflection around the rules of the activity.

Name: _____

Exit Slip: _____

Describe the rules of this activity below:

APPENDIX G: Glossary of Terms

EDUCATORS

For the purpose of this guide, educators include those who deliver a True Sport experience to children and youth in a physically active setting. Examples include physical education teachers, classroom teachers, youth sport coaches and recreation leaders.

EQUALITY

When groups of people receive equal resources and opportunity, regardless of perceived or actual need.

EQUITY

When groups of people receive different resources and opportunity in an attempt to make situations fair for those who might be oppressed, who have less and/or who have disabilities.

ETHICS

Standards by which individuals within a group, culture or society determine what is good or bad, acceptable or unacceptable. Ethics are largely external and based on the consensus values of the society.

The True Sport values and principles form the basis for our understanding of what ethical sport is. If sport is to be good and ethical, it must be consistent with those values and principles.

FAIRNESS

Treating youth fairly does not always mean treating them the same. Fairness within True Sport experiences involves knowing the participants, identifying individual needs and then planning for and accommodating those needs. In the physical activity domain, these needs may be physical (e.g., a participant may need more time to learn a skill, or to be challenged to perform a skill with a non-dominant hand if they have already mastered it) or cognitive (e.g., a participant may need instructions written down or drawn due to an auditory processing difference).

INCLUSION

Refers to being welcoming as well as accommodating to different people, regardless of varying demographics such as race, ethnicity and/or religious beliefs. Inclusive physical activity opportunities consider abilities and disabilities, unique ethnic or religious requirements, newcomers and potential language challenges and types of offerings or equipment. For youth in the Train to Train Stage of the Long-Term Development framework, it is important that programs offered consider inclusion, so that they can provide opportunities for all participants.

MORALS

Standards by which individuals determine which behaviours are right, good, and acceptable. Morals are largely internal and are based on an individual's values and principles.

PARTICIPANTS

For the purpose of this guide, participants refer to any child or youth who receives a True Sport experience in a physically active setting. Examples include students (physical education and classroom), youth athletes, and children and youth within a community who receive a recreation program.

PHYSICAL ACTIVITY

Physical activity is when energy is applied to skeletal muscles to produce bodily movement.¹⁴ Regular moderate to vigorous physical activity reduces the rate of many controllable diseases, such as cardiovascular disease, diabetes, depression, and cancer. Different types of physical activity are used as the vehicles in True Sport experiences to teach the True Sport Principles while developing physical literacy.

PRINCIPLES

Principles are prescriptive expressions of values. They help guide the development of a moral code through the expressions of values in a more concrete fashion.

The True Sport Principles express an approach to sport that is consistent with the values Canadians have universally expressed and can be brought to life in any sport at any level. For sport to be truly good and have the opportunity to make the greatest difference, all seven principles need to be in play and balanced at all times. The seven True Sport Principles are: *Go For It, Play Fair, Respect Others, Keep It Fun, Stay Healthy, Include Everyone and Give Back.*

SPORT

Sport is physical activity with a competitive component. Sport can be formal or informal. Modified versions of sport are important pieces to quality physical education programs, but they are just one component. Sport for youth in the Train to Train Stage of the Long-Term Development in Sport and Physical Activity framework should be modified so that it fosters skill and child development.

VALUES

Core guiding concepts held by individuals or groups. These are ideas that are held as important and that have value. From these values, we can extrapolate principles and morals. For example, in the sport context, Canadians have stated that they want sport based on the values of fairness, excellence, inclusion and fun.

14 World Health Organization. Health Topics: Physical Activity. Retrieved from http://www.who.int/topics/physical_activity/en/ on April 19, 2017.

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