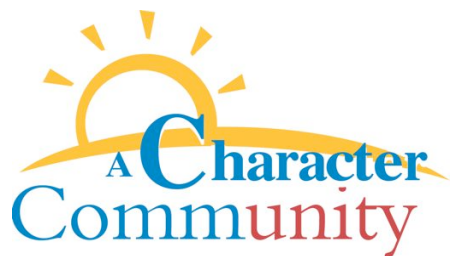




# CHARACTER IN SPORT

## Lesson Plan – Primary Division

<b>Foci/Perspectives:</b> Character Education; Media Literacy
<b>Lesson Title:</b> “Always Play Fair” <b>Timeframe:</b> Four 40 minute lessons
<b>Expectations:</b> <ul style="list-style-type: none"><li>• Identify the purpose and the intended audience of some simple media text</li><li>• Identify the convention and techniques used in some familiar media forms</li><li>• Produce media text for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</li></ul>
<b>Assessment:</b> peer assessment – 3 stars and a wish
<b>Accommodations:</b> <ul style="list-style-type: none"><li>• Extended time limits</li><li>• Visual cues posted in charts around classroom</li><li>• Partnering</li><li>• Co-operative grouping</li><li>• Scribing</li><li>• Assistive Technology for poster (Computer graphics, Word Art)</li></ul>
<b>Resources:</b> True Sport poster Character Matters poster (York Region District School Board teachers) Character in York Catholic Schools poster (York Catholic District School Board teachers) The Brady Brady Collection is an excellent resource for this lesson. We suggest the following titles: Brady, Brady and the Most Important Game, Mary Shaw <b>ISBN-13:</b> 978-0973555769 Brady Brady and the MVP, Mary Shaw <b>ISBN-10:</b> 0973555777 Bristol board for posters Crayons, pencils, pencil crayons



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#### Lesson One:

##### Before

Teacher models unfair activity. (ie. 5 chairs placed on carpet for only 5 students to sit. All other students sit on floor)

Teacher prompt question: Is this fair? How does it feel to be on the chair? On the floor?

Using a Chart, teacher prompts:

FAIR

What does fair look like

What does fair feel like

What does fair sound like

**During:** Read book aloud with fluency and expression. Teacher prompts:

Who would like to read this book? Parents? Teachers? Children?

What did Brady learn in the story? Find words or phrases to support your answer.

### Lesson Two:

#### After

Class is led through the halls of the school on a poster walk. They explore with the teacher the elements of poster design (colour, images and message.)

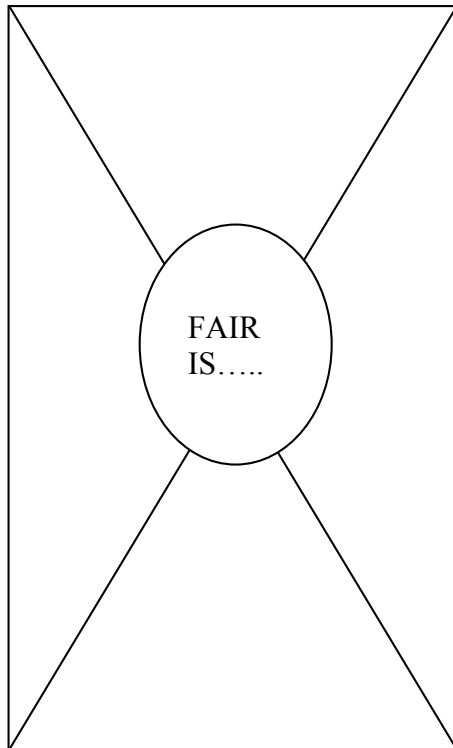
Teacher prompt:

What do you notice about this poster?

Who is this poster made for?

What is the message of this poster?

In small groups of 4, students create a rough draft of a poster including pictures, symbols and words depicting FAIR IS.....





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**Lesson Three:**

Students present their first draft to class.

3 Stars and A Wish. Students praise each other by awarding 3 stars (positives) and one wish to improve their work.

**Lesson Four:**

Student groups revise draft into final copy.

**Teacher Reflection:**

- Did the students share their ideas on the poster and work cooperatively?
- Do the students understand the concept of fairness?
- Does the poster clearly demonstrate the meaning of fairness?
- What do I need to do to follow up or consolidate the concept in media literacy curriculum?
- What opportunities can I provide the students to share and celebrate their work?

**Possible Extensions:**

- Students can be given opportunities to create media highlighting the Fairness message. Some forms of media may include: signs, collages, pamphlet, comic strip (story board), scrapbook, skits, t-shirt, announcement, sidewalk chalk posters etc.
- Have a Brady Theme Day in your classroom.
- Author visit – Mary Shaw – [www.bradybrady.com](http://www.bradybrady.com)
- Investigate the True Sport website – [www.truesport.ca](http://www.truesport.ca)
- Invite a community guest speaker on the subject of fair play.
- Play a game with a family member. (ie. tag, hide and seek, board game) Students retell, relate and reflect fairness.
- Research other books that demonstrate examples of fair play.
- Create a fair play creed for the school yard.