

Teaching at Findley: developing leadership through sports, play or movement

Project Purpose: Youth sports is a defining feature of American life and at the heart of contemporary educational debates about community, identity and leadership. This semester we are partnering with students and staff at [Findley Elementary](#), located at 3025 Oxford Street, to create a buzz around sports with 5th graders and understand how conversation about sports can help both groups to deepen their understanding of themselves, their identities and communities.

Project Background: Findley Elementary encourages students to express their views and contribute to informed decision making about their education. This happens in an exciting way on Fearless Friday's, when students engage with community partners on special topics. Findley students are particularly interested in exploring the possibility of afterschool sports and here is where our class comes in. You will work in pairs to engage them in critical thinking about sports, identities and communities. As you do this, you will better understand how sports activities offer benefits for youth of all ages, backgrounds and ability levels, creating a healthy outlet for children to gain new skills, develop trust in teams and connect with positive role models. As you undertake this learning journey, you will consider how you enact your personal values, civic identity, habits and vocations in your relationships with others, and help elementary students consider similar questions about the meaning, purpose and value of athletics in their lives. While you may not think of yourself as a teacher, coach, mentor or role model, you have a wonderful opportunity to support Findley 5th grade neighbors.

Project Goals

- Develop an understanding of the unique learning environment at Findley
- Compare and contrast Findley and Grand View school cultures
- Use this knowledge and other course materials, discussions and assignments to inform the design of your lesson plan
- Work with a partner to create a lesson plan
- Teach on one Fearless Friday and reflect on the experience

It will be important to prepare well for your teaching by developing a lesson plan with clear and meaningful goals connected to the project purpose. You'll work with your partner to design a lesson plan following the guidelines below, submit the lesson plan on Blackboard for feedback from me and demonstrate 20 minutes of your lesson in our class. You'll use feedback from your peers and the professor to make your teaching more engaging for the kids. Finally, at the end of the experience, you'll reflect on your learning process. Deadlines for reflections will be staggered--due one week after you teach at Findley.

Project Tasks and Deadlines – Summary & Deadlines

Step 1: Sign up with a partner to teach	0 pts
Step 2: Design your lesson plan with your partner and submit on BB	50 pts
Step 3: Practice teaching in class on your assigned day	25 pts
Step 4: Show up and teach at Findley	50 pts
Step 5: Submit teaching reflection	100 pts
Total:	225 pts

Project Tasks and Deadlines – Step by step

Step 1: Sign up with a partner to teach on one Fearless Friday at Findley Elementary (8/27). Write the name of your partner here and their contact information:

Please consider your schedule very carefully when you sign up for that day. You are making a commitment to show up and be present for the students. Once you sign up, we are assuming you will steer clear of conflicts.

Step 2: Design your lesson plan together with your partner and follow guidelines. Although there will be some time to work on lesson plans in class, you will coordinate schedules with your partner to develop this lesson plan together outside class too. I have included plenty of resources below to inspire your thought process; there are abundant online resources as well!

Lesson Plan Guidelines:

The main focus of your lesson will be to engage students in 1) a physical activity or game related to sports or another form of play, and 2) a reflective conversation or dialogue about a) the meaning and value of the activity, especially related to personal character attributes or leadership qualities, and b) how this might look for you personally or in your school or community.

You will determine the kind of game or play activity you will develop to engage the students. You might already be familiar with a particular sport, have a game you enjoy playing with friends or family, or one you remember playing as a child. Whatever the game, get the kids moving around and reflecting on their play. Anticipate the kind of equipment you might need for this activity and reach out to Dr. Brady to make sure it is available at the school.

Components of your lesson plan:

1. **Physical activity, movement or game:** Include a succinct description of the activity, game or movement you'll focus on in your lesson. Make sure to choose an activity that touches on one of the PE National Outcomes. Further on in this packet, there are suggestions for activities, but you may have a better idea!
2. **Theme or topic:** Make sure your activity lays the groundwork for student reflection on a sports-related topic (i.e. fairness, equity, losing/winning, teamwork, self-esteem, staying off screens, girl power). Those are just some possible themes. You can find others in our textbook or other course readings, videos or podcasts.
3. **Potential challenges and back-up plan:** Include the basics of what are you going to do and say, and how you will say it, along with two potential challenges and a backup plan should those challenges occur.
4. **Leadership Values:** Include reference to core leadership values & character attributes (trust, teamwork, compassion, integrity)
5. **Findley core values:** Include reference to collaboration, growth, equity, integrity and adaptability. You will think about a way to inspire your students to think about living out these values and making their practice habitual? What does this look like in practice?
6. **Montessori approach:** Use our course materials or other online sources as an inspiration and point of departure for your pedagogy. Be able to explain how you'll integrate Montessori philosophy into your teaching.
7. **Social emotional learning:** Discuss how the lesson may bring out social and life skills to help students develop the skills, awareness or experiences to make good choices
8. **Reflection and dialogue:** Your lesson will model curiosity, critical reflection, habits of attentiveness and conversation/dialogue, helping students to build these skills through meaningful reflection following the physical activity or game (i.e. What did you find valuable about this activity and why? Do you understand the reasons for the outcomes today? How do these activities help you think about yourself and your potential for developing skills?)

New National Physical Education Standards (5th grade)

- 1.5.1 Combines varied locomotor skills in a variety of practice tasks.
- 1.5.2 Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.
- 1.5.3 Demonstrates rolling with the body in a non-dynamic environment.
- 1.5.4 Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment.
- 1.5.5 Combines locomotor, non- locomotor, and manipulative movements based on a variety of dance forms.
- 1.5.6 Demonstrates jumping rope in a variety of practice tasks.
- 1.5.7 Demonstrates jumping and landing in a non-dynamic environment.
- 1.5.8 Demonstrates balancing on different body parts in a non-dynamic environment.
- 1.5.9 Demonstrates rolling a ball in a non-dynamic environment.

- 1.5.10 Demonstrates throwing in a variety of practice tasks.
- 1.5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 1.5.13 Demonstrates striking with hands above waist in a variety of practice tasks.
- 1.5.14 Demonstrates striking with hands below waist in a variety of practice tasks.
- 1.5.15 Demonstrates serving an object in a non-dynamic environment.
- 1.5.16 Demonstrates striking an object with a short-handled implement in a variety of practice tasks.
- 1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks.
- 1.5.18 Demonstrates kicking a ball using the instep in a variety of practice tasks.
- 1.5.19 Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks.
- 1.5.20 Demonstrates dribbling with feet in a variety of practice tasks.
- 1.5.21 Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.

Step 3: Submit the below lesson plan by the deadline assigned to you. Copy this into a separate Word doc and save it to submit. Since you and your partner are creating this lesson plan together, you will each submit a copy of the same lesson plan that you have created together.

Lesson Plan

National PE standards for 5th grade (choose 1-2)

1.
2.

Findley Core Values and Montessori approach (choose 2-3)

1.
2.
3.

Social Emotional (discuss 2 life skills you'll focus on)

1.
2.
3.

Learning Objectives:

Assessment Plan:

<i>Big ideas, desired and tangible outcomes, what physical activity or game students will be able to understand and do... include a succinct description of the activity/game and theme/topic you'll focus on</i>	<i>What evidence will show they've met the objective and/or to what degree have they met it?</i>
1. Students will be able to understand how to ... 2. Students will be able to ...	1. 2.

Materials Needed:

<i>Handouts, technology, equipment, manipulatives, visuals of texts</i>	
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Lesson Procedures:

<i>These can be arranged in the order that makes sense or repeated as necessary...</i>	Time	Notes on your plan for this section
<u>Introduction</u> (activate prior knowledge, anticipatory set, hook, launch, engagement, teacher planned/provided)		
<u>Direct Instruction</u> (explicit instruction, input and modeling, summarize, what to "know", modeled learning experiences...the teacher is mainly providing the instruction)		
<u>Guided Practice</u> (Student focused exploring, activities done with partner or whole group with teacher assistance, students are practicing w/ content, knowledge/facts, developing evidence)		
<u>Independent Practice</u> (Reflect, apply, providing evidence, student performance that shows they		

<i>understand concept, abstract conceptualizing, apply content in new ways, individual or partner action and expression...show what you know)</i>		
Closure through Reflection and Dialogue <i>(summarize learnings, students share output, connection to previous learning, connection to real life, next steps)</i>		
<u>What references were helpful to you as you created your lesson plan ? (two from course materials and two others)</u>		
<u>What challenges might you face? What will be your back-up plan?</u>		

What You Can Teach Elementary School students about Sportsmanship:

Teaching elementary students about sportsmanship, learning how to win and lose, and being a good teammate are fundamental life skills that extend far beyond the playground. Here's a comprehensive approach, combining direct instruction, practical application, and consistent reinforcement:

1. Defining and Discussing Key Concepts:

Sportsmanship: Start with simple, concrete examples. What does it look like and sound like?

- Good Sportsmanship: Shaking hands, saying "good game," cheering for everyone (even the other team), following rules, not bragging when you win, not complaining or blaming when you lose.
- Poor Sportsmanship: Pouting, yelling, cheating, blaming others, throwing equipment, making excuses.
- Activity: Create a T-chart or Venn diagram with "Good Sport" and "Poor Sport" and have students brainstorm examples for each.

Winning and Losing:

- Winning Gracefully: Emphasize humility. It's okay to be happy you won, but don't rub it in. Acknowledge the effort of the other team.
- Losing Gracefully: This is often the hardest. Teach them it's okay to feel disappointed, but it's not okay to be a "sore loser." Focus on effort, what they learned, and what they can do differently next time. Remind them that losing is an opportunity to learn and grow.
- Activity: Read books about winning and losing (e.g., "The Big Cheese" by Jory John, "I Really Want to Win" by Simon Philip). Discuss the characters' feelings and actions.

Being a Good Teammate:

- Collaboration: Working together towards a common goal.
- Communication: Listening to each other, speaking kindly, offering encouragement.
- Support: Cheering on teammates, offering help, accepting mistakes.
- Inclusion: Making sure everyone feels like they belong and gets a chance to participate.
- Activity: Brainstorm what makes a good friend and connect those ideas to being a good teammate.

Modeling and Leading by Example:

- Adults are Key: Teachers, parents, and coaches are the primary role models.
- Show Humility: When you win, celebrate with grace. When you lose, acknowledge the outcome calmly and look for lessons learned.
- Control Emotions: Demonstrate healthy ways to handle frustration or disappointment. Take a deep breath, count to ten, or talk about feelings calmly.
- Respect Rules and Officials: Even if you disagree, show respect.

- Praise Effort, Not Just Outcomes: Highlight hard work, perseverance, and good sportsmanship, regardless of the score. "I loved how you kept trying even when it was tough!" or "You did a great job cheering for your teammates."

Experiential Learning Through Games and Activities:

- Cooperative Games: Play games where the goal is for everyone to succeed, or where there are no "losers." This helps build a sense of shared accomplishment and reduces the pressure of competition.
 - Examples: "Human Knot," "Hula-Hoop Pass," "Blindfolded Obstacle Course" (one person guides another verbally), "Collaborative Art Projects."
- Competitive Games (with built-in sportsmanship lessons):
 - Role-Playing Scenarios:
 - "What if someone cheats?"
 - "What if you disagree with a call?"
 - "What if a teammate makes a mistake?"
 - Have students act out both good and bad responses, then discuss the feelings and consequences.
- "Good Sport/Sore Loser" Sorting: Use cards with different actions and have students sort them into categories.
- Sportsmanship Pledge: Have the class create their own sportsmanship pledge or rules for games. Display it prominently.
- Practice Losing in Low-Stakes Games: Board games, card games, or simple classroom games provide opportunities to practice losing in a controlled environment. Acknowledge feelings and talk through strategies for next time
- Post-Game Discussions: After any game, win or lose, ask questions like:
 - "What went well?"
 - "What was challenging?"
 - "What did you learn?"
 - "How did we show good sportsmanship/teamwork?"
 - "What could we improve for next time?"
- Team-Building Challenges: Activities that require students to communicate, problem-solve, and rely on each other.
 - Examples: Building a structure with limited materials, scavenger hunts (where teams work together), relay races that require coordination.

Reinforcement and Recognition:

- Praise Specific Behaviors: Instead of a general "Good job!" say, "I noticed you helped your teammate when they fell – that's great sportsmanship!"
- Sportsmanship Awards/Shout-Outs: Publicly acknowledge students who demonstrate excellent sportsmanship, gracious winning/losing, or outstanding teamwork. This can be informal (a quick shout-out) or more formal (a "Good Sport of the Day" award).

- **Connect to Real Life:** Discuss how the skills learned in sports (handling emotions, working with others, perseverance) apply to other areas of life, like school projects, friendships, and future careers
- **Consistent Expectations:** Continuously remind students of the importance of these values and provide gentle reminders and redirection when they forget.
- By consistently integrating these strategies into your teaching, you can help elementary students develop strong character, resilience, and positive social skills that will benefit them for years to come.

Step 4: Practice Your Teaching in Class with your Partner

After you receive feedback on the lesson plan you submitted on Blackboard, you will be assigned to demonstrate 20 minutes of your lesson in class. Both students will need to be in class to get credit.

Step 5: Show up and Teach

Task: You will show up with your partner on the day you signed up for. Check in with your partner ahead of time to make sure they will also be present. Arrange for your transportation – look at a map to see where it is located. Maybe you can share a ride! Plan the timing and method of transportation well so you arrive ahead of time. If you have a concern about transportation, please talk with me. If you experience some emergency situation, please email me ASAP so I can communicate this to the school administration.

Step 6: Reflection on Teaching - 4 pages

Write a personal reflection on your experience teaching at Findley. Submit one week after you teach at Findley.

Reflect on the following questions.

1. What was the learning objective for this lesson and why did you select this objective?
2. What feedback did you receive from the professor, and how did you incorporate this feedback into your lesson?
3. What feedback did you receive from the class on your practice day, and how did you incorporate this feedback into your lesson?
4. What evidence do you have that the students “got it”?
5. What went well in the lesson and why? What didn’t go as you planned and why?
6. What was your biggest challenge during the lesson? How did you handle it?
7. What changes would you make if you were to teach the lesson again?
8. Which students do you think benefited from this lesson and which did not? Why?
9. How could you tell if your students were on task? Did you do anything to adjust this?
10. In what ways did the students surprise you most today?
11. Share your impressions of the social emotional learning environment you observed – what did it look like?
12. How did you observe the Montessori approach and core values lived out or practiced by students or staff?
13. How do you think your teaching made a difference for the students and community at Findley? What do you think was the community impact of your teaching?

Helpful resources: [Every Child Matters: Change for Children](#)

[Power of Play](#)