

## Female Athletes in the News

<b>Teacher:</b>	<b>Date:</b>	<b>Period:</b>	<b>Location:</b>
<b>Course and section:</b> PPL30/40/HSP3U/CHC2D/ ENG2D <b>** Literacy **</b>	<b>Unit: Women in Sport/ Health/ Literacy</b>		
<b>Lesson Title: Female Athletes in the News</b>		<b>Number of periods: 1-2</b>	
<p><b>Background Briefing for Educator</b>            This is the health unit of a grade 11/12 class.            Alternatively, it could be a unit of study which can be expanded with alternative activities within the Family Studies Department: Specifically HSP3U.            Could also be used in CHC2D/ ENG2D/2P to practice for literacy skills.</p> <p><b>CREATE: NEWS REPORT: FINAL SUMMATIVE</b></p>			
<b>Curriculum Overall Expectations</b>			
<p><b>PPL30/40</b>            1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p> <p>2. Conflict Resolution – explain the effectiveness of various conflict resolution processes in daily situations.</p> <p><b>HSP3U</b>            1. demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;</p> <p>2. Demonstrate an understanding of recent structural changes in work and education and of the impact these changes have on Canadian society</p>			
<b>Guiding Questions &amp; Learning Goals</b>			
<p>How have women helped shape sport in Canada?            Are men and women paid equally in sport Globally? Canada? Ontario?  <i>Is it impossible for women athletes to ONLY do their sport?</i></p>			
<b>Prior Knowledge Assessment</b>		<b>Vocabulary &amp; Specific Terminology</b>	
<p>Activate Prior Knowledge (diagnostic)</p> <ul style="list-style-type: none"> <li>Teacher will lead research on Women in Sport and create a google shared list of women who have affected change in sport over years.</li> <li>Discussion from above: those who broke barriers.</li> <li>Discussion from above: who are changemakers.</li> </ul> <p>Provide Knowledge</p> <ul style="list-style-type: none"> <li>Provide Students opportunity to gather research and brainstorm within a group setting.</li> </ul>			
<b>Instruction Strategies</b>		<b>Assessment Strategies</b>	
		<i>C-conversation O-observation P-Product</i>	

		<i>F-formative S-summative</i>
<ul style="list-style-type: none"> <li>● Group Work</li> <li>● Research</li> <li>● Inquiry Based Learning               <ul style="list-style-type: none"> <li>● Inquiry</li> <li>● Concept Mapping</li> <li>● Brainstorming</li> <li>● Think/pair/share</li> <li>● Discussion</li> <li>● Collaboration</li> <li>● Demonstration</li> <li>● Video</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● <b>Conversation:</b> conference / interview</li> <li><b>Observation:</b> skills checklist / group work / group discussions</li> <li><b>Product:</b> self or peer assessment / class work / exit or entry card /performance task</li> </ul>
Time	Lesson Sequence	
10 min	<p><b>Getting Started:</b></p> <p><b>Minds-ON: 10 minutes working on your own using a computer/ phone:</b></p> <ol style="list-style-type: none"> <li>1. Select a Woman in Sport or a sport of your choice, you may use the list provided or create a list with your class.</li> <li>2. Identify the influences in her life and what shaped her to have an impact on sport.</li> <li>3.. Take the perspective of the woman, how do you think she felt and thought about the work she was doing? Can you find evidence to support this?</li> </ol> <p><b>Think-Pair-Share</b></p> <p>Share your findings with your partner/ group.</p>	
20 min	<p><b>Working on it:</b></p> <p>Students will lead their peers through an in-class elevator pitch which concentrates on women in sport they want to research. Elevator Pitch on their sport or woman in sport. (See attached slide on elevator pitch)</p> <p><b>This will be a Formative Assessment.</b></p> <p>Key Take-Home:</p> <p><i>I can reflect on the leadership style of a great female leader in sport and I can use them to help me formulate my own leadership philosophy</i></p>	
	<p><b>Consolidate &amp; Reflect on it</b></p> <p><b>Do female athletes get the same recognition that male athletes do? Salary? Sponsorships?</b></p> <p><b>Gender Pay In-Equality Lesson:</b></p> <p><b>Watch video: <a href="#">Equal — Wealthsimple - YouTube</a></b></p> <ol style="list-style-type: none"> <li>1. Create a news report that mimics the exact form of this type of writing for the woman in sport assignment. Your news report should be 200 to 250 words in length and must be accompanied by a relevant image for the event you have chosen.</li> </ol> <p><b>Brainstorm possible headlines.</b></p> <p><b>I.E: Women and Men in Tennis get paid the same amount.</b></p> <ol style="list-style-type: none"> <li>2. Be sure to research the accuracy of the historical information that you plan to use.</li> </ol>	

	<p>3. You are a sport expert and trace the history from early Canada to now of either a female athlete or a woman that has impacted the sports world from Canada. The final assignment will be a news report of the time period of the sport or the athlete.</p> <p>This will be in the format of an academic seminar poster together with an oral presentation of approximately 5 minutes to your classmates.</p> <p>You will include a bibliography/ works cited of at least 5 credible and diverse sources in MLA format.</p> <p>4. Works Cited/ Bibliography should contain at least five credible sources.</p> <p>5. The News Report should use academic formal writing.</p>
<b>Universal Design Modifications (For all)</b>	
<p>Students will have access to an outline if necessary.</p> <p>Peer Feedback and Teacher Feedback will help support all students.</p> <p>extra-time  strategic seating and grouping  chunking  exemplars  verbal instruction with visual support  provide checklists to monitor task initiation, progress and completion  graphic organizers  provide copies of notes  advanced notice for assessments and evaluations</p>	<p><b>Resources</b></p>
<b>Educator's Lesson Reflections</b>	
<b>Modifications for other courses</b> *Applicable to any of the threads	