

Contact Information	
Board	Waterloo Catholic District School Board
Development date	August 22, 2011
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SHSM sector	Sport
Course code and course title	HSB 4MI -- Challenge & Change in Society
Name of CLA	That's just the way it is? An Exploration of Gender Discrimination in Sport
Brief description of CLA	Students will learn about the sociological approach to understanding factors that limit full participation in society and apply that understanding to the world of sport. This application will be in the form of research, proposal and presentation.
Key Search Terms (Do not use SHSM, CLA, Course Code or Sector)	women; prejudice, inequality; marketing; race; gender; social challenge; discrimination; privileges
Duration	10 hours (If the CLA is used as a whole but the CLA can be broken into pieces and used.)
Overall expectations	<u>Social Challenges</u> SCV.01 · appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns; SCV.02 · demonstrate an understanding of the social forces that shape such challenges. <u>Research and Inquiry Skills</u> ISV.01 · define and correctly use anthropological, psychological, and sociological terms and concepts; ISV.04 · demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources; ISV.05 · communicate the results of their inquiries effectively.

<p>Specific expectations</p>	<p><u>Prejudice and Discrimination</u> SC2.01 – explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth; SC2.02 – assess the role of stereotyping as a barrier to full participation in society;</p> <p><u>Foundations of Inquiry in Anthropology, Psychology, and Sociology</u> IS1.01 – define and correctly use the terminology of anthropology, psychology, and sociology (e.g., in relation to issues of ethnicity, race, and racism); IS1.02 – describe and apply to real-life contexts the theories that are central to anthropology (e.g., cultural materialism, functionalism, structuralism), psychology (e.g., behaviouralism, psychoanalytic theory, learning theory), and sociology (e.g., symbolic interactionism, feminism, Marxism);</p> <p><u>Using Research Methods and Skills</u> IS2.02 – demonstrate an ability to select, organize, summarize, and interpret information from a variety of print, media, and electronic sources; IS2.07 – using a range of primary and secondary sources, develop a position on a social issue of importance to anthropology, psychology, or sociology; and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines.</p> <p><u>Communicating Results</u> IS3.01 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos); IS3.02 – explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation</p>
<p>Ontario Catholic Graduate Expectations</p>	<p>An Effective Communicator who CGE2a -listens actively and critically to understand and learn in light of gospel values; CGE2b -reads, understands and uses written materials effectively; CGE2c -presents information and ideas clearly and honestly and with sensitivity to others; CGE2d -writes and speaks fluently one or both of Canada’s official languages; CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p>A Reflective and Creative Thinker who CGE3b -creates, adapts, evaluates new ideas in light of the common good; CGE3c -thinks reflectively and creatively to evaluate situations and solve problems; CGE3d -makes decisions in light of gospel values with an informed moral conscience;</p> <p>A Self-Directed, Responsible, Life Long Learner who CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>A Collaborative Contributor who CGE5a -works effectively as an interdependent team member; CGE5b -thinks critically about the meaning and purpose of work; CGE5e -respects the rights, responsibilities and contributions of self and others; CGE5g -achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others;</p> <p>A Responsible Citizen who CGE7a -acts morally and legally as a person formed in Catholic traditions; CGE7b -accepts accountability for one’s own actions; CGE7f -respects and affirms the diversity and interdependence of the world’s peoples and cultures;</p>

Essential Skills and work habits	<p style="text-align: center;">Essential Skills</p> <input checked="" type="checkbox"/> Reading Text <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Document Use <input checked="" type="checkbox"/> Computer Use <input checked="" type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Job Task Planning and Organizing <input checked="" type="checkbox"/> Decision Making <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Finding Information	
Context		
<p>This activity, the lessons along with the summative assignment works to offer the student experience with several sport sector related careers. By using presentation skills, creating a proposal, learning about societal trends in sport and challenges athletes face, the student will gain experience in sector careers such as sports agent, marketing/communications manager, event planner and broadcaster.</p> <p>In all of these careers it is not only important to have the technical skills of communication and composition, but to also know the way in which sports is perceived in society. This assignment works to develop skills in oral communication as well as increasing the student's awareness of how sports are changing, specifically with females, in the 21st century.</p>		
Strategies <ul style="list-style-type: none"> • Hands-on activity • Discussion • Guided reading activity • Discussion • Guest speaker • Debate • Research • Presentation • Assignment 		
Assessment and Evaluation of Student Achievement		
How will we know students are learning?	How will we know students have learned?	
Discussion, Question and Answer, Observation, Facilitation during class discussion and group work research periods	Students will demonstrate their achievement through their performance on the summative assignment	
Diagnostic assessment strategies such as five finger check-ins, exit cards, and homework checks at beginning and end of periods		

Strategies/Tasks	Purpose																																			
<p>1. Taste Testing Activity: Conduct a taste testing activity where students are asked to sample and identify the flavour of specific sodas.</p> <p>Preparation:</p> <ol style="list-style-type: none"> 1. Purchase 4 different flavours of soda. The flavours that work best are cola, grape, cream soda, and lemon lime (Sprite or 7up). 2. Use food colouring to colour the lemon lime (7up or Sprite) orange. Try to make the orange colour similar to the colour of orange crush. 3. Pour a sample of each drink into an unlabelled sample cup. Make sure that you have enough pre-poured samples so that each student can taste each drink. (Note: Make sure to have the labeled soda container put away before students enter the class) 4. Place a sample cup of each soda on each student's desk. <p>Activity:</p> <ol style="list-style-type: none"> 1. Have student have a piece of paper and a pen out on their desk and ready to begin. 2. Tell the students that this next activity is to be conducted totally in silence 3. Tell the students that in a moment you will be instructing them to sample each drink and asking them to identify in writing the flavour of each drink. 4. Instruct students to write drink one on their paper and to try the first drink (The Brown Cola) 5. Write the flavor beside drink one. 6. Instruct students to write drink two on their paper and to sample the second soda (The Red Cream Soda) 7. Write the flavor beside drink two. 8. Instruct students to write drink three on their paper and to sample the third soda (The Purple Grape Soda) 9. Write the flavor beside drink three. 10. Instruct students to write drink four on their paper and to sample the fourth soda (The Orange Lemon Lime Soda) <p>Debriefing:</p> <ol style="list-style-type: none"> 1. Collect student papers and tabulate the student results on the chalkboard <p>Sample Table: (Based on thirty students)</p> <table border="1" data-bbox="167 1104 1050 1467"> <thead> <tr> <th></th> <th>Cola</th> <th>Cream soda</th> <th>Grape</th> <th>Orange</th> <th>Lemon Lime</th> <th>Cherry</th> </tr> </thead> <tbody> <tr> <td>Drink#1 (Brown)</td> <td>30</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Drink#2 (Red)</td> <td>0</td> <td>26</td> <td>0</td> <td>0</td> <td>0</td> <td>4</td> </tr> <tr> <td>Drink#3 (Purple)</td> <td>0</td> <td>0</td> <td>30</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Drink#4 (Orange)</td> <td>0</td> <td>0</td> <td>0</td> <td>28</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>2. Identify the correct flavor for each sample.</p> <p>3. Discussion:</p> <ol style="list-style-type: none"> a. Why did so many people incorrectly identify the orange sample? b. Why do you think that most people made their decision based colour and not taste? (Remember the task asked the flavour of each sample and not the colour.) c. How can perceptual links made in past create social challenges for the present? 		Cola	Cream soda	Grape	Orange	Lemon Lime	Cherry	Drink#1 (Brown)	30	0	0	0	0	0	Drink#2 (Red)	0	26	0	0	0	4	Drink#3 (Purple)	0	0	30	0	0	0	Drink#4 (Orange)	0	0	0	28	2	0	<p>Assessment for and as learning</p>
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<p>2. Reading Activity: Student will be asked to read the article "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh and answer the following questions.</p> <ol style="list-style-type: none"> 1. What is an unearned privilege? 2. What is a meritocracy? 3. What is the invisible Knapsack? Identify some of the items contained with Peggy McIntosh's Knapsack? 4. Identify 6 unearned privileges identified by Peggy McIntosh that you believe are also contained within your knapsack. 5. How does the white knapsack create problems for other ethnic groups? Explain. 6. How does Peggy McIntosh suggest we change to create a society that is more equitable? Explain. 7. Do you believe the white knapsack to be the only knapsack of unearned privileges to exist? Why or why not? 8. What other knapsacks exist? What privileges do you believe are contained within each one? <p>Peggy McIntosh's article talks about the reality that our history has created a society that offers unearned privileges to some while creating a situation where some people have the burden of proving that they deserve to be treated fairly and more equitably. Her article also asks us to look at the world in a new way and to work toward creating a society that does away with unearned privileges and operates more as a meritocracy.</p>	<p>Assessment for learning</p>
<p>3. Guest Speaker: Using the Business and Education website attempt to have a female guest speaker come in and talk about some of the challenges that females face while trying to make their way in a non-tradition field.</p>	
<p>4. Debate: (Sports and the Invisible Knapsack) -- The debate should highlight how past perceptions and privilege can create barriers for participation and create inequity within society.</p> <p>** Before starting debates you may want to hold a discussion on inequities in sport participation and possible societal barriers to full participation – if you choose to do so, use the following link to help:</p> <p>http://www.statcan.gc.ca/pub/81-595-m/81-595-m2008060-eng.pdf -- This website provides tables and stats on participation in sport. It can be used to stimulate a dialogue on inequity in sport and a discussion about possible societal barriers that create the societal inequities in sport participation.</p> <ul style="list-style-type: none"> • Kelly graduated from the University of New Hampshire where she led the NCAA in scoring during her final year. She was given an offer from the Boston Bruins, but the NHL disallowed this in order to protect Kelly from serious physical injury. RIGHT OR WRONG • Rick Mercer Secondary School will only have enough money to run one basketball team for this coming school year. Since the boys' program develops more talent and attracts more fans, it is decided to fund that team for the year. RIGHT OR WRONG • Frank, a 23 year old male in perfect physical condition tries out for and makes the Canadian National Synchronized swimming team. This has been a dream for Frank and he worked hard and finally achieved it. He is looking forward to competing at this level. RIGHT OR WRONG 	<p>Assessment of learning</p>
<p>5. Homework: Students should conduct research on a specific female athlete and create a baseball card that highlights the career of this athlete. On the baseball card provide...</p> <ul style="list-style-type: none"> • A picture of the female athlete • Career stats and highlights • Highlight challenges and barriers they faced entering or becoming successful within the sport 	<p>Assessment of learning</p>
<p>Assessment tools See Summative Assignment: 'That's just the way it is?', An Exploration of Gender Discrimination in Sport</p>	
<p>Differentiation The lesson Includes a variety of lesson strategies that will address the needs of students of various levels and learning styles.</p>	

Differentiation will be based on:

Readiness Learner Profile Interest

Differentiation will take place through:

Content Process Product Learning Environment

Additional Notes/Comments/Explanations

- Teachers need to ensure that the lesson materials are prepared before students enter the room. For the 'taste test' activity secrecy on part of the teacher is essential for the lesson to succeed. Please note that teacher should not put discussion questions on board for the 'taste test' activity before conducting the experiment.
- Teachers need to familiarize themselves with Peggy McIntosh's article before the students have an opportunity to read it. Teachers are reminded to consult the questions and sample answers provided with this article. This will guide the lesson in a fitting way.
- If interested in supplementing this lesson with a guest speaker, the guest speaker should be a woman who works in a non-traditional field (preferably sport or sport related).

Suggested debate procedure:

1. Opening statements
2. Side A presents arguments,
3. Side B rebuttal of A
4. Side B presents arguments
5. Side A rebuttal of B
6. Open scrum
7. Closing statements

- The baseball card homework activity is meant entirely to provide assessment for learning.
- For the final assignment teachers need to ensure they teach a basic 'how to' mini lesson focused on conducting research, creating a presentation, and composing a proposal. These skills will have been touched upon in secondary school in the years before this course, but it is always wise to talk about and show the students what is expected of them. This will differ specifically between each teacher. Use the Effective Presentation Note to help guide the students towards creating a solid presentation of their proposal.

Resources

- Five flavours of soda (Cola, Grape, Cream Soda, Lemon Lime)
- Food colouring & Sample cups
- Copies of the article "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh
- Guest Speaker
- Copies of the assignment and rubric 'That's just the way it is?' An Exploration of Gender Discrimination in Sport
- Computer lab or library access
- <http://www.statcan.gc.ca/pub/81-595-m/81-595-m2008060-eng.pdf> -- This website provides tables and stats on participation in sport. It can be used to stimulate a dialogue on inequity in sport and a discussion about possible societal barriers that create the societal inequities in sport participation.

Human resources

- Guest Speaker

Print resources

- Copies of the article "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh
- Copies of the assignment and rubric

Website resources

- <http://www.statcan.gc.ca/pub/81-595-m/81-595-m2008060-eng.pdf> -- This website provides tables and stats on participation in sport. It can be used to stimulate a dialogue on inequity in sport and a discussion about possible societal barriers that create the societal inequities in sport participation.

Other resources

- Five flavours of soda (Cola, Grape, Cream Soda, Lemon Lime)
- Food colouring
- Sample cups

Accommodations

- Provide appropriate wait time to monitor comprehension during discussion of 'taste test' and reading activity
- Chunk the lesson and assignment to decrease possibly overwhelming the student (increase the length of each lesson to one class each, set work period goals (today is dedicated to working on...))
- Offer teacher/student conferences to provide frequent check-ins
- Scan article into Kurzweil
- Make use of Dragon software when necessary

List of Attachments

File Names:

White Privilege (Student resource)

Taste Test and Reading Question Answers (Teacher resource)

'That's just the way it is?' An Exploration of Gender Discrimination in Sport (Teacher resource/student assignment)

Summative Assignment Rubric

The Effective Presentation Note (Teacher resource)

Newspaper Article "Unattainable records leave female athletes struggling for acclaim" (Teacher resource)