**North East School Division**



**Unpacking Outcomes**

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| **Outcome (stated in its entirety) to be unpacked** | | |
| **4.12 Relationships -** Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play. | | |
| **Outcome Unpacked** (circle the verb and underline the Nouns/Qualifiers) | | |
| **Create Personal understanding of what it means to be a positive team member**  **Apply Personal understanding of what it means to be a positive team member** | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| Vocabulary and concepts: courtesy behaviors, complimentary behaviors, inclusive language, fairness, cheating, honesty, rules, cooperation, competition, attitude, life skills, self-control, team spirit, stereotype  How to   * Listen actively * Question for clarity * Paraphrase * Respond positively, act graciously (what it looks and sounds like) * Accept responsibility for self (what this looks and sounds like) * Represent Team Spirit (look, sound and feels like) * Express insights (thoughts) * Celebrate success (alternatives) * Cooperate and compete fairly | * Positive team members get more enjoyment out of activity, because those around them appreciate “how” they participate every bit as much as the ”way” they participate, which results in more fun, interaction and overall improved performance by all. * Cooperating and competing appropriately in sport and fitness is transferable to life. * Rules are helpful in promoting positive interactions and fair play. * Like all stereotyping, sport and fitness stereotyping is a potentially damaging and unfair practice. * All people regardless of ability, gender, race or culture deserves the right to participate in movement activities free of ridicule and disrespect. * Being a positive team member involves skills that are learned and can be developed through practice. Being this way is essential for enjoyment by everyone and is part of personal development. | a. Highlight positive aspects of peer and self-performance in both cooperative and competitive group movement activities.  b. Identify and demonstrate the skills needed for effective teamwork (e.g., listening actively, questioning for clarity, paraphrasing, verbalizing own movement and thoughts).  c. Explain how teamwork and decision-making skills gained from participating in movement activities are important life skills.  d. Reflect on own use of courtesy behaviours (e.g., remaining quiet when classmate is delivering a curling rock), complimentary behaviours (e.g., congratulating an opponent on making a good shot), and inclusive language (e.g., saying “one-on-one” instead of “man-to-man”) when participating in both cooperative and competitive movement activities.  e. Propose and practice personal strategies for enhancing own demonstration of team spirit and fair play.  f. Explain what stereotyping means and the emotional, spiritual, and physical damage and risks associated with sports and fitness stereotypes (e.g., girls are not strong; jocks are not smart; boys do not dance).  g. Demonstrate an appreciation for diversity and a personal responsibility for demonstrating acceptance of everyone while participating in both cooperative and competitive movement activities (e.g., willingness to play and work with all others, acceptance of individual differences, motivation to contribute, dealing with rejection).  h. Represent what team spirit looks like, sounds like, and feels like.  i. Represent an understanding of fair play ideals which include respect for rules, officials, and opponents, self-control, and equitable playing time.  j. Evaluate own level of responsibility and commitment towards playing fairly and showing team spirit.  k. Express insights in response to questions such as “Is it ever appropriate to ‘bend the rules’ when competing in sport?”, and “How can participation in competitive movement activities prepare us for other challenges in life?” |
| **ESSENTIAL QUESTIONS** | | |
| 1. **Why does being a positive team member matter?** 2. **How does cooperating and competing in sport translate into other life situations?** 3. **Why do rules matter?** 4. **When is stereotyping appropriate?** 5. **How can one become a positive team member?** | | |