

LESSON PLAN

Learn about the relationship between sports, being our best selves, and how sports have been used to celebrate the best of everybody.

Explore the meaning of sports in local communities, the opportunities and costs of participating in sports, and how racism, classism, sexism and ableism play into people's experiences of sports in a global context. With unique features including personal video testimonials and tips for taking concrete action, youth learn about how sports shape our lives, cultures, and opportunities.



About Global Nomads Group

For over 25 years, Global Nomads Group has leveraged technology to host digital safe spaces for young people around the world to share their stories, challenge assumptions, engage with and learn from each other, and, by doing so, foster a more just world.

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Objectives

By the end of the module, students will be able to:

1. Examine their personal relationship with sports and athletics
2. Understand the positive and negative impacts that sports can have on individuals around the world

Introduction

- Begin the lesson by asking students to take a moment to reflect on the role sports play in their lives.
- Ask them to determine whether they consider themselves a team player, a watcher, an enthusiast, or completely uninterested in sports.
- Facilitate a class discussion by asking students to share their reflections and discuss how their relationship to sports connects to their best selves.

Exploring Sports Around the World

- Share the images provided in the content description with the students, depicting various sports equipment and athletes.
- Ask students to briefly describe the sports shown in the images and discuss the different forms and purposes that sports can serve.
- Introduce Katso's story of representing South Africa in international martial arts competitions. Share with your students the text describing his journey and show the accompanying image of Katso in his martial arts uniform.
- Lead a class discussion about Katso's journey and ask students to reflect on how their own experiences with sports compare to his story.

Personal Reflection

- Ask students to individually reflect on their own experiences with sports and athletic activities.
- Provide guiding questions for reflection:

- What kinds of feelings come to mind when you think about your experiences with sports?
- What does it mean to be an athlete to you?
- What does it mean to win? What does it mean to lose?
- What are all the roles people play related to sports?
- Allow students to share their reflections with a partner or in small groups. Invite a few students to share their thoughts with the whole class.

The Impact of Sports on Identity

- Lead a class discussion about how the community's approach to sports can influence individuals.
- Discuss the values, support, and opportunities that sports can provide, as well as the potential negative aspects such as exclusion and unrealistic expectations.
- Engage students in a conversation about the impact of social media on how we view ourselves in relation to athletes and sports.
- Facilitate a class discussion about the consequences of comparing oneself to athletes on social media and how it can affect self-esteem and well-being.

Storytelling and Leadership

- Introduce to your students the concept of public narratives and storytelling as a means of creating positive change.
- Show the image of the three circles representing “Story of Self,” “Story of Now”, and “Story of Us” from the content description.
- Explain to your students the importance of sharing personal stories to motivate others and foster collective action.
- Discuss with your class the power of storytelling in promoting positive change within the context of sports.
- After the class discussion, direct your students to watch the videos mentioned in the content description, featuring youth from different parts of the world sharing their stories of self in relation to sports.

- Lead a class discussion about the impact of these stories and how they relate to the students' own experiences and aspirations.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompts:

1. Think back to the video of Noor, Stella, and Soday.
2. Create your own table indicating the positive and negative aspects of your personal relationship to sports. Here's an example:

Negative	Positive
Conflict with values	Becoming disciplined
Become unkind	Working hard
Lose focus on school	Motivated to achieve goals
Focus too much on winning	Becoming a role model

3. Reflect on your overall relationship to sports and think of how that relationship has helped you become your best self.

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of the module, students will be able to:

1. Explore sports as a microcosm of society
2. Explore the expectations placed on student athletes

Introduction

- Begin the lesson by discussing the statement: “Regardless of what your participation in sports looks like, your community’s approach to sports can shape what it’s like to live there.”
- Show to your students the first image of the young Black athlete preparing to sprint and ask students to describe what they see. Facilitate a brief discussion on the positive and negative aspects of sports in communities.

The Role of Sports in Communities

- Introduce the concept of the role of sports in communities and its impact.
- Have a class discussion on how sports can be a source of fun, but also stress and pressure for athletes.
- Show the second image of the professional American football player kneeling and explain how athletes use their platform to address social issues.
- Discuss with your students how sports can be a reflection of societal injustices and inequalities based on race, gender, and ability status.

Analyzing the Microcosm in Your Community

- Ask students to reflect on their own community and answer the provided questions individually.
- Encourage students to think about the representation, inclusivity, and societal values reflected in sports within their community.
- Allow some time for students to share their thoughts and discuss their observations in small groups.

The Relationship Between Sports and Academics

- Discuss with your students the relationship between sports and academics in different communities.
- Pose questions related to the balance between sports and academics, funding priorities, and the community's focus on sporting or academic achievements.
- Show the images of the basketball player and the student engaged in academics and facilitate a brief discussion on the importance of both aspects in a student's life.

Opinions: Academics or Athletics?

- Engage students in a discussion about the importance of academics and athletics, taking different perspectives into account.
- Have a whole class discussion on how athletes may face economic compensation challenges compared to academic achievements. Highlight the benefits and challenges that student-athletes may experience.

The Good Within the Struggle

- Explain to your students the positive aspects gained by student-athletes, such as increased civic engagement and personal development.
- Emphasize the importance of teamwork and the responsibilities that come with being part of a team.
- Discuss with your class the expectations that teams have for their members and the importance of adhering to core values.

Group Reflection

- Summarize the main points discussed throughout the lesson.
- Ask students to reflect on what they have learned and how it relates to their own experiences and community.

- Provide an opportunity for students to share their reflections and ask any remaining questions.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompts:

1. Consider how your local community reacts to sports.
2. Think about whether your community prioritizes athletics over interests.
3. Think about how your relationship to sports and athletics is impacted by the way your local community views sports.

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Extension Activity

Have students conduct research on a sports-related issue in their community or another community of interest. They can present their findings in a short presentation or written report.

Objectives

By the end of the module, students will be able to:

1. Reflect on the ways that some groups of people are excluded from sports.
2. Consider the role of gender, race, and ability/disability status in sports.

Introduction

- Begin by asking students to share their experiences and opinions about sports.
- Encourage a class discussion on the importance of sports in society, physical and mental health benefits, and any challenges they may have observed in sports participation.

Gender in Sports

- Present the concept of representation in sports and its impact on equality to your students.
- Discuss with your class societal inequalities and how they affect participation and opportunities in sports. Provide examples of gender disparities in sports, both historically and in different regions. Discuss the struggles faced by women in Latin America and Africa in sports participation.
- Introduce programs like Moving The Goalposts Kilifi program in Kenya as an example of positive change.
- Engage students in a brief reflection or discussion on their thoughts and perceptions about gender equality in sports.

Perception of Bodies in Sports

- Ask your students to reflect about societal standards of body image and their impact on sports participation.
- Highlight the influence of media portrayals and the shift in perspective on disabilities in sports.

- Discuss the impact of body image on athletes and the development of eating disorders.
- Share the example of Rosie MacLennan and her experience with body image in sports.
- Facilitate a class discussion on body image, self-esteem, and strategies to promote a positive relationship with one's body.

Race in Sports

- Introduce to your students the concept of race as a social construct and its influence on sports.
- Discuss with your class historical exclusion and segregation of Black athletes in sports.
- Explain the progress made in terms of opportunities but the persistence of racial stereotypes and prejudices. Highlight the importance of representation in leadership positions and ongoing work toward equality.
- Engage students in a discussion on racial discrimination in sports and the role of sports in challenging societal norms.

The Story of Now

- Introduce Marshall Ganz's framework for collective action.
- Explain to your students the “Story of Now” and its connection to personal experiences and urgency for change.
- Encourage students to reflect on their personal connection to sports and their role in promoting inclusion.
- Discuss how creating an inclusive sports environment can benefit individuals, communities, and society as a whole.

Wrap-up and Reflection

- Ask students to reflect on the lesson and share their key takeaways.

- Encourage them to think about actions they can take to promote inclusion and equality in sports.
- Summarize the importance of representation, body positivity, and racial equality in sports.

Extension Activities (optional)

- Research Project: Assign students to explore the history and challenges faced by underrepresented groups in a specific sport or region. They can present their findings through a written report, presentation, or creative project.
- Guest Speaker: Invite a guest speaker who has personal experience in promoting inclusion and equality in sports to share their journey and insights with the class.
- Media Analysis: Assign students to analyze sports media coverage and advertisements to identify any biases or stereotypes related to gender, body image, or race. They can present their findings and suggestions for improvement.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompts:

1. Think about a time when you played or watched a sporting event.
2. Consider what kind of people were playing in the sport. Who was included? Who was not included?
3. Ask yourself: what are some ways that all people could be included in sporting events?

At the end of their stories, students should mention 2-4 stories and resources they've explored and would recommend to their global peers.

Objectives

By the end of the module, students will be able to:

1. Explore and design action plans on how they can help create a sports culture that is more inclusive and just.

Introduction

- Begin by reviewing the previous discussions about the challenges athletes face, the power of sports, and the need for inclusivity and equity in the sports community.
- Discuss the concept of taking action and the importance of individual and collective efforts in creating positive change.

SMARTIE Goals Explanation

Introduce the concept of SMARTIE goals and explain each component:

S - Specific: Reflects a concrete, definable goal that you seek to accomplish, connected to a broader values-based purpose. Guiding Questions: What specifically do you want to do? Is the purpose of your goal clear? What is your desired result?

M - Measurable: Includes clear measures that show whether the goal has been reached (in numbers or a measurable change). Guiding Questions: How will you measure your progress? How will you know when you have achieved your goal?

A - Ambitious: Challenging enough that reaching the goal will make a difference in people's lives. Guiding Questions: Is your goal aligned with the issue? Is your goal challenging enough? Is your goal meaningful and relevant? Why does your goal matter? What makes attaining this goal important?

R - Realistic: Something you can actually accomplish. Guiding Questions: Is this goal within your power to accomplish? Do you have the resources you need to accomplish your goal?

Do you have access to the contacts, support, training, facilities, education, skills that your goal requires?

T - Time-bound: Includes clear deadlines. Guiding Questions: When exactly do you want to accomplish this goal? What time frame do you need to reach your goal? When will your goal be achieved and at what pace?

I - Inclusive: The goal brings people who are directly affected, particularly those most impacted, into reaching the goal. Guiding Questions: Are all the people affected accounted for in your goal? Does it bring in traditionally marginalized people? How can you make your goal be inclusive towards/positively impact people from marginalized groups? Is your goal taking a diverse universe into consideration?

E - Equitable: Seeks to address injustice, inequity, and oppression. Guiding Questions: Does it seek to address systemic injustice, inequity, or oppression? How can you adapt your goal so that it actively and intentionally seeks to promote equity and limit the disparity of access to resources? How can you make your goal purposefully seek to share power amongst groups?

- Provide examples of regular goals and SMARTIE goals to illustrate the differences and benefits of using SMARTIE goals for taking action in sports.
- Emphasize that SMARTIE goals help individuals plan and execute their actions effectively and make a meaningful impact.

Explore

Show the students the map, and explore the stories, articles, and videos that have been provided by their global peers. Ask the youth to pick their top three stories, and share them with their peers.

Share

Students will answer the following prompts:

1. Divide the class into small groups or pairs.
 2. Distribute a [SMARTIE goal template handout](#) or provide students with blank sheets of paper. You can also project the above information about SMARTIE goals.
 3. Instruct students to think about a specific area of sports where they would like to promote inclusivity and equity.
 4. Ask students to individually brainstorm and write down ideas for their SMARTIE goals based on the guiding questions provided.
 5. Encourage students to discuss their ideas with their group members or partners, providing feedback and suggestions to refine their goals.
 6. Give students time to revise and finalize their SMARTIE goals.
- Invite students to share their SMARTIE goals with the class.
 - Encourage each student or group to present their goal and explain how it meets the SMARTIE criteria.
 - Facilitate a brief discussion after each presentation, allowing classmates to provide feedback, ask questions, or share additional ideas.
 - Emphasize the diversity of goals and the potential impact of each student's contribution to creating a more inclusive sports community.

Extension Activities (optional)

- Action Plan Implementation: Assign students to implement their SMARTIE goals and report back on their progress and experiences.
- Community Awareness Campaign: Encourage students to design and execute an awareness campaign about the importance of inclusivity and equity in sports in their school or local community.

- Reflection Essays: Assign students to write reflective essays on their journey of setting SMARTIE goals, taking action, and the lessons they learned throughout the process.
- Note: Adapt the lesson plan and duration as needed to fit your specific class schedule and teaching style. Encourage creativity, collaboration, and critical thinking throughout the activities.