

Right To Play Playbook: Teaching Social Responsibility through  
Physical Activity-based Lessons on Global Issues

By

Douglas Lawrence Race  
BPE, University of Alberta, 2002

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**Abstract**

This qualitative case study explored the effectiveness of the Right To Play *Learning to Play: Playing to Learn (Playbook)* educational resource on fostering social responsibility in a single class of grade six/seven boys and girls. A secondary objective of this study was to examine the teacher's perceptions of the sustainability of the *Playbook* as an effective educational resource. Data collection methods included semi-structured student and teacher interviews, samples of the student's work and course materials, teacher journal entries and observational field notes. Data were analyzed using constant comparison. Findings suggested that the *Playbook* learning activities provided the students with opportunities to practice building positive relationships, communicate in various forms, develop cooperation and teamwork skills and recognize and discuss issues of social justice. Comments and journal entries made by the teacher highlighted the *Playbook* as being a sustainable resource.

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I dedicate this thesis to my Mom, Dad and Alice.

## Chapter 1

### Introduction

School systems in Canada have traditionally promoted socially responsible behaviors such as cooperation, sharing, caring for others, dispute resolution, inclusion, and the development of moral character. An inherent goal of the school system is to prepare students for adulthood by teaching and reinforcing the appropriate attitudes, values and behaviors, which are viewed as acceptable by Canadian society at large. For example, the British Columbia (BC) Ministry of Education states the overall purpose of the BC school system is “to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy” (BC Ministry of Education, 2008, p. 3). Within this statement it is clearly recognizable that the school system is meant to play an important role in not only the academic development of the younger generation, but also in the development of responsible citizens. One key educational component toward fostering a pluralistic society that has been embraced by the BC Ministry of Education is the learning of social responsibility.

#### What is Social Responsibility?

The term social responsibility refers to the idea that every person is responsible to society as a whole. An individual must act and behave in the most appropriate way for the betterment of the self, while simultaneously considering the results of their actions and behaviors on the rest of society. The BC Ministry of Education has created a four component definition of social responsibility for use within BC schools, which is used to guide and evaluate the behavior of children in grades kindergarten through twelve. They define a socially responsible student as (a) one who contributes positively to the classroom and school community, (b) solves conflicts in peaceful ways, (c) values diversity and defends human rights, and (d) exercises democratic rights and responsibilities (BC Ministry of Education, 2001). The BC Ministry of Education has acknowledged that this definition of social responsibility is not comprehensive

enough to define such a broad concept. However, they believe it is useful for monitoring and evaluating student behaviors in the school context (BC Ministry of Education, 2001). For the purpose of this study, the definition of socially responsible behavior developed by the BC Ministry of Education will be used.

#### Why is Social Responsibility Important?

The development of socially responsible behavior is not just beneficial to the individual student, but is beneficial for the school community at large. If students respect and care for one another, and look to solve problems and conflicts in peaceful ways, incidents of school violence, bullying, and harassment will be substantially decreased. Research has shown that children who exhibit bullying behaviors tend to be inattentive in the classroom and have poor social interactions (Cho, Hendrickson, & Mock, 2009), and that bullying behavior during childhood may be the best predictor of delinquency in later adolescence and adulthood (Wasserman, Keenan, Tremblay, Coie, Herrenkohl, Loeber, & Petechuk, 2003). As well, both bullies and their victims achieve poorer academic standing than their peers (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001). These findings highlight the importance of improving the school climate through changes in social behavior. Positive behavior changes will not only improve the overall school climate, but will provide all students with the opportunity to achieve the highest level of education available in a safe and inclusive environment.

It must also be noted that the benefits and importance of socially responsible behavior extends far beyond the school environment. The BC Ministry of Education states “socially responsible individuals show community-mindedness in their responses to school, local, national and global issues and events” (BC Ministry of Education, 2004, p. 17). Selman (1980) found that by the age of 10 children could begin to empathize with the situations of others. At this age, children can take on a third-person perspective and can use this perspective for personal action. Thus, children in the later years of elementary school would have the cognitive capacity to relate to and reflect on issues of human rights and social injustices. Angell and Avery (1992) suggest that the ability to inquire about and relate global issues to the local

level is developed gradually, which lays the foundation for advanced inquiry in later years. They recommend that teachers introduce global issues to elementary students in a context that allows the students to make decisions for social actions, such as in group discussions and role-playing activities. Effective teaching strategies and learning activities can provide children with valuable experience empathizing with people in a variety of situations. Therefore, giving students the opportunity to learn, about, experience, and discuss more complex national and global issues may help in promoting the development of socially responsible behaviors.

The BC Ministry of Education has made human and social development an overarching long-term goal of the BC school system: “This broad goal specifies that students are expected, among other things, to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others” (BC Ministry of Education, 2004, p. 17). They have recognized that schools offer a valuable arena for students to observe, practice and model socially responsible behaviors. In recognition of this, they have created the BC Performance Standards for Social Responsibility (BC Ministry of Education, 2001). The standards were created after two years of direct observation and analysis of student projects and self-reports, which led to a common set of expectations for the development of social responsibility in four categories. The four categories of social responsibility are (a) contributing to the classroom and school community, (b) solving problems in peaceful ways, (c) valuing diversity and defending human rights, and (d) exercising democratic rights and responsibilities. These standards are not mandated for use by the school system, but are provided for voluntary use by the teachers. The standards are included within the learning outcomes of a range of course curricula such as, language arts, fine arts, career and personal planning, PE and social studies. Thus, there is a clear message that learning social responsibility is not restricted to a single subject, but is a cross-curricular goal.

#### Social Responsibility in Physical Education

One course that has valued the development of social responsibility as a learning outcome for

some time is physical education (PE). The development of positive character traits such as teamwork, fair play, sportsmanship, and respect have been highly valued by physical educators as outcomes of participation in physical activity and sports (Gibbons, Ebbeck, & Weiss, 1995; Hassandra, Goudas, Hatzigeorgiadis, & Theodorakis, 2007; Hellison, 2003; Miller, Bredemeier, & Shields, 1997; Romance, Weiss, & Bockoven, 1986; Wandzilak, Carroll, & Ansorge, 1988). In the BC PE curriculum, prescribed learning outcomes (PLO) related to the development of social responsibility are explicitly stated and described for students in grades kindergarten through twelve. For example, elementary-aged students in grades four through six are expected to describe emotional benefits related to participation in physical activity, describe and model behaviors that promote fair play, positive conflict resolution and cooperation, and recognize and accept individual differences, in physical activity settings (Physical Education K to 7, 2006b).

Both researchers and educators have employed intervention strategies in PE contexts in order to explore the notion that PE is a valuable arena for helping students learn social responsibility. One of the more notable programs is the *Teaching Personal and Social Responsibility Model (TPSR)* (Hellison, 2003). This model was originally intended for at-risk youth, but has been used within multiple populations across the United States and internationally. The most recent model consists of five levels (values). Two of the levels: respecting the rights and feelings of others; and helping others and leadership, look to develop socially responsible behavior. Two other levels: participation and effort, and self-direction, focus on developing personal responsibility. The fifth level of the program is aimed at transferring the learned personal and social responsibility values to contexts outside of the program. Studies that have used the TPSR model have found enhancements in the following areas of social responsibility: helping and respecting others, interpersonal relationships, teamwork, conflict resolution and prosocial behavior (Cutforth, 1997; Debusk & Hellison, 1989; Escarti, Gutierrez, Pascual & Llopis, 2010; Hellison & Walsh, 2002; Lee & Martinek, 2009; Williamson & Georgiadis, 1992).

Another program that has received considerable attention since its development is *Sport Education* (Siedentop, 1994). *Sport Education* is a curriculum and model developed for implementation by physical educators. The three major goals of the model are to develop competent, literate, and enthusiastic sportspersons through a semester long sport season. The primary focus of the model is to develop individual skills, such as sport skill development, knowledge of the rules and culture of sport, and personal responsibility. Because of the social context of PE and team sports, social responsibility aspects such as working effectively within a group to achieve common goals, team affiliation and teamwork, learning how to win and lose gracefully, and fair play are also highlighted as expected outcomes. Research using this model found the ability to affiliate one's self with a team produces a number of desirable benefits, such as increased feelings of inclusion and trust, and increased teamwork and communication skills. Increased fair play behaviors were also observed (Hastie, 1996; McPhail, Kirk, & Kinchin, 2004; O'Donovan, MacPhail & Kirk, 2010).

Recognizing the lack of social responsibility strategies in the *Sport Education* Model, Ennis (1999) adapted the model and created the *Sport for Peace* Curriculum. *Sport for Peace* was developed to address problems such as violence, profanity and sexual harassment. In order to address those concerns, strategies for peaceful conflict negotiation, self and social responsibility, and care and concern for others were added to the *Sport Education* Model. Ennis (1999) found that participation in the *Sport for Peace* program improved overall participation in PE, especially in girls. This was due in part to an inclusive, respectful and cooperative environment created by the program. The development of friendships and strong feelings of affiliation were also highlighted (Ennis, Solomon, Satina, Loftus, Mensch, & McCauley, 1999).

*Cooperative Learning* (CL) is another approach that aims to improve students' social skills, as well as their academic achievement (Cohen, 1994). Structural characteristics of CL such as extended sport units, the formation of small teams, and the assignment of team member roles and responsibilities

have been described as comparable to those used in *Sport Education* and *Sport for Peace* (Barrett, 2005; Dyson, 2001). In CL the teacher works as a facilitator, shifting the responsibility to learn to the students (Dyson, Griffin, & Hastie, 2004). The students must work collaboratively with their teammates to complete tasks, therefore social skills such as communication and teamwork are essential to practice and learn if the students are going to succeed. *Cooperative Learning* research in the elementary PE classroom has found improvements in teamwork and cooperation, communication, encouragement, empathy, and respect (Dyson, 2001, 2002; Goudas & Magotsiou, 2009).

Other elementary PE-based programs have provided positive results in the development of socially responsible behavior. Lakes and Hoyt (2004) implemented a martial arts-based leadership program and found improvements in pro-social behavior and classroom conduct. Hassandra et al. (2007) promoted increased fair play behaviors after combining an *Olympic Education* program with a fair play program. In a program designed to develop pro-social skills, leadership behaviors, and conflict resolution strategies, Sharpe, Brown and Crinder (1995) found an increase in the use of conflict resolution strategies and leadership behaviors by the program participants. Overall, the use of the PE environment has shown promise as an effective context for children to learn and practice socially responsible behavior.

#### Social Responsibility across the Curriculum

To accomplish the goal of developing social responsibility at the school level, PLOs associated with social responsibility appear within individual school subjects. As well, there is the possibility for cross-curricular development of these outcomes. Components of social responsibility are not only pervasive in the PE curriculum, but in the social studies and health and career education curricula as well. In social studies, for example, goals of exercising rights and responsibilities, respecting human equality and diversity, and developing skills to become global citizens are specifically described (BC Ministry of Education, 2006c). Social responsibility outcomes in health and career education are to

promote emotional health and develop emotional health strategies, develop caring and supportive families, recognize and respond to bullying, discrimination and stereotyping, as well as developing healthy friendships, emotions and interpersonal skills (BC Ministry of Education, 2006a).

As highlighted by the BC Performance Standards for Social Responsibility, the learning of socially responsible behaviors requires a cross-curricular approach (BC Ministry of Education, 2001). Links between the different subjects have been established and highlighted so that educators can implement suitable programs to achieve the learning outcomes across these subjects, and in doing so, meet the standards. Under the heading “Connections to Other Curricula” links have been established and highlighted between the health and career education, PE and social studies curriculums (BC Ministry of Education 2006a, 2006b, 2006c).

Although there has been some research on physical activity-based social responsibility programs and interventions, to date, there have been very few studies looking at the effects of cross-curricular programs that include PE. In one study, Gibbons, Ebbeck, and Weiss (1995) examined the effectiveness of teaching strategies in the teachers’ resource manual *Fair Play for Kids* (1990) on the moral development of elementary-age students. They found that teaching fair play behaviors in PE alone or in combination with other subjects were both effective in creating significant improvements in moral development. However, few programs combining PE with other school subjects have been researched.

A recent contributor to this unique area of education is the Right To Play (2006) *Learning to Play: Playing to Learn (Playbook)* educational resource. The Right To Play organization developed the *Playbook* as a cross-curricular resource that combines PE with other school subjects. It teaches the students about children in other parts of the world and how sport and play can help to make their lives happier and healthier (*Playbook*, 2006). The *Playbook* lists various outcomes related to healthy childhood development that are expected to be achieved through participation in the lessons. Some of these outcomes are aspects of socially responsible behavior. However, the effectiveness of the

*Playbook* in fostering social responsibility has not been examined.

### The Playbook

The *Playbook* is a teacher's resource package that was designed specifically for use by Canadian elementary teachers in grades four through six. The resource contains a series of 16 interdisciplinary lessons that are designed to promote healthy childhood development. Each lesson contains two sections, (a) a physical learning activity and (b) a worksheet activity. Each lesson is designed to cover two class subjects, such as PE, social studies, language arts, or health and career education. The lessons are designed to help children learn about sensitive global issues in countries where the Right To Play organization has its volunteer programs. The expected learning outcomes are: improved concentration, memory skills and creativity; understanding of the body and fitness; building positive relationships, cooperation, communication and teamwork; knowledge of proper nutrition, hygiene and health; and increased development of self-esteem, confidence and positive emotions. The learning outcomes associated with social responsibility (building positive relationships, communication, and cooperation and teamwork) are of particular interest in this project. As well, due to the nature of the program being implemented, which contains a number of learning activities that involve the discussion of sensitive global issues, the social responsibility outcome of social justice will also be examined.

### Factors Influencing the Effectiveness of Educational Resources

The reasoning behind why a resource succeeds in achieving the learning outcomes or why it fails should be addressed when examining the effectiveness of an educational resource. Many teacher-level and school-level factors can affect the achievement of learning outcomes during an intervention (Beets, Flay, Vuchinich, Acock, Li, & Allred, 2008; Hans & Weiss, 2005). One significant factor that will be addressed in this study is the teacher's perception with respect to the sustainability of the *Playbook*. In a review of the literature, Hans and Weiss (2005) identified four factors that they believed ultimately determines a teacher's loyalty to a program, which consequently leads to the program being sustained

over a longer period of time. A sustainable program must be seen as acceptable and effective by the educator. Belief in the acceptability and effectiveness of a program will help to increase teacher commitment to the program and its goals. The program must also be adaptable to a variety of classrooms and situations, and must require few resources, so that it is feasible to sustain over time. Guided by the four factors identified by Hans and Weiss (2005), a secondary purpose of this study will be to explore the teacher's perceptions of the *Playbook* as a sustainable educational resource.

The *Playbook* is a unique educational resource that combines the power of sport and play with global issues. To date, very few educational resources have attempted to combine the learning of academic material with the PE environment, and even fewer of these programs have been examined for effectiveness. The experiences and perceptions of both the teacher and the students will provide valuable insight into the contribution of the *Playbook* in the development of social responsibility.

To highlight both the students' and teacher's perceptions and experiences with the *Playbook* learning activities a case study research design may be beneficial. A case study design allows the researcher to observe the implementation of the *Playbook* in its natural setting over a prolonged period of time. As well, using multiple data collection methods such as the collection of program materials, observational field notes, and participant interviews and journal entries, the researcher is able to provide a rich description of the setting, participants and program under investigation (Creswell, 1998).

#### Purpose Statement

The purpose of this study is to explore the effectiveness of the *Right To Play Playbook* on fostering social responsibility in elementary-aged children. A secondary purpose is to understand the teacher's perceptions of this resource as a sustainable educational resource.

#### Research Questions

Two research questions were addressed in this study:

1. How effective are the learning activities in fostering the intended social responsibility-based

learning outcomes? Including: (a) developing positive relationships, (b) cooperating and working together as a team, (c) improving communication, and (d) learning to recognize and advocate for social justice.

2. What are the teacher's perceptions in regards to the program's acceptability, the effectiveness of the activities at meeting the learning outcomes, the adaptability of the activities, and the feasibility for continuing the program?

#### Assumptions

1. The participants will provide honest answers in the focus groups, interview and teacher journal.
2. The participants will engage in natural activities during periods of observation.

#### Limitations

1. Shy or dominant participants in the focus groups may affect the results by not contributing or over contributing.
2. The researcher may bias the results or affect the interpretation of the data.

#### Delimitations

1. The study is limited to the participating teacher and their students.
2. The duration of the study was four lessons over four weeks.
3. The intervention took place at the start of a new school year.

#### Operational Definitions

**Communication:** The ability to express oneself clearly when conversing and interacting with others, such as when reading, writing, speaking, listening and understanding non-verbal communication (BC Ministry of Education, 1999).

**Elementary Student:** A student in kindergarten through grade seven.

**Physical Activity:** Any bodily movement produced by the skeletal muscles that involves energy expenditure (World Health Organization, n.d.).

**Positive Relationships:** Interacting with others in a mutually beneficial and friendly way.

**Social Justice:** The recognition that all people regardless of their background should have the same basic legal, civil and human rights, and advocating for those rights (BC Ministry of Education, 2004).

**Social Responsibility:** Contributing to the classroom and school community, solving problems in peaceful ways, valuing diversity and defending human rights, and exercising democratic rights and responsibilities (BC Ministry of Education, 2001a).

**Teamwork & Cooperation:** The collaborative effort of a group of people working together for a common purpose.

## Chapter 2

### Review of the Literature

This chapter has been divided into four sections. The first section highlights the approach taken by the BC Ministry of Education to promote the development of social responsibility in the school system. Section two provides a summary of studies that have used PE and sport as a context to develop socially responsible behaviors in elementary-aged children. Section three includes studies that have taken a cross-curricular approach, which include PE to promote social responsibility. The fourth section examines how the achievement of learning outcomes from an intervention can be affected by the educator.

#### The Role of the BC Ministry of Education in Developing Socially Responsible Students

The purpose of the BC school system is to foster the development of positive knowledge, skills and attitudes, so that students succeed as members of Canadian society (BC Ministry of Education, 2008). A graduate of the BC school system is expected to grow in three broad areas of development: intellectual, career, and human and social development (BC Ministry of Education, 2004). Intellectually, students are expected to become competent in their academic courses, emerging information technology, and communicating effectively to a range of audiences. In terms of career development, students are expected to know the career choices they have after graduation and how they can effectively pursue their career of choice. It is also expected that the students will develop the ability to work collaboratively and safely with future co-workers. In regards to human and social development, students are expected to acquire the skills and knowledge necessary to become socially responsible citizens, learn how to care for themselves physically as well as emotionally, and improve not only their own lives, but also the lives of others (BC Ministry of Education, 2004).

Developing socially responsible behavior is not up to the BC school system alone, but requires support from students, parents, teachers, administrators and the community at large. The BC Ministry of Education has recognized the role these things play in the development of students' positive behaviors, and as a result, they have created and helped create numerous resources for use by parents, teachers and administrators.

Several resources have been developed for parents to help them recognize and deal with bullying and harassment. The *Call it Safe* parent guide provides information to help parents recognize different forms of bullying and lists steps for parents to take if their child is the bully, the victim, or a bystander (BC Confederation of Parental Advisory Councils, 2003). It also provides a self-help guide for parents to work through with their child and provides toll-free numbers and resources for further help. With the rapid advancement of technology and the creation of social networking sites and tools harassment and intimidation are no longer confined to the schools. New forms of emotional harassment and intimidation have developed over the internet. To combat this emerging trend, the BC Ministry of Education has published a list of tips for parents to help them control what their child can access on the internet and ways for them to minimize their child's risk of harassment (Internet Safety Tips for Parents, n.d.).

These resources are designed to warn parents of troubling behavior their child may be experiencing and help them to reduce the risk of their child being harassed. However, research has shown that the majority of incidences of bullying and harassment go unreported (Fekkes, Pijpers, & Verloove-Vanhorick, 2005). The best method of reducing bullying behaviors at the school level, albeit the hardest one to initiate is to develop and implement intervention strategies that target and positively change the behavior of the students.

In line with the school system's overall purpose of fostering the development of socially responsible citizens, the BC Ministry of Education has developed a number of resources designed to help

teachers tackle anti-social behavior in school. One resource, *Diversity in BC Schools* (BC Ministry of Education, 2004), is a framework that was designed to assist the school system in meeting the legislation set out by various acts and charters that have been created to protect the rights of the students, and to help the school meet the social and cultural needs of the students and their communities. The framework describes school policies, strategies and initiatives in regards to valuing the school's diversity, preventing incidents of discrimination, and responding to incidents when they occur. Over time, the policies, strategies and initiatives are reviewed and improved, or if need be, new policies and practices are created to best serve the school environment and the surrounding communities. The BC Ministry of Education has acknowledged the unique challenge presented to them by the increasingly diverse population of BC and plans to meet this challenge, "...by teaching understanding and respect for all persons, and by modeling understanding and respect for all persons in practice" (BC Ministry of Education, 2004).

A second resource, the *Safe, Caring and Orderly Schools Guide* (BC Ministry of Education, 2008), was created to help identify safety issues and improve and promote the positive development of school climates across British Columbia. This guide highlights the idea that safe schools are created and supported by committed people who use and develop the appropriate resources and policies. The guide includes a definition of safe, caring, and orderly schools and emphasizes the school's obligation to consistently enforce and promote its codes of conduct. The guide states that BC schools are striving to, "use school-wide efforts to build community, fostering respect, inclusion, fairness and equity...teach, model and encourage socially responsible behaviors...participate in the development of policies, procedures and practices that promote school safety" (BC Ministry of Education, 2008, p 9).

To help combat bullying and strengthen physical and psychosocial development in elementary-age children, the BC Ministry of Education developed the teacher's resource, *Focus on Bullying* (BC Ministry of Education, 1998). This resource has three specific objectives, which are to: (a) provide

school authorities with information about bullying, (b) help develop school-wide bullying prevention strategies, and (c) offer strategies to the school communities to respond to incidences of bullying.

Unlike many other resources, implementation training is available if requested. This resource has been widely accepted by teachers across BC and may be a useful tool in the prevention of bullying at the elementary level; however, the strategy is focused solely on bullying prevention.

With the specific purpose of monitoring and developing socially responsible behavior among students, the BC Government produced the *BC Performance Standards for Social Responsibility* (BC Ministry of Education, 2001). The framework is divided into grade sections k to 3, 4 to 5, 6 to 8 and 8 to 10, so that measurements and expectations are consistent with the current levels of cognitive and affective development of the students. Using the BC Ministry of Education's (2001) four component definition of social responsibility: (a) contributing positively to the classroom and school community, (b) solving conflicts in peaceful ways, (c) valuing diversity and defends human rights, and (d) exercising democratic rights and responsibilities, the framework provides a scale that can be used to measure whether or not the student is meeting the expectations for their grade level for each of the four components. Therefore, an educator can focus their instruction on those areas of social responsibility that they feel are lacking in individual students or in the class as a whole. Although the framework is useful for monitoring the students' development, it does not include suggested teaching strategies. Instead, the framework gives the implicit message that the development of social responsibility is not confined to a single grade or curriculum, but that the standards "address selected outcomes from several curriculum areas, including applied skills, language arts, fine arts, career and personal planning, PE, and social studies" (BC Ministry of Education, 2001, p. 9). *The Performance Standards for Social Responsibility Grades 4 to 5 and 6 to 8* also state that students should participate in activities designed or chosen by their teachers to enhance social responsibility and that these activities focus on the local classroom and community while over time expecting students to expand their perspectives to include

national and global issues (BC Ministry of Education, 2001b, 2001c). Therefore, the learning of socially responsible behavior is primarily an outcome that is controlled and influenced by the educator. It is the educator's responsibility to create or find cross-curricular strategies that promote the development of social responsibility.

#### Teaching Social Responsibility in the Elementary Physical Education Environment

One subject that has been shown to be an effective arena for developing social responsibility has been physical education. To date, there has been a considerable amount of research that has examined the effectiveness of PE to develop social responsibility in students. This section will highlight four of the more popular programs and curricula in the field and will conclude with the findings of some lesser known programs.

##### Teaching Personal and Social Responsibility Model.

One program that has gained considerable attention is Don Hellison's (1978, 1985, 1995, 2003) *Teaching Personal and Social Responsibility* model (TPSR); also known as the responsibility model. Originally designed as a program for at-risk youth, TPSR has been used in a wide variety of classrooms and communities not only in the United States, but around the world (Hellison & Walsh, 2002). Hellison and Martinek (2006) suggest the overarching purpose of this program is to help children develop responsibility for their own well-being and to contribute to the well-being of others.

The most recent version of TPSR consists of five levels of personal and social responsibility (Hellison, 1995; Hellison, 2003). The first two levels, respecting the rights and feelings of others and participation and effort, are described as the early stages of responsibility. These two levels need to be addressed early on as they are the primary reasons for initiating the program (Hellison, 1995). The third and fourth levels, self-direction and helping others, are higher levels of responsibility where the students are expected to work more independently and cooperatively, thereby creating a more positive learning environment. The fifth level, involves the discussion and application of the first four levels 'outside of

the gym'. The five levels are meant to "provide specific targets for student empowerment" (Hellison, 2003, p. 37). In order to support the practice and development of the five levels of responsibility, lessons need to incorporate the four main themes of TPSR, as well as utilize instructional strategies designed to support the learning of responsibility behaviors. The four themes described by Hellison (2003) as representing the "essence of *Teaching Personal and Social Responsibility* model" are (a) integration, (b) transfer, (c) empowerment, and (d) teacher-student relationship (p. 18). These themes highlight the importance of the teacher developing respectful and trusting relationships with his or her students, and allowing the students to gradually take responsibility for themselves and their class. The teacher is also expected to integrate the responsibility levels into every physical activity lesson, while stressing the importance of responsible behavior in other aspects of their lives. The five levels of responsibility are further developed with the use of instructional strategies such as counseling time, awareness talks, group meetings, and end of the day reflection. Hellison (2003) explains that these strategies were designed to create consistency within the lessons and to allow the students' time to reflect on their behavior.

There have been a handful of interventions that have examined the effectiveness of the TPSR model on the development of socially responsible behavior in elementary-age children. Few of these interventions however have been implemented directly into a PE context, but were carried out as noon-hour, after-school, or summer activity programs. It is important to highlight that due to negative classroom behavior, the majority of the participants have been referred to the programs by their instructors. Since the TPSR model was originally intended for at-risk youth, it may explain why the majority of the research has not been conducted in a PE environment with intact classrooms.

A case study of a noon-hour intervention implemented by DeBusk and Hellison (1989) investigated the impact of Hellison's (1985) model on 10 fourth-grade at-risk boys. After six weeks, the teacher and two teaching assistants noted slight improvements in caring, as well as positive classroom

behavior changes with five of the 10 boys.

Studies of after-school programs investigating the impact of TPSR found similarly encouraging results with at-risk elementary children. In another case study, Williamson and Georgiadis (1992) examined Hellison's (1985) responsibility model with three fifth-grade and nine ninth-grade disadvantaged African-American students over eight-weeks. Through interviews and informal conversations students expressed feelings of respect and highlighted the importance of teamwork. Cutforth (1997) also found positive results in his case study that used Hellison's (1995) model. Cutforth looked to improve the responsibility of fourth- and fifth-grade Mexican-American boys and girls in an after-school program. After two years, student and teacher self-reflection diaries highlighted encouragement, building interpersonal relationships and feelings of belonging, as positive results of the program.

In a more recent study, Lee and Martinek (2009) examined five fourth- and fifth-grade African-American students who had complete one full semester of TPSR, based on Hellison's (2003) model. Comments made during student interviews highlighted that the students were developing increased values in regards to helping and respecting one another.

Implementing the 2003 TPSR model into a single elementary PE class, Escarti et al. (2010) examined the teacher's perceptions of behavior change as a result of TPSR. The TPSR model was implemented in two 60 minute PE classes per week over one academic year, with 21 grade six boys and girls. Post-intervention comments from the teacher highlighted increases in pro-social behavior, peaceful conflict resolution skills and empathy towards classmates.

The results of a number of qualitative studies on the TPSR model have provided some evidence of its effectiveness at developing social responsibility in a variety of physical activity contexts with elementary-age youth. Students and teachers noted positive improvements in respect for others, interpersonal relationships, teamwork, conflict resolution and pro-social behavior.

## Sport Education.

The *Sport Education* (SE) model is a PE-based curriculum and instruction model that has also gained international attention (Siedentop, 2002). *Sport Education* consists of three main goals, which are to create competent, literate, and enthusiastic sportspersons (Siedentop, 1994). Competent sportspersons have developed the knowledge and skill to participate. Literate sportspersons understand the differences between fair and unfair play and the traditional values of the game. And, enthusiastic sportspersons behave in ways that portray the culture of the sport (Siedentop, 1994).

In SE, students are separated into small teams and participate in sport seasons. These seasons are typically two or three times longer than traditional PE units (Siedentop, 1994). Students become affiliated with a team immediately and play and practice with other classmates of similar abilities. A competition schedule is drawn out for the season, which is wrapped up with a culminating event at the end of the season. During the season, students take on a variety of roles such as, but not limited to, coaching, managing, refereeing, and scorekeeping.

The primary outcome of SE is to learn about sport and develop the necessary skills to participate satisfactorily in sport, however there are many underlying objectives of SE that relate to the development of socially responsible behavior. Objectives related to social responsibility listed by Siedentop (1994) are: providing responsible leadership, working within a group to effectively meet goals, and learning to make rational decisions about sport issues. As well, developing behaviors of fair play and making sport more inclusive by eliminating barriers to participation are noted as long-term implications of the model (Siedentop, 1994). Socially responsible outcomes associated with SE are also supported by O'Donovan, MacPhail, and Kirk (2010). They suggested that "as a form of citizenship education, in which respect for the rules, self and others is highly prominent, Sport Education has much to recommend it" (p. 214).

Research examining the effectiveness of *Sport Education* to produce social benefits in its

participants is limited. The studies that have been conducted however, have found positive results in an elementary PE context. Using a mixed method approach, Hastie (1996) implemented SE with 37 sixth-grade boys over a three-week period. Interviews and child self-assessment questionnaires revealed SE to be a positive sporting experience for the whole class. The formation and maintenance of teams were linked to strong feelings of team affiliation, inclusion and friendship among many of the children.

Similar findings were found by McPhail et al. (2004) in a longer 16-week study of 76 grade-five students. Similar to the findings of Hastie (1996), the strongest theme to emerge from student interview data was team affiliation. Comments highlighted that affiliation with a team was attractive to the students because they were able to make friends by getting to know their teammates better than they would during traditional PE, where student groups change on a day-to-day basis. Strong affiliation with a team also led to increased inclusion and support of lesser skilled players, greater trust and teamwork, improved communication skills, and increased fair play behavior. One student's comment summed up these findings. When responding to a question regarding what they do in SE, the student replied, "we learn how to work together as a team and how to play properly and fairly" (p. 116).

In the most recent study, O'Donovan, MacPhail and Kirk (2010) discuss how a primary school in the UK used SE to foster the development of key citizenship education outcomes. From January to July co-educational classes of fifth- and sixth-year PE classes participated in a SE season of modified netball. At the end of the season interviews and focus groups were conducted with the teachers and the students. Teacher and student comments highlighted increased fair play behaviors such as respect for the rules and officials, as well as the equitable treatment of all players.

The findings of these studies help to support the value of the SE curriculum and instruction model in fostering a positive social environment in the PE context with elementary children. Prolonged engagement with a team may be the strongest social benefit of participation in SE, as it allows the student time to become affiliated with their teammates. This bonding between team members can lead

to an increased feeling of inclusion, as well as improvements in sportspersonship, respect, teamwork and communication.

Sport for Peace.

Another prominent model for developing socially responsible behavior in a PE context is the *Sport for Peace* model (Ennis, 1999). *Sport for Peace* was designed to re-engage girls into PE at an urban high school in the United States. *Sport for Peace* is based on the curricular structures of Siedentop's (1994) *Sport Education* model and Carson's theory of peace education (1992). Characteristics of Peace Education such as student autonomy, a sense of belonging, and the promotion of fair play and peaceful conflict resolution are essential elements of Peace Education that were adopted by *Sport for Peace*.

Like *Sport Education*, *Sport for Peace* is based on sport seasons (pre-season, competitive season, and post-season), where teams are formed at the beginning of the semester and carry through until the end, thereby promoting team affiliation. Teams of equal skills and abilities are constructed by the teacher, and are lead by teacher-appointed coaches who coach players on skill development and work towards creating a positive learning environment for their team. Players also take turns in regular roles such as score keepers, statisticians, and referees. Social responsibility as a focus of SE was created by giving the students the responsibility to create a safe and inclusive environment for their teammates and classmates. More skillful students were encouraged to coach and support their lesser skilled teammates, and to encourage them to participate and keep trying.

*Sport for Peace* extends the framework of SE and adds additional components on conflict negotiation (Girard and Koch, 1996) and care and concern for others (Noddings, 1992). Teachers were encouraged to implement conflict negotiation and alternative dispute resolution strategies such as collaborative negotiation, mediation, conciliation arbitration, fact finding and consensus building as outlined by Girard and Koch (1996). These techniques were practiced by the students during the pre-season using role playing scenarios, problem solving and conflict analysis strategies, and during game

simulations (Ennis et al., 1999). These techniques were highlighted throughout the competitive and post-season during times of heated disagreement. Students were also taught concepts of care and concern for others (Noddings, 1992) through specific teaching strategies and through their participation in various roles (Ennis, 1999). For example, teachers are required to develop trusting relationships with the students, and to gradually shift responsibility for learning onto the students. Also, students were not graded on physical ability, but rather on their participation as a positive role player on their team. The overall goal of this program was to re-engage girls into PE by creating a more inclusive, cooperative, and caring environment. To date, this model has been examined on two occasions.

Using case study methodologies, six co-ed PE classes from three urban high schools participated in a *Sport for Peace* intervention over nine-weeks (Ennis, 1999). At the conclusion of the observation period, Ennis (1999) conducted extensive interviews with the teachers and 15 girls. As a result of participating in *Sport for Peace*, the learning environment became more cooperative, nurturing, and supportive, which in turn increased the girls' willingness to participate. Another important finding was the change in attitude and behavior of the boys in response to the increased participation of the girls. Ennis (1999) stated "...by the middle of the unit, boys willingly accepted their responsibility to share ownership of the sport, worked cooperatively with girls, and nurtured their female team-mates by providing encouragement and second chances" (p. 42).

In a second case study, Ennis et al. (1999) implemented the *Sport for Peace* program into six urban co-ed high school PE classes. At the conclusion of the nine-week *Sport for Peace* basketball unit, semi-structured interviews were conducted with the PE teachers and 10 students from each school. Following their participation, students highlighted the aspect of team affiliation and described feelings towards their team members as being similar to that of family. Players learned to respect each other regardless of ability, and learned to work together as a team. One student described the feelings of respect and affiliation saying:

Well, we got a bond between each other and started noticing other people's feelings. So it was like we were all friends and stuff now. So we wouldn't want to put our friends down. I don't think friends do that kind of stuff. Even if you weren't friends, they [are] still your teammates or classmates, you know? (Ennis et al., 1999, p.280).

Interestingly, a transfer of feelings outside of the PE environment was also noted. "Now, I see people from my gym class in the hallways and I say, "Hi" to them and they say, "Hi" back" (Ennis et al., 1999, p. 280). However, not all of the findings were positive. Some of the lower skilled students often refused to change into their PE attire and did not affiliate with their team.

Overall, the results of both studies support the effectiveness of a purposefully designed intervention at developing aspects of social responsibility. However, as of yet, there have been no studies using the *Sport for Peace* model beyond what has been mentioned.

#### Cooperative Learning.

*Cooperative Learning* (CL) is a student-centered pedagogical approach that has a dual focus of enhancing social and academic outcomes (Cohen, 1994). Social outcomes affiliated with CL are: positive interpersonal skills, positive intergroup relations, teamwork, and cooperation (Cohen, 1994; Slavin, 1990). These outcomes are elicited through the arrangement of students into small groups where they rely on one-another, sharing responsibility and using collaborative skills to achieve group goals (Dyson, 2001, 2002). The dynamics of the group allow students to take on roles and responsibilities to complete tasks while engaging in social interaction. The teacher's role is to act as a facilitator, shifting the responsibility for learning to the students. The students are not only responsible for learning the material, but also for helping and encouraging their teammates (Dyson, Griffin, & Hastie, 2004).

Structural characteristics found in CL are similar to those found in *Sport Education* and *Sport for Peace* (Barrett, 2005; Dyson, 2001). *Cooperative Learning*, *Sport for Peace*, and *Sport Education* share the common characteristics of extended playing seasons, the formation of teams, and designated roles

and responsibilities of team members. In CL, group members rotate through roles such as coach, organizer, recorder, and encourager. The importance of these roles in the development of socially responsible behavior has been highlighted by both students and teachers (Dyson, 2001, 2002).

Four approaches of CL have been identified in the literature: (a) conceptual, (b) structural, (c) curricular, and (d) complex instruction. The conceptual approach (Johnson & Johnson, 1989) involves the use of five major learning elements when structuring CL activities: positive interdependence, individual accountability, face-to-face interaction, interpersonal and small group skills, and group processing time. The structural approach (Kagan, 1990) emphasizes positive interdependence and individual accountability. The uses of different structures such as the Jig-Saw or Learning Teams are used, where each group member has to become a master on a particular topic, which they then teach to their group. In the curricular approach (Slavin, 1990), the students engage in grade/subject specific curricula. The group focus of this approach is on the achievement of rewards, grades, and other indicators of success, and individual accountability, which is measured by the teacher through quizzing and testing. The complex instructional approach (Cohen, 1994) focuses on students' social and academic achievements. The students work in small groups to solve problems that require higher level thinking, such as solving conceptual problems or open-ended discoveries.

To date, only a few studies have examined the achievement of social outcomes using CL in an elementary PE context. Dyson (2001) explored the perceptions and responses of two classes of fifth- and sixth-grade students and their PE teacher in regards to a CL intervention-based on the CL format most similar to the conceptual approach and the complex instruction approach. Quotes from interviews and field notes revealed that both teacher and students held similar perceptions regarding the intervention. Student described positive experiences such as working together as a team, encouraging teammates, cooperating to complete tasks and respecting one-another, which were also observed by the teacher. The teacher commented on the ability of the CL intervention to develop social

responsibility by saying, "I think kids really do learn to work together as groups. They learn to care about what somebody else is doing, they learn that they've got some responsibility towards other people" (Dyson, 2001, p.274).

In a second PE-based study, Dyson (2002) examined the perspectives of a third- and fourth-grade teacher and their students' regarding the implementation of similar *Cooperative Learning* structures over a two-year period. Data collected from a teacher's journal, interviews and observational field notes revealed that the importance of encouragement, cooperation and teamwork were again highlighted by both the teacher and the students. However, CL was also stated as providing students with more opportunities to practice their interpersonal skills. Students experienced and learned the importance of communication, such as listening and speaking skills, which the teacher felt were enhanced through the *Cooperative Learning* element of face-to-face interaction.

In an experimental study, Goudas and Magotsiou (2009) examined the effect of participation in a CL program on the social skills of students in four sixth-grade PE classes. One-hundred and fourteen students were assigned to either an experimental group (receiving a CL program) or a control group (same material as the experimental group, but the teacher made all of the decisions). Four lesson plans were devised and implemented using the four CL approaches. Pre- and post-test self- and peer-assessment questionnaires rated the students' cooperation skills, empathy, quick temperedness, disruptiveness, and preference for group learning. The results revealed that the experimental group significantly improved on all variables compared to the control group. As well, those who participated in the experimental groups increased their preference for working in a group and decreased their discomfort with group work.

Although, limited research has been conducted on CL in the elementary PE environment, the research that has been done has shown promising results. The formation of small groups/teams, extended units of instruction and the assignment of roles and responsibilities have been shown to be

effective strategies for fostering the development of social responsibility in *Cooperative Learning* as well as in *Sport Education* and *Sport for Peace* programs (Dyson, 2001, 2002; Ennis, 1999; Ennis et al., 1999; Goudas & Magotsiou, 2009; Hastie, 1996; Hastie & Sharpe, 1999; McPhail et al., 2004). These findings strengthen the notion that specifically designed PE programs can lead to the development of socially responsible behavior.

#### Additional Social Responsibility Programs Implemented in an Elementary PE Classroom

Research on specially designed programs such as *Teaching Personal and Social Responsibility*, *Sport Education*, *Sport for Peace*, and *Cooperative Learning* have provided support to researchers and physical educators who believe that participation in PE can lead to the development of social responsibility. However, additional programs have been examined, which are also noteworthy.

Lakes and Hoyt (2004) evaluated the impact of the *Leadership Education through Athletic Development* (LEAD) curriculum. The LEAD program was derived from the Korean martial art of Moo Gong Ryu (guardian of peace style). The goal of this program was for students to self-improve to a higher mental and physical state of well-being. Students learned kicks, punches, blocks, stretching, breathing, and relaxation techniques. The principles of self-progression and self monitoring were also taught by getting the students to ask themselves three questions: (a) Where am I? (b) What am I doing? (c) What should I be doing? After asking these questions students were encouraged to adjust their thoughts and behaviors to the expectations of the situation. It was highlighted that students should take responsibility for their own behavior, as well as for their lives outside of the gymnasium (Lakes & Hoyt, 2004).

One hundred ninety-three students in kindergarten through grade five participated in the LEAD program. The participants were randomly assigned by homeroom to either the intervention (taekwondo) or control (traditional PE) group. Data was collected through teacher-rated and student self-report questionnaires. Results of the three-month intervention revealed that children in the

intervention group showed significant improvements in pro-social behavior and classroom conduct compared to the control group.

In a Greek study, Hassandra et al. (2007) combined an *Olympic Education* program, which had been a part of the Greek PE curriculum since 2001, with a fair play intervention. One of the major objectives of *Olympic Education* is to teach fair play, thus a combination with an additional fair play program was deemed suitable. The purpose of the additional fair play program was for students to develop fair play behaviors during physical activities. Teaching strategies such as demonstration, verbal reinforcement, rewards, dialogue, and dilemma recognition were used to teach and reinforce fair play ideals. Hassandra and her colleagues examined the effectiveness of their model on the fair play behaviors of 126 grade-five elementary students. Pre and post self-report questionnaires and teachers' journals were used in the analyses. Results revealed that the intervention group showed a significant increase in fair play behaviors in comparison to the control group. A follow-up two-months later, revealed that the effects of the intervention had been sustained. This finding is promising for short-term interventions.

Sharpe et al. (1995) examined a PE program designed to help children develop positive social skills, conflict resolution strategies and leadership behaviors. These behaviors were taught through four strategies: (a) teacher-talk, (b) verbal definitions of general social characteristics, (c) designation of student roles (referees and captains), and (d) verbal feedback and written records of team evaluations each day. They evaluated the effects of their program on three third-grade PE classrooms, which contained predominantly at-risk children. Two classes served as the experimental groups and one class served as a control group. A multiple base-line design was used to examine the impact of the program over the academic year. During the intervention phases, observational data showed a quick increase in conflict resolution and leadership behavior in both PE and regular class during a six-week intervention. However, during a non-intervention phase, the conflict resolution and leadership behaviors decreased.

The findings of this study suggest that a specially designed social skills intervention can increase students' engagement in positive social behaviors, and that these behaviors may be transferred to other academic classrooms. However, in contrast to the findings of Hassandra et al. (2007) the findings showed the outcomes decreased when the intervention ceased.

Both quantitative and qualitative results of the studies highlighted in the previous sections have shown the effectiveness of specially designed educational programs at producing positive change in students' behavior during after-school programs, summer camps, and PE classrooms. These programs were effective in eliciting the development and practice of a variety of positive social behaviors, such as conflict resolution, respect, leadership, teamwork and cooperation. The findings by Sharpe et al. (1995) highlight the importance of continual reinforcement, if these behaviors are to be maintained. Therefore, it is important examine the findings of cross-curricular programs that have used PE to reinforce the knowledge and practice of positive social behaviors.

#### Teaching Social Responsibility at the Elementary Level across the Curriculum

To date, there has been limited research examining the effectiveness of cross-curricular social responsibility programs that have included physical education. One notable program is the teacher's resource manual *Fair Play for Kids* (Commission of Fair Play in Canada, 1990). Developed primarily for implementation in elementary grades four through six, the manual includes a section of teaching strategies and learning activities that focus on the development of fair play values and behaviors such as (a) respect for the rules, officials, and opponents; (b) the creation of an inclusive learning environment; and (c) the development of self-control.

Gibbons et al. (1995) examined the effectiveness of the teaching strategies in the *Fair Play for Kids* manual, on the moral development of 452 students in grades four through six over seven months. Using a pre-test/post-test design, participants were randomly assigned to: (a) a control group, (b) a Fair Play strategies in PE only group, and c) a cross-curricular Fair Play strategy group which included PE.

Moral development data were collected using student self-report and teacher assessment questionnaires. Class-level analysis showed that both treatment groups scored significantly higher on moral judgment, reason, and intention, but not moral behavior, whereas student level analyses provided significant differences on all indices of moral development of the treatment groups compared to the control group. The results of this study showed that the *Fair Play for Kids* manual was an effective tool in the moral development of children. It is also notable to mention that there was no significant difference found between those students who only received the intervention in PE and students who received it across the curriculum.

It must be mentioned that moral development and social responsibility are not defined in exactly the same way, but they do overlap. Social responsibility covers a broader area of behavior while morality is more narrowly focused. A person who is morally developed simply knows the difference between right and wrong behaviors, whereas a socially responsible person also knows the difference between right and wrong behaviors, but uses this knowledge to guide their behavior while simultaneously considering the consequences of their actions on society at large. The term moral development may also be a sensitive topic of discussion in a public school context due to religious connotations carried by the term. Socially responsibility on the other hand, is generally a more acceptable term when describing expected behavior outcomes of the students, as it can be expanded across all cultural and societal spheres.

Overall, PE has been shown to be an effective context for the teaching and learning of socially responsible behaviors. However, although research has shown that PE classrooms can be used to develop social responsibility, there are many other factors that can influence whether or not the outcomes of the interventions are achieved. A secondary factor that will be examined in this study is the effectiveness of the *Playbook* in fostering the development of socially responsible behavior as perceived by the educator.

## Importance of the Educator and Achievement of the Learning Outcomes

There are a number of factors that may influence the effectiveness of an intervention on the achievement of its intended learning outcomes. One overarching factor described by Hans and Weiss (2005) is whether or not an intervention is sustainable. Educators serve on the front lines when it comes to implementing new programs and essentially determine how, when, and if a program is delivered to the students. If an intervention is deemed to be unsustainable, the educator will not be committed to the program, which will result in a loss of the intervention's effectiveness. Hans and Weiss (2005) reviewed the literature on school-based mental health interventions and identified four "essential ingredients" (p. 672) that may influence a teacher's commitment to a program. The program must be: accepted by the educator, proven to be effective, adaptable to a variety of circumstances, and feasible to implement long-term.

In order for a program to be deemed acceptable, the educator must believe in the content and intended learning outcomes of the program and that the strategies used complement their teaching style (Hans & Weiss, 2005). Datnow and Castellano (2000) found that those educators who embraced the ideologies of a program and felt that the instructional strategies of that program fit with their particular teaching style would be more likely to support the use of the program. Therefore, if an educator holds a negative view of the intervention's content, goals, and instructional strategies the effectiveness of the program may be compromised.

The perceived effectiveness of an intervention may also influence a teacher's commitment to a program. Hans and Weiss (2005) suggest that it is important for a teacher to perceive a program as being effective both before and during an intervention. Prior to the intervention, the teacher commitment to a program may be enhanced through a thorough training period. If an educator is able to observe noticeable changes in their students' behavior after a reasonable amount of time, their commitment to the program may increase (Datnow & Castellano, 2000; Keatley, Peterson, Gaul, & Dihn,

2000). It is also important that the teacher recognize a need for the program. For example, the teacher might have recognized that during PE some of the students engage in rough behavior. Therefore they may feel that a fair play intervention would be beneficial to the circumstances of their class. The stronger the belief in the effectiveness of an intervention the longer the educator will sustain the use of the program, thereby creating a greater opportunity to achieve the intended outcomes (Hans & Weiss, 2005).

The adaptability of a program is another important factor when examining a program's effectiveness. If an educator can adapt a program to the changing circumstances of a classroom by modifying parts of the lessons without affecting the lesson's core principles the educator would be more likely to continue with or re-use an educational resource (Hans & Weiss, 2005). No two classrooms are the same and many students have different needs and ways of learning, so if the educator is unable to alter a lesson's activities to meet the developmental needs of his or her students, the outcomes of the lessons may not be achieved or the educator may drop the use of the program entirely.

Finally, a program must not require too many resources, so that it is feasible to implement long-term. Interventions that require a lot of equipment or money have a greater chance of being discontinued (Atkins, McKay, Arvanitis, London, Madison, Costigan, et al., 1998). Most schools nowadays are on a tight budget financially and cannot afford to buy new equipment and materials when experimenting with new educational resources. Therefore, it is important that interventions require little in the way of materials and cost if they are to be implemented fully. Conducting a lesson without the required materials may take away from the effectiveness of the lesson, which may result in a failure to achieve the intended learning outcomes.

If a program is accepted by the educator, is perceived to be an effective resource that is adaptable to a variety of circumstances, and requires few resources, the program will have a greater chance at being delivered with commitment by the teacher and being sustained over time. The result

will be an increased opportunity for students to achieve the learning outcomes through the intervention. A secondary purpose of this study was to gather information from the teacher using the four factors described by Hans and Weiss (2005) to examine the perceived effectiveness of the *Playbook*.

The BC Ministry of Education emphasizes that the development of socially responsible students is one of their top priorities. They have also highlighted that this overarching learning outcome cannot be learned in one particular subject, but that it is expected to be learned across the curriculum. Research has shown the effectiveness of specially designed programs to foster the development of socially responsible behaviors in the PE context. However, to date there has been very little research on the contribution of cross-curricular programs that combine academic lessons with physical education. A qualitative exploration will help to shed light on the value of the Right To Play *Playbook* as one such cross-curricular program at developing socially responsible behavior in elementary children.

## Chapter 3

### Methods

The purpose of this study was to explore the effectiveness of the Right To Play *Playbook* on fostering the development of socially responsible behavior in elementary-age children. This chapter presents the methodology that was used to address the research questions, including a description of the research design, program, and the selection of the participants and setting. This chapter closes with a discussion of the process of data analysis, trustworthiness, and the background of the researcher.

#### Design

A case study design was chosen for this study. According to Merriam (1998), a case study is an appropriate design when the researcher is interested in illuminating, exploring, and interpreting a phenomenon in context. The design requires the researcher to explore the case over time in its natural setting, employing multiples of data collection, to highlight the phenomenon in rich description (Creswell, 1998). This design was selected to provide insight into both the students' and teacher's perceptions of the effectiveness of Right To Play *Playbook* learning activities and the learning outcomes in an elementary school context.

#### Prospective Case

The "case" involved in this study was one female middle school teacher and her students. This class was chosen to participate because the *Playbook* was academically appropriate for the grade level of the students and the school was located within a reasonable distance from the researcher's home.

#### The School.

The participating school was an English and French Immersion Middle School, consisting of grade six, seven and eight students, located in a city of roughly 60,000 people in the BC Lower Mainland. As of 2010, the school population was made up of 627 students and approximately 60 staff members. The school's mission and values highlight its dedication towards developing students into responsible

citizens by instilling them with a balance of personal and social responsibility.

The intervention took place on the school grounds every Tuesday afternoon from roughly 12:30 pm until 2:00 pm during the students' scheduled Social Studies and Exploratory class blocks. The Exploratory class generally provided students with hands-on experiences in classes such as Music, Drama, Technology and Computers. Resources available at the school included a gymnasium, computer lab, library, resource room and a large field equipped with a playground and basketball courts.

#### The Teacher.

The participant teacher involved in this study was a female teacher in her eighth year of teaching. The philosophy behind her instruction is a strong belief that all kids want to be liked, loved, and cared for, which drives her to educate her students about being responsible for their behavior, to understand how their behavior affects others and to be respectful of the people around them regardless of their differences. She also values physical activity and strives to engage her students in as much physical activity a day as possible. The possibility of increased physical activity during class time and the development of socially responsible behaviors were two main factors that influenced her participation in this study. The teacher was deemed appropriate for this study because she taught a variety of courses such as PE, Social Studies, Language Arts and a Career and Health Education Class (CHEC), which was imperative due to the cross-curricular format used by the *Playbook*.

#### The Students.

The participant teacher's class consisted of 28 grade six and seven students, the majority of which were middle class and Caucasian. The grade six students consisted of nine males and eight females, whereas the grade seven class consisted of eight males and three females. All of the grade seven students were previous students of the participating teacher in grade six. The primary purpose of this study was to explore the effectiveness of the *Right To Play Playbook* in fostering the development of socially responsible behavior within this particular group of students. A secondary purpose of this study

was to determine the sustainability of the *Playbook* as a teacher's resource based on the experiences of the participant teacher.

#### Participant Recruitment

Prior to visiting the site, approval from the school district and the Human Research Ethics Board was obtained. Once approval from both institutions was obtained, the details of the study were presented to a school principal, a potential teacher and then to the potential student participants. Parent and student participant consent was sought via a consent form that described the purpose of the study (see Appendix A), as well as items regarding confidentiality and any known risks of participation. Teacher and student participants were informed of their right to withdraw at any time.

This study was limited to the students in the participant teachers' classroom. Every student in the class was invited to participate in the study. The final sample size was determined by the number of students who return two signed consent forms. One consent form signed by the student's parents/guardians granting permission for their child to take part in the study, and one consent form signed by the student showing the student's agreement to participate. The students' classroom was visited by the researcher at the beginning of the second week of the 2010 school year. The researcher presented the study to the students and instructed all of the students to drop-off their consent forms (signed or not signed) into a sealed box at the front of the classroom. This way the participants in the study remained anonymous from each other until the final week of the program, at which point focus group sessions were arranged. The students were given approximately two weeks to return their consent forms. At the end of the two weeks, it was determined that 16 students (nine males and seven females) out of the 28 students in the class would participate in the study. It must be noted that failing to return both consent forms did not mean that a student was unable to participate in the *Playbook* lessons taught by the teacher. All students participated in the lessons just as they would participate in any other class, however only those students that returned both signed consent forms participated in

the focus groups sessions and had samples of their work analyzed.

This study took place within the participants' natural setting, the school they were attending. Participant observations occurred every Tuesday for four weeks. All students (participating and non-participating) were observed, however no identifying features were described. The researcher was given permission to conduct the focus groups in a small student resource room for increased privacy.

#### Description of the Right To Play Playbook

Prior to the start of the study, the participant teacher was given the opportunity to select the lessons from the *Playbook* to be used during the intervention. Allowing the teacher to choose the lessons supported a natural educational environment and reduced bias imposed on the research. However, it was agreed upon that the intervention would consist of no less than four lessons. In the summer prior to the intervention, the teacher and researcher met to discuss which lessons would be used in the intervention. It was important that at least half of the selected lessons had a focus on social responsibility, which Right To Play (2006) labeled "Blue Peace Ball" activities. In the end, the teacher had selected three lessons from the *Playbook*, two of which were Blue Peace Ball activities. The teacher then allowed the researcher to select an additional lesson for implementation, and stated that she had no preference for any of the others. The researcher selected the lesson *Former Liberian Refugee Gives Back* based solely on the fact that the lesson was labeled with a blue peace ball and that it seemed like an interesting lesson.

The *Playbook* was designed specifically for Canadian elementary school teachers in grades four through six. The resource includes a series of interdisciplinary educational activities designed to foster the healthy development of students. Cognitive and affective learning outcomes that are expected to be achieved through participation in the lessons are listed within and represented by five colored balls. The expected learning outcomes are: improved concentration, memory skills and creativity (Red Mind Ball); understanding of the body and fitness (Black Body Ball); building positive relationships,

cooperation, communication and teamwork (Blue Peace Ball); knowledge of proper nutrition, hygiene and health (Green Health Ball); and increased development of self-esteem, confidence and positive emotions (Yellow Spirit Ball). For this project however, only the outcomes of building positive relationships, communication, and cooperation and teamwork listed under the Blue Peace Ball were of interest because they are outcomes related with social responsibility. As well, the additional outcome of social justice was of interest because the content of a number of the *Playbook* lessons involve experiencing, learning and discussing global injustices.

The *Playbook* contains a total of 16 two-part lessons that were designed to be implemented across the curriculum. Each lesson was designed to span two class periods, with each activity taking up roughly one period. The first learning activity involves a physical learning activity, while the second activity is a written worksheet. Each lesson focuses on a theme such as, but not limited to, volunteering, sports programs for girls in Tanzania, and the importance of communication. The lesson goals of each lesson are highlighted on the first page. These goals are not to memorize facts or specific details, but to have the students understand and think about the basic importance of the lesson's theme.

Each lesson included a suggested list of equipment and materials. The list includes items such as the *Playbook* CD, web links, and sports equipment. The CD contains some of the resources required for the activities, such as a story entitled *The Case of the Missing Red Ball* (see Appendix B), *Country Fast Facts* (see Appendix C), and other resources that need to be printed out for various activities. The story was designed to develop the background and introduce the theme of the lesson. It was also designed to be used in a sequential order, in other words, part one sets the stage for lesson one, part two for lesson two, etc. Therefore, if the teacher does not implement the lessons in sequential order it would not make sense to use the story portion of the lesson. The *Country Fast Facts* were also designed to develop the background of the lesson. The Fast Facts are provided for each country brought up in the lessons. They provide information on each country, such as population, wealth, languages and

religions. Although it is not stated, the teacher has the freedom to use alternative resources or exclude resources based on their own circumstances.

The typical format of each lesson involves setting the background and introducing the theme of the lesson through the use of the story and Fast Facts. This is followed by a student-centered physical learning activity, which is facilitated by the teacher. The activity was designed to have the students experience simulated version of the lesson's theme, such as volunteering or importance of communication. A post-game discussion then follows the activity, which may help the students establish a connection between their experience in the activity and theme. The connection with the theme and goals of the lesson are further established through the worksheet activity, as the students are required to respond to questions that get them thinking about how the theme affects their lives or the lives of others.

Over the course of the four-week intervention three full-lessons and two half-lessons were implemented. These lessons were: (a) *Are You a Survivor?* (b) *Operation Immunization*, (c) *Former Liberian Refugee Gives Back*, and (d) *Everybody's Voice is Important* and *Rights and Responsibilities*. A copy of each lesson along with a description of how each lesson was adapted by the participant teacher can be found in Appendix D. *Everybody's Voice is Important* and *Rights and Responsibilities* were considered half lessons because the topics between the physical learning activity (*Everybody's Voice is Important*) and the written worksheet (*Rights and Responsibilities*) were not strongly linked, which may explain why they were given separate titles. However, the *Playbook* does suggest that these two lessons be taught together.

#### Implementation of the Playbook

In order for this project to be deemed acceptable, it was established that the participant teacher would implement a minimum of four *Playbook* lessons before data collection ceased. Both components of the lesson were required to have been taught, the physical activity and the written component. The

teacher had the flexibility to choose which lessons she felt best suited the needs of her class and was able to alter them in any way as long as the core principles were maintained. Implementation of the *Playbook* commenced from September 21 to October 12, 2010.

#### Data Collection

Data collection in this study involved five different techniques. Focus group interviews, analysis of lesson materials along with samples of students' work were used to gain insight into the participants' experiences during the intervention. An interview with the teacher and teacher journal entries were used to understand the teacher's perspectives regarding the effectiveness of the *Playbook* as an educational resource. Finally, participant observation was used to gain insight into the learning environment and lesson content. Thomas et al. (2005) suggests that triangulating three or more forms of data to draw and support conclusions, is necessary to increase the trustworthiness of this study.

##### Focus Group Interviews with Students.

Focus group interviews were used to gain insight into the participants' perceptions of the learning activities in the *Playbook* with respect to content, learning environment, and learning outcomes. Focus group interviews are an efficient form of data collection because the researcher can gather data from several participants in one session (Thomas et al., 2005). Focus groups offer an additional benefit, as participants are able to interact with one-another on a topic of interest with the researcher, which can enhance data quality (Patton, 2002).

During focus group interviews, a moderator controlled the discussion. In this study, the moderator was also the principal investigator. A focus group question guide was created to best answer the research questions (see Appendix E). The focus groups followed a semi-structured format, which allowed time for the participants to engage in a discussion and allowed for the researcher to probe and explore points of interest (Patton, 2002). The duration of the focus groups did not exceed 45 minutes, as interviews longer than 45 minutes have shown deterioration in conversation with younger children

(Myfanwy, Gibbs, Maxwell, & Britten, 2002). As well, smaller group sizes were determined to be more beneficial for this particular case study due to the relatively young age of the participants (Myfanwy et al., 2002; Vaughn, Schumm & Shinagub, 1996). Therefore, each focus group consisted of no more than six participants. Prior to data collection, students were invited to take part in the study. All of the volunteering students who returned two signed consent forms were permitted to sign up for one of three focus groups toward the end of the study, unless they choose not to participate. A copy of the focus group question guide was provided to each subject at the beginning of each focus group session, to help keep everyone focused on the topics. The focus group questions were piloted beforehand with a group of four grade six and seven students from another class in the participating school. This class had also been taught some of the *Playbook* lessons by the volunteer teacher; therefore they had an existing knowledge of the *Playbook* activities. All of the students stated that they understood the interview questions.

All focus group interviews were conducted at the school where the intervention took place. A student resource room of adequate size, with enough table space for six participants and the moderator, was selected for the three focus group sessions. The primary means of data collection was a digital voice recorder, which was placed at the center of the table.

Prior to the start of the focus group interview, the researcher set up the room and prepared the voice recorder. Juice boxes, cookies and granola bars were provided to help create a more comfortable atmosphere for the subjects. Before starting, all of the participants were re-informed of their right to refuse participation and that anything they said would remain confidential and anonymous (Hancock & Algozzine, 2006). Each student was assigned a number to provide anonymity during transcription. At the end of the focus group, they were thanked for their time and for their participation in the study. Upon completion of the focus group transcriptions, each participant was given a copy of their comments. Each participant was asked to contact the researcher if they wanted to make any

amendments to the transcription. This was done to verify that the responses recorded during the focus groups were typed correctly, confirming what they said.

Analysis of the focus group transcriptions provided insight into the student's perspectives of the *Playbook* as an effective tool to foster social responsibility. Patterns, categories and themes were highlighted to show whether or not socially responsible behaviors were learned, could have been learned, or were not learned based on the students' insights into their experiences of the program. These findings were triangulated with the findings from the lesson materials and samples of student work along with observational field notes.

#### Lesson Materials and Samples of the Students' Work.

The collection and analysis of lesson materials and samples of the students' work is a commonly used method of data collection in case study research. When this type of data collection is combined with the findings of observation and focus group data, the information derived provides the researcher with multiple data sources, which can then be summarized and interpreted to best address the research questions (Hancock & Algozzine, 2006). Patton (2002) highlights the importance of student work as not only being valuable because of what it tells the researcher directly, but that the findings may also affect the path of inquiry during observations, interviews and focus group interviews.

After the physical learning activity and class discussion a copy of the activity worksheet was distributed to the students. The students were expected to fill out the worksheet individually or as a group. In situations where the students were asked to work in groups, the group received one copy of the worksheet and was required to respond to the questions as a group. At the end of the activity, the worksheet was collected from all of the students (both participating and non-participating). A teacher's aide then photocopied all of the worksheets for the researcher. By collecting all of the students' work, the participating and non-participating students remained anonymous to the teacher and to their classmates. After collecting the written work, the researcher transcribed the participating students'

work into NVivo 8.0 for analysis. The non-participating students' work was subsequently destroyed.

Data analysis of the lesson materials and samples of the student work were used to gain insight into the participants' perceptions of the *Playbook*, and to help understand the learning context. This information was used to understand which social responsibility outcomes were addressed, how often they reoccurred in the lessons, and helped to determine if outcomes of social responsibility were achieved. A question guide based on the research questions was used during the analysis of the student's work and lesson materials (see Appendix E). Patterns, categories and themes were highlighted. These findings were triangulated with the findings from the focus groups and participant observations to see if there are any recurring themes, which were then used to answer the research questions.

#### Interview with the Teacher.

A one-on-one interview was conducted within the week following the conclusion of the intervention. The purpose of conducting interviews is to gather information from the participant, which can't be observed directly (Patton, 2002). In addition, interviewing allows the researcher to understand another person's perspective of the world around them (Patton, 2002). Information gathered from the interview was used to help understand the teacher's perspective with regards to the acceptability, effectiveness, adaptability and feasibility of the *Playbook* with this particular group of students. To ensure that the highest quality of data was collected, an interview question guide was created (see Appendix F). The interview question guide lists the questions and topics for discussion in a semi-structured format. The interviewer chose the sequencing and wording of the questions, and probed topics further to illuminate and elucidate responses.

The interview was conducted at a quiet and comfortable location that was convenient for both the teacher and the researcher. The interview was recorded with the use of a digital voice recorder, which was placed between the teacher and the researcher. The teacher was given the list of questions

at the start of the interview.

Following the interview, the data from the voice recorder was immediately transferred onto the researcher's personal computer for transcription. A copy of the transcribed interview was then presented to the teacher in order to verify that the conversation transcribed by the researcher accurately reflected the interview. The teacher was also given the opportunity to have any comments she made excluded from analysis.

The transcription from the teacher interview was analyzed by highlighting emerging patterns, categories and themes that best answered the research questions. These findings were then triangulated with the findings from the teacher journal entries and participant observations to help strengthen the researcher's interpretations and conclusions.

#### Teacher Journal.

A personal journal was used to understand the context of inquiry through the perspective of the teacher. Journals are used to describe an individual's actions, experiences, and beliefs through a first-person approach (Bogdan & Bilken, 1992). The teacher's journal entries were used to understand her perspective of the *Playbook* as an effective tool in fostering the development of social responsibility, and in understanding the effectiveness of the *Playbook* as an educational tool based on the four factors described by Hans and Weiss (2005).

The teacher was asked to record her observations and reflections on each implemented lesson by responding to the question outlined by a teacher journal response guide (see Appendix G). The question guide was designed to best address the research questions. The teacher wrote four journal entries; one for each lesson implemented. Each journal entry was typed up and sent to the researcher via email. The journal entries were then imported into NVivo 8.0 for analysis.

The teacher's journal entries were analyzed by highlighting emerging patterns, categories and themes from the transcriptions. Recurring categories and themes were used to help the researcher

understand the effectiveness of the *Playbook* in fostering socially responsible student behaviors, and whether it was an effective educational tool, based on the perspective of the teacher. The findings from the teacher journal entries were triangulated with the findings from the teacher interview and participant observation.

#### Participant Observation.

Participant observations were used to gain a deeper understanding of the setting, participants, program and context of the intervention (Patton, 2002). Participant observations allowed the researcher to obtain a first-hand objective view of the participants in their natural setting. This provided the researcher with the opportunity to discover things that the subjects may not have been willing to discuss (Patton, 2002).

Prior to implementing the first lesson, the researcher visited the classroom on two occasions. The first visit was made in order to recruit participants, introduce the study and begin building rapport. A second visit was made to practice observing in the setting where the intervention would take place and to continue building rapport between the students, teacher and researcher. During this initial observation the researcher only observed. However after the first observation, when familiarization between the participants and observer had increased, the researcher began initiating informal conversations with the students, which helped to clarify and validate observational findings. Observations were conducted every Tuesday for 90 minutes for four weeks during the implementation of a lesson. As mentioned earlier, the lessons took place during the students' Social Studies and Exploratory class blocks.

It is recommended that during observation the researcher record descriptive and reflective notes on an observational protocol sheet designed by the researcher (Creswell, 1998). These field notes (see Appendix E, F and H) provided a description of the setting, participants and program, and observer thoughts, feelings and interpretations of what was observed. Specific observable behaviors in relation

to the research questions and content of the lessons were pre-determined to focus the researcher's observations. Immediately following an observation, the field notes were transcribed into a Microsoft Word document and expanded with additional information added from memory to improve the data quality. The descriptions, direct quotations and observer comments recorded on the observational protocol sheets formed the database for analysis.

Findings from the analysis of participant observational field notes were used to address both the primary and secondary research questions. The emergent patterns, categories and themes were compared and contrasted with the findings from all other data sources to best answer the research questions.

#### Data Analysis

Due to the nature of qualitative research, data analysis is not a procedure that begins after the completion of data collection. Rather, it is a process that involves continuous reviewing and interpretation of data throughout the data collection period (Thomas et al., 2005). In this study, the collection, organization and interpretation of various forms of data occurred from the very beginning. The content of the teacher interview, teacher journal entries, focus groups, observational field notes, and notes regarding the lesson materials and samples of student work, were transcribed and reviewed for categories and emerging themes (Merriam, 1998). This section will discuss the steps that were used to analyze each data source.

The first step in analysis involved the transcription of all of the data sources into Microsoft Word documents. Observational field notes were transcribed immediately after each observational period. Teacher journal entries were typed into a Word document by the teacher and sent to the researcher via e-mail soon after the conclusion of each *Playbook* lesson. Voice-recorder data from focus groups and interview sessions was immediately transcribed following collection. After all of the focus group interviews and teacher interview transcripts were completed, each participant was given a copy of the

comments they made to verify the accuracy of the transcription. Lesson materials and samples of student work were collected after every observation session. The researcher highlighted and transcribed relevant information that was used to tentatively answer the research questions. All of the transcripts were imported into the qualitative research software NVivo 8.0 to assist with the management and conduction of thematic analysis. Qualitative computer programs are recommended as an efficient way to store, organize, and locate data (Creswell, 1998).

After transcribing the data, the researcher re-familiarized himself with the purpose of the study and the research questions to ensure that he only highlighted information relevant to answering the research questions (Merriam, 1998). Notes were made by the researcher regarding any pertinent or interesting information as the data was read and re-read. The notes made by the researcher were then looked over numerous times and grouped into emerging categories and themes. As data became available, a case record was compiled topically, which organized the data for easy access (Merriam, 1998).

The constant comparative method of data analysis was used to compare findings from the first set of data to the second, the third and so on (Merriam, 1998). Once all of the data was collected, findings were organized into categories and subcategories to best address the research questions and support the purpose of the study. The various data sources were triangulated to confirm findings across the study and to increase the trustworthiness of the data. The final step involved grouping categories across the data sources into recurring themes. These common themes were then tabulated for discussion in the results section. This method of analysis provides a rich, detailed description of the participants' perceptions and experiences in the confines of this particular case (Creswell, 1998).

#### Establishing Trustworthiness

Establishing trustworthiness helps to determine the reliability, validity and overall quality of a qualitative study (Lincoln & Guba, 1985). Five concepts used to establish trustworthiness in this study

have been listed and described below.

#### Credibility.

The researcher must clearly describe the context, participants, and setting of the study, so that the readers can clearly evaluate the researcher's conclusions (Thomas et al., 2005). The following methods, provided by Thomas et al. (2005), were used to maintain the credibility of this study:

1. Prolonged engagement: the researcher observed the class prior to the start of the study as well as once per week during the data collection period in order to develop an in-depth knowledge of the setting, participants, and context of the intervention.
2. A rich, thick description: a thorough description of the setting, participants, and context was described so that the reader could clearly understand the study and deem whether or not it is transferable to their own research.
3. Triangulation: five methods of data collection (teacher interview, focus groups, personal journals, observational data, and lesson materials and samples of student work) were used to support findings and conclusions across the study.
4. Member checking: after the transcription of the interview and focus groups the researcher confirmed the accuracy of the transcriptions by presenting the participants with copies of their comments. They were then provided the opportunity to add, alter or remove any information they felt was necessary to correct the transcriptions.
5. Peer debriefing: during analysis an expert investigator assisted the principal researcher by examining and questioning the results of the study.

#### Transferability.

Transferability addresses the potential of the study's results to be transferred to other studies conducted in similar settings, such as other school-based interventions. To increase the transferability of this study, a rich description of the time, place and context in which the data was collected was

provided, so that anyone wanting to replicate any part of this study would be able to do so (Thomas et al., 2005).

#### Dependability.

Dependability refers to the researcher's ability to change and refocus in context during the course of data collection based on what is being found (Thomas et al., 2005). To ensure the dependability of the data collected in this study, interview and focus groups followed as semi-structured format, allowing for follow-up questions and probes to clarify issues and develop answers. Data collected from preceding observations was used to guide subsequent observations.

#### Confirmability.

Confirmability is achieved when the researcher adequately addresses their potential bias, so that readers can believe the findings of the study (Thomas et al., 2005). Negative case checking was used to address researcher bias. This involved looking at things that did not happen that the researcher expected would happen. Researcher bias is managed and clarified in the following section.

#### Background of the Researcher

Having never been a physical educator has made the development of this research project a challenge. Although I have never taught a PE class, I have had experience as a teacher, as a researcher, and as a life-long PE student. The combination of these three phases of my life provided me with the knowledge and experience I needed to complete this project.

As an English teacher for four years in both Korea and Taiwan, I was provided with the opportunity to partake in and experience the dynamics of a classroom from the point of view of the teacher. Through teaching, I began to understand that not all children think, learn and behave in the same way. Every child's needs are different. With my inner passion for PE, and even though I was not teaching it, I often discussed topics related to health and PE with my students. It was through their stories of poorly organized, often repetitive and lack-luster PE classes that I first decided that I wanted

to make changes to PE curricula.

For as long as I can remember, I have loved sports and being physically active. Physical education was my favorite subject every year, and my participation in it has shaped the way that I view PE. I believe that with the right modifications PE can be an enjoyable subject that more students would be willing to participate in. The sports, physical activities and lessons covered in PE, should be able to provide all students with knowledge and experience to help them develop cognitively and affectively as well as physically. For this reason, I chose to examine the effectiveness of the *Playbook* and its physical activity-based lessons in promoting socially responsible behaviors.

Prior to the start of this study, I was able to gain experience in both quantitative and qualitative researcher by working on a number of research projects. Working as a Research Technician in Vancouver for over two years and a half years, I have been able to be a part of a large longitudinal study that involves over 300 children, adolescents and young adults, ranging in ages from nine to 21. Many of the subjects in that study are the same age as those targeted in my study. During my first year of graduate school I also volunteered as a qualitative research assistant on a number of occasions. Through those projects, I gained experience conducting focus groups and interviews and in analyzing, sorting and organizing data for themes and categories. I have also gained knowledge on case study designs and methods through my course work at the University of Victoria.

My experiences and values have molded this study from the beginning, including the development of the overall purpose, research questions and methodological choices. My hope is that the results of this study provide support for the power of sport and physical activity, and that the knowledge gained will be shared with other researchers and educators, resulting in positive changes to future PE curricula and instruction.

## Chapter 4

### Results

Chapter four presents five themes that emerged from this study. These themes are described in detail using notes and comments from the data sources to illuminate the context and provide further insight into the experiences and perspectives of the teacher and students. Data sources included field notes from four observation periods (OB), four samples of the students' written work (SWW) and course materials (CM), three focus groups (FG), four teacher journal entries (TJ) and one interview with the teacher (TI). Themes were derived through the constant comparative method of qualitative data analysis, in which one data set was compared to the next. Patterns, categories and themes freely emerged from the data. Table 1 presents the five themes.

Table 1

*Recurring Themes from Qualitative Data Analysis*

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Theme 1:	<i>Learning through Physical Activity</i>
Theme 2:	<i>Stepping into the Shoes of Others</i>
Theme 3:	<i>Developing Social Responsibility</i>
Theme 4:	<i>Instructional Effectiveness</i>
Theme 5:	<i>Playbook Sustainability</i>

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#### Theme 1: Learning through Physical Activity

Theme 1 describes the students' overall feelings towards the *Playbook* lessons based on their participation experiences. During the focus groups the students were encouraged to share and discuss aspects of the *Playbook* learning activities that they liked as well as aspects that they disliked. Their responses were probed further to gain a deeper understanding of the reasoning behind their feelings.

Their comments revealed both positive and negative aspects of the lessons. The written activities were perceived to be hard and boring, whereas the physical learning activities were perceived to be interesting and enjoyable.

In every *Playbook* lesson the students participated in a physical learning activity which was then followed by a written worksheet. The worksheets were used to support the achievement of the intended learning outcomes for each lesson by building upon what the students experienced in the physical activity. Comments made during focus group discussions showed that a number of the students enjoyed the physical learning activities, but found the written worksheets to be “*too hard*” and “*boring.*”

*They (the Playbook learning activities) were fun, but the papers were hard though. Some of it I didn't get, but outside was fun. All the activities we did outside were fun. (FG1)*

*Student: I liked the outside lessons, but I didn't really like the inside lessons because it was kind of hard and boring.*

*Moderator: What was boring about it? Just the topic was boring or...?*

*Student: Yeah, and it was kind of annoying because I couldn't get most of the questions. (FG1)*

During one of the observation periods, it was obvious that the students were having a lot of difficulty trying to understand and answer the written worksheet. While the students were working on the worksheets individually the teacher and I were walking around the classroom trying to help students answer the questions. The following student comments were recorded during this period:

*I need help.*

*I can't understand the question.*

*This doesn't make sense. (OB4)*

Although the students complained that the worksheet was too hard, I noticed that it wasn't the task itself that was too hard, but that the wording of the questions was too confusing for students this age.

*The teacher was moving around the room helping students with the activity. I was also helping some students with the activity. By helping them I recognized that the task wasn't too difficult for them, but the wording used on the worksheet was too complex and confusing for students this age, especially the grade sixes – the grade sevens seemed to have a firmer grasp. Towards the end of the activity, the majority of the students completed the worksheet (OB4)*

Although sentiments towards the worksheets were shared, not all of the students gave reasons for disliking the written activities. During the focus group discussions, a couple of students merely stated that they liked the physical activities better or that they disliked the written activities. The rest of the focus group participants responded in agreement to the initial students' statements.

*Student: I liked the activities, but some of the worksheets I find "ah can't we just do what we were doing before?"*

*Moderator: So you liked the physical activities better?*

*A number of students: Yeah. (FG2)*

*Moderator: Was there anything that you guys didn't like?*

*Student: The worksheets.*

*A number of students: Yeah the worksheets. (FG3)*

Although most of the students seemed to agree that the physical learning activities were more enjoyable than the written worksheets, not all of the students shared those sentiments. A couple of students explained that it wasn't the worksheets that they disliked, but the group work that accompanied them. This was because their group members failed to work well together, which created problems in their group dynamic. The following conversations highlight this problem:

*Student: I liked most of the ones that involved...worksheets those were ok, I don't mind worksheets. But some of my partners weren't very nice, like one person did everything and the rest of them did nothing, just sat there.*

*Moderator: What did you do, or what could you have done in that situation?*

*Student: Well I asked them if I could see the sheet, like see what our answers were, but they wouldn't let me see it. (FG3)*

*Student: I didn't find that the group connected well at least mine.*

*Moderator: What happened in your group?*

*Student: Our group was like one person would take over and then one person would say that's a bad idea and then we would like get in a fight. (FG3)*

Problems related to teamwork and cooperation during worksheet activities were also recorded during observation sessions. In many instances group members were off-task, over controlling, or unmotivated to take part.

*In some groups all of the students appeared to be on task and were engaged in sharing, in other groups one or two individuals took control, while the rest of their group members focused on something off task or sat there staring blankly. Some groups shot down the ideas of others, while other groups accepted anything that came up. (OB1)*

Conversely, the physical learning activities were viewed more positively. One of the main reasons that the students enjoyed the physical learning activities was because the students were able to be move around and be active while they were learning.

*I liked the Playbook lessons because it was fun being active and learning about stuff while being active. (FG3)*

*I liked how we were able to do activities and like learn at the same time about people in different countries. Like it was a fun way of learning about it. (FG1)*

Some students identified the physically learning activities as a form of playing. One student in particular found that this style of learning was “weird,” but “interesting” because it was such a unique way of learning.

*Student: They (the Playbook lessons) were interesting.*

*Moderator: Why were they interesting?*

*Student: Well I've never done anything like it before, cause it was like learning slash not learning.*

*Moderator: So learning and playing combined?*

*Student: Learning, and yeah like actually playing, so that's weird...while learning.*

*Moderator: So you don't normally do that in other classes?*

*A number of students: No. (FG3)*

Interestingly, another student's comments reflected the idea that the physical learning activities might have been so enjoyable that some of the students didn't even realize that they were learning

while they were participating.

I liked the *Playbook* lessons because I got to do activity while we were supposed to be learning.  
(FG3)

## Theme 2: Stepping into the Shoes of Others

Most of the *Playbook* lessons used student-centered learning activities to convey the learning outcomes to the students. This approach meant that Ms. Jacobs<sup>1</sup> facilitated the students learning. She would facilitate the physical learning activity by giving instructions on what the students should do, but during the activity the students were free to think for themselves about why things were happening and what they were learning. After forming their own conclusions about the games Ms. Jacobs would then facilitate a post-game discussion in which students were allowed to freely voice their opinions and ideas about the activity and what they had learned. These discussions were guided by prompting questions that were provided in the *Playbook* and through additional questions and comments generated by Ms. Jacobs. The results of these activities found that the students were able to establish a strong connection with the lesson material and that they enjoyed this style of learning.

Many of the *Playbook's* physical learning activities were designed to give students an opportunity to experience some form of social injustice by creating an unfair situation that is based on a real crisis in Asia, Africa, or the Middle East. The students' experiences with these activities were often strong enough that many of them were able to envision the people and situations they were learning about and actually felt their struggles.

A major factor in creating the connection between the students and the lesson was the way that the activities were designed and outlined. In some of the activities the students became quite frustrated and upset because of the inequity created between groups. However, as Ms. Jacobs pointed

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<sup>1</sup> pseudonym

out, the intention of the games was just that: to create controversy.

*But I think that the point of some of the games is to give that perspective on what they were learning...to have it be a frustrating game, and to have one side really feel dejected and like this is unfair because that's what the lesson's about. (T1)*

One physical learning activity that caused some controversy amongst the students was the scavenger hunt in the lesson, *Are You a Survivor?* (see Appendix D). Prior to the lesson the students were organized into groups of four or five students. Ms. Jacobs explained that they would be going on vacation to a place with limited resources, which meant that they had to pack bags with items that they thought were essential. This included the five basic survival needs. Each group was allowed to pack a maximum of 20 items. Before the students started packing their bags, Ms. Jacobs explained that she had hidden five sets of cards around the classroom that contained the five basic needs. There were enough cards for each group of students to collect all of their basic needs. If they found the cards, the students would not need to pack them in their bags and could take additional items instead. The scavenger hunt would end when one group could present her with one of each card. Therefore, if some groups were unable to find all of their basic needs, they would not be able to pack as many items for their trip. During the teacher interview, Ms. Jacobs describes this activity as being enjoyable for her class even though it was initially met with a lot of anger and frustration.

*They liked that one (scavenger hunt game) as well. They seemed to really enjoy the whole idea of searching things out, but what they didn't like about it was when I said, "once one group has everything everybody else has to stop." That was not fair, that wasn't...which was funny because that's the point. It's not fair. But it took them a long time to figure out that it was supposed to be an example of why life isn't fair. (T1)*

Another physical learning activity that was initially met with negative feelings was a relay race activity from the lesson, *Operation Immunization* (see Appendix D). A number of seventh grade students made fueled comments during and after the activity, which reflected their frustrations.

*S1 (Student 1): This is so stupid  
(A minute later the next whistle blows. This time the teacher gives the grades sevens a smaller*

*spoon saying that more funds have been diverted).*

*S2: Could you give them a spoon now? This is so unfair! (OB2)*

*Ms. Jacobs: How do you feel right now?*

*S1: Horrible!*

*Ms. Jacobs: Do you think you can catch up to the grade sixes?*

*S2: No, you're taking away our supplies! (OB2)*

Similar sentiments were shared between the scavenger hunt activity and the relay race.

Although the activity caused some students to get angry and upset, upon realizing the purpose of the activity, the students may have actually enjoyed being at a disadvantage. In fact, the students enjoyed the activity so much that they asked Ms. Jacobs if they could do it again sometime.

*I think they really liked the Operation Immunization one, the shuttle run, but also in a weird way and they were actually complaining about it, but I could tell how much they did like it because of the fact that usually when they are indifferent they are just kind of apathetic. But I know with the immunization one, they really liked that one because they actually asked again if they could do that one another time, so we'll go ahead and do that one again at another time. (T1)*

Following the physical learning activities, a deeper connection to the activities was established through a post-game wrap-up, in which the teacher facilitated a discussion period. The discussion allowed the students to freely share their ideas and feelings about their experiences in the activities. These questions attempted get the students to connect the main message of the lesson to their own lives or the lives of others.

*Ms. Jacobs: For those groups that were lacking an item, how would you feel if I took your water or how would you feel if you didn't have any water?*

*Student: Bad because we need water for survival. (OB1)*

*Ms. Jacobs: How many of you felt that the game was unfair?*

*Student: It's more about what we're learning. If people get less and less medicine they will get sicker and sicker and die. (OB2)*

During the focus group discussions it was clear that the students enjoyed making connections with the activities. Several students described their experiences in the activities as if they had stepped into the shoes of the people they were learning about. The general feeling was that this student-

centered style made learning enjoyable.

*I liked them (the Playbook lessons) because...it's kind of different than reading from the textbook but you're still kind of learning it. But the difference is like we actually got to experience it for ourselves so it's not just like you're having fun and you're not really remembering what you're learning, you're actually like experiencing it, having fun and learning it at the same time. (FG2)*

*Student: I liked how we were able to do activities and like learn at the same time about people in different countries. Like it was a fun way of learning about it.*

*Moderator: How was it different from a regular class?*

*Student: Because usually we just like read out of the textbook or something but this time we actually got to feel what it would be like for other people in different countries. (FG2)*

Many of the students also revealed deeper connections with the people and countries they were learning about in the *Playbook* activities. The students showed empathy towards the people who live in unjust situations. They explained that they felt sad for them; sad because they have so much, while others have so little. Some of the students explained that they felt sad because as Canadians we tend to waste a lot of resources that people in other countries need, while others commented on feeling powerless to help those in need. Accompanying feelings of sadness the students also felt privileged to live in a wealthy country with abundant resources. These feelings were clearly reflected in all three focus group discussions when the students were asked how they felt about the lesson topics.

*It made me feel a little bit sad because we like have so much money and supplies and stuff, and most of it gets wasted. And then other countries wouldn't waste it because they need it. (FG1)*

*S1: It kind of made me feel bad, but like also feel like lucky enough to like have all of these resources and it made me feel bad because like because these countries aren't getting enough to meet their basic needs to like survive and care for their children or stuff like that.*

*S2: Yeah, just like what S1 said, like when we learn about other countries how their resources are being destroyed or taken away, I kind of feel sad. And, sometimes I feel kind of happy because I'm lucky to live in Canada. There's not really much problems here. (FG2)*

*...(I feel) kind of sad that we can't really do that much. But all we can do is try to change the government's mind. (FG3)*

Ms. Jacobs' own observations support this finding:

*The students seem to have a beginning understanding that immunization for all is not a universal act, and they recognized that they are fortunate to live in a country where they have a choice whether they want to receive immunizations or not. (TJ2)*

### Theme 3: Developing Social Responsibility

The *Playbook* listed several social responsibility outcomes that were expected to be accomplished through participation in the activities. These outcomes were depicted as different colored balls: blue, black, green, red and yellow. As explained in the Methods chapter, each colored ball represented a specific set of cognitive or affective skills. For example, outcomes of self-esteem, confidence and positive emotions were listed under the Yellow Spirit Ball. For the purpose of this study, the development of social responsibility skills was the primary focus. Social responsibility skills were listed within the Blue Peace Ball. These skills were: positive relationships with others, communication, and cooperation and teamwork. Three out of the four lessons implemented by Ms. Jacobs were tagged as Blue Peace Ball lessons. However, it must be noted that even the activity which was not tagged as a Blue Peace Ball activity still provided opportunities for the students to learn and practice socially responsible behaviors.

#### Positive Relationships.

For this study, positive relationships were defined as interacting with others in a mutually beneficial and friendly way. Each one of the *Playbook* activities provided an opportunity for students to work with fellow classmates in a variety of different ways. One way that students were able to interact with each other was through the physical learning activities. In these activities the students were arranged into groups by Ms. Jacobs.

*The students were broken up into six groups (five groups of four students; one group of five students). This was done by numbering off the students one to six with the last student being given permission to choose a group (she chose a group with her best friend in the class). (OB1)*

*The teacher explained that a relay race would take place outside. Grade sevens on one team and grade sixes on the other. (OB2)*

One student highlighted that because Ms. Jacobs formed groups for the students that students got to know each other better.

*When we were doing the paper work I sort of thought it was friendlier because sometimes Ms. Jacobs would split us into a group, not you find a group, so when people would be split up from their friends it would be difficult but it would be more friendlier to know each other. (FG1)*

Student comments made during the focus group interviews suggest that the *Playbook* activities were also effective in fostering a positive, friendlier classroom environment. One student made a comment that emphasized a greater connection with classmates, while several other students explained that because the physical learning activities were fun, the students were generally friendlier with one another.

*It seems like we are all kind of more connected instead of in different groups. (FG3)*

*(Students are) A little better (more friendly) because everyone was like making jokes and stuff and it was just fun. (FG2)*

*I think its maybe because of the physical activities. So we get to learn, as we were saying before, while doing fun things, but also because usually when we are reading it's everybody's just staring at a book where with that we actually had to do teamwork and everything. (FG2)*

In support of the idea that the physical learning activities help foster positive classroom relationships, some of the students comments highlighted specific activities where they showed positive interactions.

*I think it got friendlier when we were doing the water one because our team, the grade sixes, were like cheering (each other) on... (FG1)*

*I think it was more friendly during the water one too, cause like when we had the cup and it's a competition between... if you're like one person, not just like in a competition with each other, but if you're on a team and you want to help your team, you're more friendly to your team than you regularly are. (FG1)*

Some of the grade six students explain that because Ms. Jacobs arranged the groups so that grade sixes and sevens had the opportunity to work together, the two grades were given the

opportunity to increase their relationships with one another. They also highlighted the interactive nature of the *Playbook* lessons as being a supporting factor in forming new friendships.

*S1: Usually like the grade sevens usually only talk to the grade sevens sometimes. But like we get in a group of different people, like grade sixes and sevens and like you get new friends and like talk to them cause you have a chance to do that in all of the activities.*

*Moderator: What normally happens in class?*

*S1: Um, we're usually split up into groups like grade sevens Math and Language Arts. We don't really get to talk to the grade sixes and stuff like that. So, it's kind of difficult to do that.*

*S2: And I found that um, this is probably for me and other grade sixes too. Since we're kind of going to a new school and you don't know as many people in your class so when we were kind of doing these since everyone is kind of on a team, you know, we talked to more people and we made a few more friends.*

*S3: Yeah, you have to like talk to them to work together. (FG2)*

Although many of the students expressed increased positive relationships with classmates, not all of the students shared those sentiments. Some students felt that students were no friendlier in the *Playbook* lessons than they were in a regular class.

*I think it was like kind of the same but like they were a lot more like happier running around instead of like just being there joking around and stuff like in a regular class. (FG2)*

*S1: Uh, I feel that some people were friendlier, and other one's got more competitive.*

*Moderator: Do you think those are the same people that were friendly during regular classes?*

*Two students: Yup. (FG1)*

From a different classroom perspective, Ms. Jacobs found it difficult to determine whether or not the *Playbook* lessons were effective in fostering the development of new friendships amongst the students.

*...over the first couple of weeks of school they are establishing friendships, whether it's attributed to the lessons or if it's just through all of their classes and interactions with each other...um, I can't say that I noticed anything specifically related to the lessons, but obviously relationships were developing over that time. (TI)*

Communication.

Communication skills were another secondary outcome listed under Blue Peace Ball activities.

In this study communication was defined as, the ability to express oneself clearly when conversing and interacting with others, such as when reading, writing, speaking, listening and understanding non-verbal communication (BC Ministry of Education, 1999). Within the *Playbook* lessons all students were given opportunity to practice the various methods of communicating. Each of the lessons contained a written activity in which the students practiced reading and writing skills. Every lesson also contained a group discussion session which provided the students opportunities to practice speaking in front of others and listening to their classmates. Speaking and listening skills were also required in all of the physical learning activities, such as when listening to the teacher for directions, speaking to the teacher to clarify events, and listening and speaking to classmates in order to complete the activities. During the teacher interview, Ms. Jacobs described the importance of communication in the *Playbook* lessons.

*Pretty much every single time there was something that was required...they needed to communicate their ideas more clearly, or in the games, ideas about the games needed to be communicated clearly. Sometimes explanations of why did we just did that needed to be explained clearly. (T1)*

When the students were asked what types of communication they used during the *Playbook* activities and whether or not they experienced any communication problems most of the students commented on the lesson, *Everyone's Voice is Important* (see Appendix D). In this lesson, the students were placed into one of three groups and were instructed to arrange themselves in order by age. First, they had to complete the activity without any form of verbal or non-verbal communication. Then, they were put into new groups and were instructed to arrange themselves in order by age using some form of non-verbal communication. Finally, the groups were re-arranged a second time and students were told that they could organize themselves by talking. In the focus group discussions students highlighted a number of struggles that emerged during this activity. The main issue they described was that when they were allowed to talk too many people were talking and not enough people were listening.

*Yeah like it was really hard at the beginning cause all you could do is guess, but when you got to*

*talk it was a lot easier, but everyone was like talking. (FG2)*

*When everyone else was talking, then you couldn't hear anything. (FG3)*

Although the experience was difficult and wrought with frustrations, the students learned the importance of clear communication. At the end of the activity they realized that without cooperation and clear communication skills, things can become disorganized and frustrating for those involved.

These sentiments are found in the discussion below:

*S1: What I also learned is that you need to cooperate with each other in that one.*

*Moderator: What happens if you don't cooperate?*

*S1: Then everybody is like kind of yelling at each other like trying to boss everyone around.*

*S2: Yeah and messing up. Or maybe if they yell at each other it will be like youngest, old, young, old, young...*

*Moderator: So they don't get organized.*

*Student 2 & 3: Yeah.*

*Student 3: Yeah like if everybody is like yelling like you won't know where to go and you'll like just put yourself in line and it'll just be wrong, and yeah it'll be frustrating. (FG2)*

Improvements in communication were also pointed out by the Ms. Jacobs. At the conclusion of intervention, she highlighted that the classroom atmosphere during classroom discussions had improved over the course of the intervention. She described the students as being more cooperative with each other during activity discussions, in such a way that the students were more patient when others were speaking, and more tolerant when listening to the ideas of others.

*...I actually noticed that they were better at listening to each other because I have had other discussion classes...I mean I have had to say, "Ok that's it." Like we're stopping now, nobody gets to speak, which is horrible you never want that. But literally going down to, I can't even get any of you to put your hands up, so I'm going to pull popsicle sticks and only the people's names who are on the popsicle sticks will be allowed to speak, and you don't want to have a classroom climate like that. So what was nice was that I could see in the discussions they were listening to each other and even those kids who really struggle with "wait, it's not my turn, I have to wait for my turn" I was seeing that it was improving, I mean obviously with guidance cause there were sometimes when it was like "urrr" "we're shutting it down." But they have been getting better and definitely friendlier towards each other in terms of whose turn is it to speak and allowing each other to speak, and to be heard, and so that was really good.(T1)*

Ms. Jacobs was so proud of her students' behavior and abilities during the classroom discussions

that she describes them as being the best part of the *Playbook* lessons.

*...In terms of their communication with each other...when we would come in from the activity (and have the post-game wrap-up discussion) was sometimes the best part of the whole lesson. Like sometimes the conversations were sooo good. I was so proud of them. (T1)*

Although Ms. Jacobs gave rave reviews about the students' abilities to communicate during the discussion activities, not all of her comments were positive. Ms. Jacobs explains that the anticipation and excitement created by the physical learning activities may have affected the students' abilities to listen.

*During the activity I think because...partially sometimes the kids just didn't want to listen to the explanation of the activities, they just wanted to start. They just want to start the activity, but the problem is that if they don't understand what the activity is about. It's really hard. And, I mean, I can understand them wanting to get there and just hit the ball around, but we had a purpose for why we were doing it, so it was really important to have those explanations, so the students knew not just what we were doing, but why we were doing it. Um, but I would say that was where some of the major issues in communication came out. It was more through the physical activities than it was during the in-class activities. During the in-class activities the kids were more willing to stop and to listen to the instructions about what they needed to do. (T1)*

#### Teamwork and Cooperation.

Teamwork and cooperation skills were the last learning outcomes listed in the Blue Peace Ball activities. In this study, teamwork and cooperation were deemed to be similar outcomes and were defined together as the collaborative effort of a group of people who work together for a common purpose. Just as the other Blue Peace Ball learning outcomes, the opportunity to learn and practice teamwork and cooperation skills was seen in every *Playbook* lesson. Opportunities to work cooperatively as a team were found during all of the physical learning activities and during most of the written worksheet activities. Observational field notes reflected a mix of both positive and negative cooperation and teamwork skills exhibited during the physical and the written activities.

*In some groups all of the students appeared to be on task and were engaged in sharing. In other groups one or two individuals took control, while the rest of their group members focused on something off task. Some groups shot down the ideas of others, while other groups accepted*

*anything that came up. (OB1)*

*The game started. The rally was short and one of the boys scored. He understood that after scored he needed to 'volunteer' to help the other team and should switch sides, but he said, "I don't want to go." For some reason he decided that he didn't want to play the game the way was supposed to be played. However, another male student said "I'll go over," and took his place. (OB3)*

The students described a variety of experiences in which they felt that their team members failed to cooperate and work well together. Many of these negative experiences were related to one or two students taking control of an activity.

*Student: Um, with the disease one (lesson two, written activity), most of the people I think in the class, like one person would either take over and then there would be two people that would do that and then you wouldn't really get to say anything.*

*Moderator: So you just let those other people do the work because they kind of took it from you?*

*Student: Yeah, we did, but like the people in our group that didn't get to say anything we did say something, but they just ignored us. (FG3)*

Students not wanting to participate in group activities was another factor associated with negative perceptions of teamwork and cooperation during the *Playbook* lessons.

*In yesterday's lesson we were supposed to work together as a team. The group that I was in, was that every time that you went to try and do something there was always a couple of kids that didn't want to do anything, they just wanted to talk and some really wanted to win or something, so people were telling each other what to do and so we were never ready. Finally when we were ready, there was one kid wandering off and so...it was so frustrating. (FG1)*

*Student: ...sometimes everyone didn't work together. Some people went off and did their own thing.*

*Moderator: So what did you do if someone went off and did their own thing?*

*Student: Oh, we tried to like have them join but like they usually didn't listen, so we had to like do it without them. (FG3)*

On the positive side, a number of students felt that the amount of cooperation in the classroom increased in comparison to their regular classes. Two of the students explain that the reason they cooperated more was because they were able to interact with each other during activities they enjoyed, rather than doing written work at their desks.

Yeah we were cooperating 'cause like we were a little more focused 'cause we liked the thing, 'cause it wasn't deskwork. (FG3)

The reason why is because it was different from what we usually do. We usually just sit down and write and read and stuff. (FG3)

Although cooperation and teamwork during the activities found mixed results, the students showed cooperative behavior during other aspects the lessons. It was interesting to observe that the students were generally eager to help set up and clean up before and after the activities. The following observational field notes exemplify this behavior.

*The four boys and I left the classroom to fill up the large container with water. On the way downstairs the boys were eager to help me carry the container outside. (FG2)*

*After the game students enthusiastically volunteered to collect the bean bags, and carry equipment back to the class.*

*Ms. Jacobs: I need a volunteer to grab the bags and to carry the bean bags.*

*A number of students: I will!*

*Many of the students then scrambled to pick up and carry the equipment (OB3)*

Ms. Jacobs also remarked on observing the same helping behaviors from the students during times of set-up and clean-up.

*We had such an awesome discussion in class and then we went outside and it kind of just soured a little bit because of how they were interacting. But then when it was time to come in they were volunteering to help me carry stuff to bring things in and I'm like "Ok, so redemption." (TI)*

Overall, Ms. Jacobs felt that participating in the *Playbook* lessons brought about mixed results in terms of cooperation and teamwork. However in terms of the final product, work accomplished at the end of the day, Ms. Jacobs highlighted that their cooperative skills may have actually increased compared with their regular lessons.

*...I noticed with filling out the worksheets that even the kids who were more reluctant to do it, were actually getting more down than sometimes I get out of them in a regular lesson. And so that was kind of neat, and so I would say that that was more cooperative. And that pops in my head once again, the organization by age where one kid just starts telling the other kids what to do and when they got to the talking part they were just...they weren't really listening to each other. They were kind of talking at each other. But it was more difficult because the kids weren't*

*really listening to what other people were saying. So, maybe (chuckles) in that case they were less cooperative. But, I mean with each other, they are generally pretty good...I think when it came to working together to fill out things like this (holds up a worksheet) they were doing a better job at getting things done together as a group. So, in that term of cooperative, yeah, I think they were more cooperative. (T1)*

Social Justice.

Developing socially just thinking was not a stated outcome of the *Playbook*, however due to the content and goals of many of the *Playbook* lessons it is obvious that social justice plays a large role.

Social justice is defined as the recognition that all people regardless of their background should have the same basic legal, civil and human rights, and advocating for those rights (BC Ministry of Education, 2004).

All of the *Playbook* lessons that were implemented had some degree of social justice content. Social justice was evident in physical learning activities, the post-game wrap-up discussions, and the written activities. In lesson two (see Appendix D), the students participated in a physical learning activity in which they learned about and experienced the inequity of immunization practices in developing countries. A snippet of a discussion during the post-game wrap-up highlights the social injustice experienced by the students.

*Ms. Jacobs: Why did the grade sixes represent a rich country like Canada and the grade sevens a poorer country like Mali?*

*Student: Grade sixes had a cup, like good access to medicine. Grade sevens didn't have a cup, so they got more and more sick. (OB2)*

The written worksheets also provided an avenue for students to increase their knowledge of social justice issues. In written lesson four (see Appendix D), the students were instructed to provide examples of actions they (a child) and their parent(s) (an adult) could take to protect the rights of all children. Below is a sample of questions from the activity, as well as some of the answers provided by the students. (SWW4)

Table 2

## Samples of Rights and Responsibilities Worksheet Questions and Student Responses

Child's Right	Child's Responsibility	Adult's Responsibility
To believe what we want as long as it does not stop others from enjoying their rights.	- stand up for what you believe - think, before you say; respect others choices	- support your child's choices - to make sure they feel comfortable practicing their religion
To be educated. Discipline in schools should respect human dignity.	-do you best and try hard - to respect their teachers; to follow through with punishments	-to help your child if they need it - to make sure they get to school on time
To play and relax, and join in a wide range of activities	- take interest in activities -to allow other kids to have a turn too	- let them have freedom, with a little bit of rules - encourage the child to join things

The post-game discussion was perhaps the most opportune time for developing social justice principles. The discussions provided the students with an opportunity to engage in moral dialogue with Ms. Jacobs and their fellow classmates. These discussions followed the physical learning activities and were used to help the students reflect on and connect with the purpose of the games and overall themes of each lesson. The following is an example of questions asked by Ms. Jacobs along with some of the students' responses.

*Ms. Jacobs: In some parts of the world are their children who do not have the survival basics?*

*Response from some students was "yes," but there was no further elaboration.*

*Ms. Jacobs: What are the consequences?*

*Student: They might die because they get sick. (OB1)*

*Ms. Jacobs: What was the purpose of the game?*

*S1: To learn to volunteer.*

*S2: To help them (the other team) be better*

*Ms. Jacobs: Are you winning by being a volunteer?*

*S3: Kind of. Volunteering is to help, not to win.*

*S4: Everyone is because it was just for fun! (OB3)*

During these discussions, the students were generally engaged and participated eagerly and enthusiastically.

*During the discussion the majority of the students seemed engaged with the topic and I noticed that a large number of students wanted to share their ideas – I noticed six or seven hands up at once. (OB4)*

When the students were asked whether or not they enjoyed learning about differences between Canada and other countries, the students unanimously agreed. Many students expressed an interest in knowing how Canada differs from other countries around the world.

*I enjoyed it because when you learn about other countries and how they are different from Canada... (FG2)*

*In other countries it's nice to see what they're like and the differences between our country and their countries. So, it was pretty good. (FG1)*

*I liked it because like we learned about how some people lived in different countries a bit. (FG3)*

Although the students appeared to have an interest in social justice issues and were keen to participate in the activity and discussions, Ms. Jacobs did not notice any profound changes in their everyday behavior. She thought that this may be because the lessons did not have a strong connection with the students' lives in the school environment.

*The things that they were concerned with...the injustices that they suffer at school are not quite connecting to...I would have expected somebody to even in a cheeky way pull out their needs and wants, but honestly they haven't. (TI)*

In contrast, Ms. Jacobs did notice that the students had begun to understand some of the social justice concepts that were focal points in some of the lessons, and that perhaps due to the students' inability to communicate such complex ideas that the students may know more than they let on.

*The students seem to have a beginning understanding that immunization for all is not a universal act, and they recognized that they are fortunate to live in a country where they have a choice whether they want to receive immunizations or not. (TJ2)*

*I believe the students understood the unfairness of some people having to go without. Their ability to fully articulate their thoughts is developing and they will probably be clearer in their thoughts as we progress with these sessions. (TJ1)*

#### Theme 4: Instructional Effectiveness

In order for learning to happen at an optimal level there are a number of things that need to occur in a classroom, this includes having all of the required teaching resources, promoting pro-social behavior and minimizing anti-social behavior, organizing the students into effective work groups, and providing adequate background information about a topic. During the course of this intervention it was apparent that these elements may have affected the students learning.

##### Resources.

Conducting the *Playbook* lessons required a variety of different resources. Some resources were easy to obtain like photocopied worksheets while other resources were harder to organize, such as computers or gym space. During the implementation of the four *Playbook* lessons it was apparent that a number of the resources were unavailable to conduct the lessons exactly as suggested. The unavailability of some of these resources may have affected the achievement of the intended learning outcomes.

One resource that was regularly unavailable was regular access to a computer lab. Throughout the intervention there were instances where the lessons required the students to conduct research on the computer in order to answer some of the questions in the worksheets. A comment made by Ms. Jacobs highlights her ongoing struggles with accessing computers in her school and how the lack of access affected the intervention from the very beginning.

*...I do know that some of them (the Playbook lessons) I avoided because I saw that they required you to use computers to research. Unfortunately once again, just like the gym, we have one computer lab and it's actually used for two...three different classes and so often times it's booked,*

*and it's a fluke or just by sheer luck that you happen to get it. When we were doing the lessons those were the times (it was booked), so yeah, once again the frustration of being in a school where...wouldn't it be lovely if every student had a laptop? But, unfortunately they don't so... (T1)*

Although Ms. Jacobs stated that she avoided lessons which required access to computers, three out of the four lessons she implemented contained activities where the use of computers was suggested. Notes from the teacher's journal and observation field notes confirmed that the computer portion of the activities was skipped over due to a lack of access to the school's computer lab.

*We do not always have access to computers, so I needed to modify the work page to suit the work that could be done in class. (TJ2)*

*The computer lab was booked so the teacher chose to omit the last activity on the worksheet, which required the students to do some research on a non-profit organization. (OB3)*

Another limiting factor to conducting the lessons was the partially inoperative state of the Right To Play Teacher's website. A number of the lessons required the teacher to access some of their resources through the website. However, the domain of the website that contained the teacher's resources for the *Playbook* was not available. Unable to access the resources specified in the *Playbook* lessons, Ms. Jacob's was forced to develop her own worksheets for one of the lessons and omit one portion of another lesson. Her statement below described her frustrations.

*The only thing that I found frustrating was being told "oh these resources would be at this site" and then when I went to the site, the site actually wasn't working. I think it actually at one point had some things removed or it was under construction, and so that part can be frustrating when you're thinking to yourself "ok cool all of the resources are there", and then "oh they're not." (T1)*

Similar to problems associated with accessing computers, in many schools it can also be a problem trying to reserve the gym when it is not the teacher's designated PE block. Because the *Playbook* lessons involve physical activities that require the students to run around and interact with one another, Right To Play has suggested that some of the activities be implemented in the gymnasium. Often the activities can be implemented just as well in the classroom or outside in the school yard, but

in some cases the lessons may not be as effective. For example, in an activity that required the students to play a game similar to volleyball, Ms. Jacobs was not able to reserve the gym, so she was forced to adapt the activity to be played outside (see Appendix D) During the teacher interview Ms. Jacobs described some of the problems she encountered conducting the activity outside.

*...we didn't have a net, we weren't in the gym. And unfortunately that's just...I mean our time in the gym at our school is really rigid, and it just didn't work out that I could switch things around so that we could get the gym, because our Daily Physical Activity period when normally there were times to have availability has now been changed into a regular PE period, and so there's no available gym times that are free times. You have your scheduled time and that's it. So, I think if we had been able to have that activity actually in the gym on a larger court, more space to spread out, I think that would have improved it. I think they would have enjoyed it more. (T1)*

With too many students in a confined space meant that students were frequently uninvolved in the game. This resulted in a number of the students becoming dissatisfied with the activity. This was particularly evident during the observation session. During the focus groups a number of students also expressed dissatisfaction.

*Like when playing the volleyball one, everybody was just not getting the ball. It was so hard because you could never hit the ball because everybody would just crowd around you and it was a very small (area) to work with. (FG1)*

*When we were doing the volleyball thing, I still think that it wasn't fair even though the teams were split up sort of evenly because some people were chit chatting, not paying attention, some people were really doing what they were supposed to do. (FG1)*

*I recognized at once that the teams were too big for such a small playing space, which caused some problems. There were 12 players per side and only one ball, which meant that the students did not get a lot of touches and without engagement a lot of the students lost interest in the activity.*

*During the activity, five male students formed their own group by the far sideline and were playing something else. (OB3)*

Although it was difficult for Ms. Jacobs to organize some of the resources for the lessons, locating the smaller resources did not appear to be a problem. Ms. Jacobs described not being able to access resources as frustrating, but stresses that this was only an “inconvenience.”

*...most of the time I was able to work around those (unavailable resources) it wasn't like I was so stuck that I had to cancel a lesson. So, as I said, they were inconveniences but nothing that was so bad that it ruined the lesson. (T1)*

Promoting Pro-social Behavior and Minimizing Anti-social Behavior.

Student behavior has a direct impact on the learning environment. In order for a lesson to be optimally effective, pro-social behavior needs to be fostered and maintained inside the classroom. In the following comment, Ms. Jacobs describes the pro-social behaviors that she tries to instill in her students on a regular basis:

*I think I'm always trying to stress to the students about being responsible, not just for yourself, but how you are with other, how that affects others, how their behavior affects you and how finding a balance so that everybody is being respected and everybody is upholding their responsibilities. (T1)*

It was observed that Ms. Jacobs generally promoted pro-social behavior through direct instruction. Before and during activities she would remind the class on how she expected them to behave, especially during times when they displayed anti-social behavior. Notes from observation sessions highlight this finding.

*During the explanation of the activity most of the students are listening, and are starting to get excited. The teacher reminds them that she is "looking to see how well you can cooperate with your team." (OB2)*

*The teacher enters the class and immediately reprimands the students on their behavior after the bell has gone. "Every day we start the day with me having to remind you that you need to be in your seats." The teacher lets the students know her disappointment in them without raising her voice. She reminds them of the expected behavior of having only those materials that they need for the next class out on their desks and that they should be sitting quietly in their desks by the time she arrives. During the explanation of appropriate behavior the students calm down and most appear to be attentive. (OB3)*

Minimizing anti-social behavior in the classroom is also important for optimizing learning and for creating a safe and inclusive environment. Observation of the *Playbook* lessons revealed a mix of both pro-social and anti-social student behaviors. It was noted that some anti-social behaviors, but not all, were controlled by Ms. Jacobs. Some anti-social behaviors were either unnoticed or were purposely left

uncorrected.

Ms. Jacobs was generally quite effective at stopping students when their behavior got out of control. Generally she would pull the students aside and discuss the situation with them calmly or else she would get the attention of the whole class and remind everybody of the appropriate classroom behavior.

*During the scavenger hunt some books had fallen off the bookshelf, the teacher asked one of the boys near the bookshelf to pick up the book for her. However, the boy picked it up and told her that there was no time (because he was in a rush to find the cards) and so he wildly threw the book into the bookshelf. Ms. Jacobs quietly pulled him aside to discuss his behavior. (OB1)*

*After the first 'lap' the whistle blew. A grade seven boy had thrown the cup at his teammates instead of handing it off. The teacher reprimanded the behavior and reminded all of the students to hand off the cups nicely. (OB2)*

Conversely, in some of the lessons poor student behavior was left uncorrected by the teacher. During the volleyball lesson the students' behavior was particularly poor. Students were observed hogging the ball from other students, not playing the activity the way Ms. Jacobs had explained and demonstrated prior to going outside and some students were simply not participating.

*...when we were playing volleyball everybody wanted to be with their friends, so when it was time for someone to go over three or four people went over to the other team because they all wanted to transfer over, maybe because their friends were all over there. (FG1)*

*One boy was a ball hog and wanted to touch the ball every time it came to his side. He even went as far as taking the ball away from the other players when it was time to serve the ball. I also noticed that after scoring not everybody was switching teams like they were supposed to and that they constantly needed to be reminded. (OB2)*

Further observation of the activity showed that Ms. Jacobs did not correct the students for their negative behavior, even though the core principle of the lesson (volunteering) was being compromised by students who were unwilling to switch sides.

*Ms. Jacobs did not really reinforcing the volunteering aspect of the game as she appeared to be preoccupied with two students on the side line. Just myself and the teacher's aide were watching. I wasn't sure if I should have tried to control the activity or not, so I simply watched the*

*disorganization. (OB2)*

Ms. Jacobs also recognized that the students had exhibited exceptionally negative behavior.

*It was almost like the volleyball ruined what had happened. Because we had such an awesome discussion in-class and then we went outside and it kind of just soured a little bit because of how they were interacting. (TI)*

Negative behavior of some students that was not corrected may have caused other students to dislike the activity. Many of the focus group comments in regards to the volleyball activity described anti-social behaviors exhibited by classmates.

*Usually in volleyball it was like, "gimme the ball, gimme the ball." And I was like, "no, I want to throw it," and it's like "no, gimme the ball." (FG3)*

Although there were some instances where behavior was left uncontrolled, the majority of the time Ms. Jacobs had stepped in to correct inappropriate classroom conduct. During the teacher interview, Ms. Jacobs explained that because of my presence in the classroom, she may have corrected the students' negative behaviors more quickly than she would have during a regular class. Normally she would let the students resolve their own conflicts. This may explain why she let some negative behaviors continue and why she stopped others more quickly.

*...interestingly enough maybe because you were observing... I was trying very hard not to allow those conflicts to happen and when they did I think I reined them in faster than I would have in a regular class. In a regular class, when it's just me and the students, I think I might observe and keep an eye on it and see how the students might be able to resolve those conflicts more themselves, where I think in these lessons I was more ready to jump in and say, "ok we're not going to go there...yeah, maybe a little bit tighter rein on the kids. (TI)*

Organizing Student Groups.

A couple of times during the intervention it was noted that group sizes were too big for certain activities to operate effectively. This resulted in a lack of engagement with the activity and negative student behavior.

*I recognized at once that the teams were too big which caused some problems. There were 12 players per side and only one ball, which meant that the students didn't get a lot of touches and without engagement a lot of the students lost interest.*

*...one student was trying to pull another student onto his team and was not really engaged in the purpose of the game. (OB3)*

*The grade seven team had 11 runners and the grade six team had 16 runners.*

*The students continued the relay race for another minute before the teacher stopped the race.*

*When the race stopped one of the students was upset and cried, "what!?" The activity concluded so quickly that some of the students weren't able to participate in the activity. (OB2)*

Following the intervention, Ms. Jacobs also described the students' lack of engagement in some of the physical learning activities. Although she believed that the students needed to learn to have patience and work together as a team, she also would have liked to see more students actively involved in the activities. She explained that if she were to re-implement the lessons that she would attempt to engage more students by altering the activities.

*I think I was expecting a lot more activity. I think some of the activities, even though they were good for getting the kids running and things like that...sometimes there weren't as many kids involved at a time, so they were waiting a turn, which I realize is part of the idea, you're getting them to build in that idea of social responsibility and thinking about others and not just about themselves and how to work as a team. Yeah, there were times that I wondered "how can I get more of them involved?" and I think, in retrospect looking back at some of the games that splitting them into smaller groups while doing the activities... (TI)*

Another group related problem occurred when the students were instructed to complete the worksheet activities in groups. Two out of the four worksheet activities were done in groups. In both of these activities the students were only given one worksheet to fill out collectively. Problems arose because a number of groups were unable to work together effectively as a team. Observations and comments made during focus group discussions highlighted this problem.

*S1: I didn't find that the group connected well, at least mine.*

*S2: (One student) did all the work. She filled out everything and wouldn't tell us what she did. (FG3)*

*In some groups all of the students appeared to be on task and were engaged in sharing, in other groups one or two individuals took control, while the rest of their group members focused on*

*something off task. (OB1)*

In another activity, Ms. Jacobs was required to separate the students into four groups three different times, so that students weren't with the same students they were with in previous groups. Ms. Jacobs had decided to make the groups up as she went along, which caused some confusion for her and the students.

*The teacher is getting confused with which students should be in which groups, which is confusing her and the students. To add to the confusion, after she arranged the first group she has to stop because as she was arranging the second group because the first group tried to get a jump on the activity. So she made all of the students sit back down and numbered them off - one, two, three. (OB4)*

The way that the students were arranged in the group most likely affected how quickly the activity took place. Students that were put into groups with their friends or classmates who were in their previous group(s) would have been able to arrange each other by age faster than other groups.

*S1: Yesterday I think we shouldn't have put all, like me, and (four other students) in the same group. (Student 4) was obviously the youngest because he was the only grade six, and then me and (Student 2) know each other and (Student 2) knows (Student 3), and (Student 3) pretty much knows everybody else. People who know each other should have been spread out. (FG1)*

In hindsight, Ms. Jacobs realized her mistake and described how she would prepare for this activity in the future.

*...they (the students) may have felt the chaos coming from me in the first place when (I was) trying to divide them into groups and trying to do it on the fly really quickly. And I think in retrospect, I would have made up the groups before and then just called out "group number one, group number two, group number three are going to be duh duh duh duh, and next time around group number one, group number two, group number three..." (TI)*

Providing Background Information.

Providing the students with the appropriate information to make sense of what they are learning is an important part of teaching. The *Playbook* was designed to provide the teacher with enough background information to effectively conduct the lesson. However, due to various reasons, there were times during the intervention where Ms. Jacobs may not have provided the students with

adequate background information.

One component of the *Playbook* lessons that Ms. Jacobs did not use was the CD story, *The Case of the Missing Red Balls*. She chose not to implement the story portion of each lesson for a couple of reasons. First, she chose not to implement the story because she felt that the story used ‘potty humor’ as a way to entertain the students. An example of the potty humor is highlighted in the following excerpt from the story:

*“UUGH, what smells,” said Violet, waking up in the seat next to Benny.  
“Uh, it looks like Benny has a case of . . .” I tried to say.  
“Diarrhea?” she finished for me. “Well, I can help you with that, Benny.” (CM)*

Ms. Jacobs felt that using diarrhea for comedy was “insulting to the children’s intelligence.” She believed that students were subjected to enough potty humor during their regular day, so it should be minimized in the classroom. Her feelings are clearly exemplified in the quote below:

*...as I was saying the story...I had certain issues with the story because I felt there were moments where the story was a little too silly. It was trying to connect with the kids but it was going things that were...I don’t know, I would describe it as potty humor. And I was thinking that they don’t need that. They have enough potty humor and they don’t need to be treated like all they get is potty humor... I really didn’t want to use the story with my class because I felt that it was a little insulting to their intelligence, so I didn’t go with it. (TI)*

Another reason the teacher identified for not using the story was the fact that the story progressed in a sequential order. The story was meant to start in lesson one and conclude in the final lesson. Since this intervention only consisted of four of the *Playbook* lessons, and the lessons were being implemented in a non-sequential order, it did not seem logical to implement the story portion of each lesson. During the interview, Ms. Jacobs highlighted this reason and explained how not using the story may have affected the students understanding of the lesson topics.

*The story was kind of strange in the first place, but then the fact that it was disjointed if you weren’t reading the story along with all of the lessons as you went it wouldn’t make any sense because it would have been little snippets here and there. And as single chapters, as a story they didn’t have enough information within them to give details to the kids for the understanding. And*

*so, I think the students would have enjoyed it more if there had been a lot more background, but because of the way that we set them up, or I set them up, and in the way of having a lack of some of the resources...it may not have registered for all of them that this is another country that we are talking about. These are citizens of other countries or this is what people go through in other places, and so that part I think was missed out. I think that wasn't covered very clearly unfortunately. (T1)*

#### Theme 5: Playbook Sustainability

In order for a school-based program to be sustainable over time there are a number of requirements that the program must meet. Hans and Weiss (2005) outlined that the teacher implementing the program must find it to be effective, feasible, acceptable and adaptable. Comments made by Ms. Jacobs during the teacher interview and from the teacher journal highlighted the overall sustainability of the *Playbook* as a teacher's resource.

Effectiveness.

Hans and Weiss (2005) explained that in order for a teacher to be committed to a program they must perceive the program as being effective. To increase the likelihood that program commitment and adherence will be sustained they highlight that it is important for commitment to reach a high level prior to implementation, which may be achieved through a training period, and that the teacher must have a reason to practice differently in their classroom. To sustain commitment after the program begins it is also important that for the teacher to observe positive changes in their student's behavior.

Prior to the intervention Ms. Jacobs received no training on how to implement the *Playbook* lessons. In the interview Ms. Jacobs was asked whether or not she believe training would have been beneficial to the intervention. Her response indicates that the lessons were easy enough for any her or any teacher to use and modify on their own, the only problems she encountered were related to a lack of resources.

*I think it's easy enough because any teacher who had issues with parts of it would change it and would adapt it to their own classroom, depending on who they have in their class and what was going on. I don't think it would have benefit me in any way to have somebody come in and teach me how to play the games because it wasn't an issue with playing the games that was a problem,*

*it was equipment or location. (TI)*

Before the intervention began, Ms. Jacobs believed that the *Playbook* would help her students' cognitive and affective development and felt that it complimented the social responsibility outcomes in the school curriculum. She further explained that although she believed the *Playbook* would be beneficial, the changes she saw in her students as a result of the program were greater than she originally anticipated.

*I would say possibly on a little bit shallower level than I think I'm seeing now. At first I was like "Ok cool, it ties into needs versus wants and they need to understand that" and it's good for them to see that not everybody is getting what they need and then the idea of responsibility for others because we are learning social responsibility in school, middle school especially, it is a huge part of what we are trying to instill in the students. So that really...I was looking at them having a better understanding of you know, if they would like to have certain rights than they need to be responsible for how they act and how they're presenting themselves and that's...and I mean that's going to help earn them those rights. So yeah I did think that they were going to benefit that way. (TI)*

As highlighted in the Theme 3, over the course of the four week intervention Ms. Jacobs highlighted several positive student behaviors that were the result of participating in the *Playbook* lessons. Respecting others during in-class discussions, cooperating with group members to answer to complete worksheets, and developing moral understanding were positive behaviors highlighted by Ms. Jacobs.

*But they have been getting better and definitely friendlier towards each other in terms of whose turn is it to speak and allowing each other to speak, and to be heard, and so that was really good.(TI)*

*I think when it came to working together to fill out things like this (holds up a worksheet) they were doing a better job at getting things done together as a group. So, in that term of cooperative, yeah, I think they were more cooperative. (TI)*

*The students seem to have a beginning understanding that immunization for all is not a universal act, and they recognized that they are fortunate to live in a country where they have a choice whether they want to receive immunizations or not. (TJ2)*

During the teacher interview, Ms. Jacobs highlighted that over the course of the four-week

intervention that her positive perception of the *Playbook* increased. She explained that the reason for this was that she was able to learn more about her students based on their responses given during the post-game discussions.

*I think I liked it (the Playbook) better as I went through. I actually had a moment at the very beginning, I think it was where I was reading the story and I was trying to figure out how I was going to get this out and how I was going to read this to the kids all of the time. I actually thought, well maybe this is too babyish. I mean this isn't going to work because the kids are going to think this is dumb. And I realize that that's my perception, I have no idea, but after I got rid of the story and I think I said to you "do I have to use this story?"...once I got that out of my system I was like, "these are neat lessons," and actually the more we did them the more I liked them. And I think this was because when we would have discussions in the class I would learn more about my students from their responses and how they chose to respond. (T1)*

Feasibility.

Hans and Weiss (2005) argue that sustainable programs should require minimal resources for on-going implementation. As mentioned in Theme 4, the *Playbook* activities required some resources that were difficult for the teacher to organize and some resources that were readily available. Although some of the resources were difficult to organize, with the proper arrangements the teacher could still use them. There were no required resources that were totally unavailable to the teacher. Ms. Jacobs had described her difficulty in securing resources as "*inconveniences.*" Teacher journal entries highlight these inconveniences and show how Ms. Jacobs was still able to implement the lessons without the suggested resources.

*All of the materials required were easy to gather. We were unable to use the gym for the lesson, so we made do with students as volleyball posts, and took the activity outside. (TJ3)*

*We do not always have access to computers, so I needed to modify the work page to suit the work that could be done in class. As well, the Right To Play website did not have the information cards about the diseases they wanted the children to discuss, so I had to create the information cards myself. (TJ2)*

Acceptability.

For a new program to be implemented over time the instructor must find the resources to be acceptable. It is not only important that the program complement the curriculum, but it is also important that the teacher believe in what the program is attempting to instill in the students and that those intentions align with the instructors' own teaching philosophy (Hans & Weiss, 2005).

Ms. Jacobs' comments highlight the *Playbook* as an acceptable educational resource. Several factors contributed to her perception, including fitting with the curriculum, benefiting the students, being relevant to the students' lives, requiring little effort to implement and aligning with her personal teaching philosophy.

A number of the *Playbook* lessons paired well with what Ms. Jacobs was required to teach her students. The lesson content of some lessons aligned with the PLOs of particular subjects, while some lessons focused on developing positive behaviors.

*It really did tie into the curriculum with what we have to do, so that was nice because it meant that even though they were sometimes taught as like an outside lesson from what we were working on exactly at that time It is a part of the grade six and seven curriculum to look at rights and responsibilities. There is a part to determine what are basic needs and what does every person need to survive and what are those important items and hope is one of them. (T1)*

Aside from fitting within the curriculum, the lessons may also have been useful in developing age-appropriate behaviors. Ms. Jacobs explained that some of her students have behavioral problems and that she believed the *Playbook* lessons would benefit those students by helping them to improve their behavior.

*My students struggle at times with listening to others and valuing the ideas of their classmates. I felt this lesson would benefit my students in helping them recognize a situation in which it would help to listen thoughtfully and cooperatively. (TJ4)*

Some lesson material was also relevant to what students this age were experiencing in their lives. In a teacher journal entry, Ms. Jacobs describes the relevance of one of the lessons.

*I chose this lesson for relevance to the children's life because our grade six students are receiving their immunization shots. (TJ2)*

Not only were the *Playbook* lessons acceptable in regards to how they benefitted the students, but also in the way that they were beneficial to the teacher. From a teacher's stand point, the *Playbook* may be deemed an acceptable teaching resource because it can easily be adapted to fit with any teacher's instructional style. A comment by Ms. Jacobs describes this idea.

*If you give this to any teacher, any teacher is going to look at this and say "Ok, how would I teach this?" And so, it wasn't so restrictive that you have to teach it this way or nothing else would work. It did have wiggle room and it had room to do "this is my style of doing things and this is not my style of doing things." As I said the only thing I didn't really like was that story, but that's easy, just don't read it. (T1)*

In addition, as a teaching resource, the *Playbook* requires little effort to implement. If the *Playbook* had been a difficult resource to use Ms. Jacobs would have been less willing to partake in this research project.

*I think that it's easier for me to say, "yeah I can do this" because I mean in reality there's a lot that goes on, and there's a lot of things, and if I thought that this was going to be something that was going to be a struggle for me to teach I wouldn't have taught it. (T1)*

In this particular case, Ms. Jacobs also found the *Playbook* acceptable because the *Playbook's* overarching philosophy aligned with her own teaching philosophy.

*I do think that it goes along with my beliefs and what I hope to see within my students like what they're growing towards. ...They really do tie into a lot of things that I try to talk to the students about, not just on a one day basis but throughout the whole year. And what kind of a person do they want to be? And, are there things that they can do so that they can achieve that? (T1)*

Adaptability.

Classroom circumstances are constantly changing and are never the same. This means that an important component of a sustainable in-school program is for it to be adaptable within the classroom. Hans and Weiss (2005) state that a program must be able to adapt to the changing circumstances within

the classroom and that the core principles need to be strong enough to withstand a teacher's adaptations.

The concept of adaptability was interspersed throughout this study. Within every lesson Ms. Jacobs was required to adapt the activities to the specific circumstances of her classroom. Even though there were numerous barriers to overcome within the school and classroom, Ms. Jacobs was still able to implement the *Playbook* lessons and achieve the primary goals of the lessons. This is highlighted by Ms. Jacobs in the following comment.

*... whenever I want the gym it's not always available or the computer lab it's not always available, when I checked the website some things weren't there, but most of the time I was able to work around those. It wasn't like I was so stuck that I had to cancel a lesson. So, as I said they were inconveniences but nothing that was so bad that it ruined the lesson. (TI)*

At the top of every *Playbook* lesson the expected learning outcomes are listed. As highlighted in Theme Three, it is apparent that many of the students achieved the primary outcomes of the lessons. This means that although the lessons were altered the core principles remained intact. During the teacher interview Ms. Jacobs highlighted the strength of the core principles in the *Playbook* lessons.

*I don't think there was anything in the lessons that was so tied in...I mean the core principles are going to stand whether you divide the class into three groups or four groups. They just seemed to work. (TI)*

Along with having strong core principles, the *Playbook* lessons were flexible because they didn't need to be taught in any particular order, unless using the story *Case of the Missing Red Balls*. In the *Playbook* students do not continually build upon a single idea from one lesson to the next, rather each lesson has its own specific message or goal. Since the lessons can stand alone, the teacher is given flexibility to implement any lesson at any point in time. Ms. Jacobs draws attention to this benefit in the following comment.

*They are very nice because of the fact that if you follow them along you can go through them all*

*one after the other and they make a nice sequence, but you can do them without being in sequence and they're still effective. It's not like the idea is completely missed if you do just one of the lessons. ...Each lesson is enough they don't have to go with everything else. I think it would add to them if the whole package was taught from start to finish. But I don't think that it takes away from them being separate, so that might make them very useful. (T1)*

The implementation of the *Playbook* lessons took place during scheduled Social Studies and Exploratory class blocks. Right To Play designed these lessons to be used across the curriculum in a number of subjects such as Social Studies, PE, Health, and Language Arts. During the teacher interview, Ms. Jacobs described how she or possibly any teacher could adapt the lessons to supplement a variety of courses.

*Um, yeah as I was saying I could use these in CHEC (Career and Health Education Class), I mean definitely in Social Studies. Um, I think they are more in line with Social Studies, possibly Language Arts and a class like CHEC because of the fact that there is a lot of humanities discussion going on and you could actually frame a lot of these into some writing pieces for the students... (T1)*

Although Ms. Jacobs sees the utility of the *Playbook* in a variety of courses, she does not view some of the lessons as being a great fit with PE in particular. She personally feels that some of the physical learning activities wouldn't have provided the students with enough physical activity in order for her to consider using them in PE class time.

*It could be used in PE, my only difficulty is that some of the games aren't active enough. I mean if there is anything that I want to get my students going it's in the PE class. Yes, I want them to learn certain skills, um, but I want them to get moving. And there were times when, I mean...it can be hard not to get them motivated to go, so you want to get as many kids involved as possible, for as much time as possible for as long as possible. And I don't know if everyone of these would really work that way. (T1)*

Aside from being adaptable to a variety of courses, Ms. Jacobs also believes that the lessons could be used with a range of age groups as well. In the discussion below, Ms. Jacobs describes why the lessons might work well for some grades and why they may not work as well with other grades.

*Ms. Jacobs: For different grades, for younger classes these would actually be more effective. I*

*think grade 6s would actually be at the limit and the grade 7s would have been on the border of what they would use. I think in terms of the discussion pieces of these you could use it with a grade 8 group, but the activity would be harder to...the activity ...you could still do the activities but I think it's a lot on the same lines as sometimes my kids were against it on principle the grade 8s also kind of have that..*

*Moderator: Too cool for school attitude.*

*Ms. Jacobs: Too cool for school attitude. And I mean it doesn't mean that they're not good lessons and that they couldn't be used with an older grade, but I think that you are going to have more resistance the further up you go. Um, and then I mean to be honest, grade 4s, 5s and 6s are usually the best grades because they are starting to think critically and they are starting to think outside themselves. (T1)*

Recognizing how easily the *Playbook* lessons can be altered to fit within a variety of different courses and grade levels, Ms. Jacobs further explains that she will continue to implement lessons from the *Playbook* in the following semester with a different group of students in a different subject. Below she explains why.

*Um, yes. And I think that I might use it with my CHEC class this year, and I think ah...because we have three terms, I'm thinking for the spring term when we've built more of a relationship and we kind of know each other better it would be interesting to see how the lessons might play out in a different group, and a different dynamic as well because my CHEC class is kids all across the school from different classes from amongst the school. Different needs from my home base class, so it will be interesting to see how that might change. And so I think I would like to implement these with that class over a whole term to see what comes out of it, to see what kind of realizations they come to. (T1)*

Not only does Ms. Jacobs see the lessons as being adaptable to the specific demands of each class, across different courses and throughout grade ranges, but she also feels that she could use the lessons repeatedly throughout the year to assess the development of her students.

*...I think it would be good to revisit some of them (Playbook lessons) later on in the year and see what kind of changes have happened...*

*...I do that as well also in my other subjects. I mean we always revisit topics. You always want to see how they have developed in their thinking and are they moving forward. (T1)*

## Chapter 5

### Discussion

Themes 1-4 of this chapter connect the results of this study to the literature on the development of social responsibility through physical activity contexts in elementary-aged students. Secondly, Theme 5 highlights the teacher's perception of the *Playbook* as a sustainable educational resource. In addition, recommendations and future considerations are offered.

The primary purpose of this study was to examine the effectiveness of the *Playbook* learning activities on fostering the development of social responsibility-based learning outcomes of positive relationships, communication, cooperation and teamwork, and social justice. The students' and teacher's responses to interview questions, samples of the students' work, teacher's journal entries, examination of the course materials and observational field notes provided valuable details on the effectiveness of the learning activities. These details are described and explained in four themes that emerged from the data to highlight the effectiveness of the *Playbook*.

#### Theme 1- Learning through Physical Activity

Theme 1 – Learning through Physical Activity emerged from the students' responses to questions about what they liked and disliked about the *Playbook* lessons. Their comments highlighted two sides of the *Playbook* activities: the enjoyable physical learning activities and the less desirable worksheet activities. In their own words, the students described the physical learning activities as being “*fun*” and “*interesting*,” whereas the worksheet activities were described as “*hard*” and “*boring*.”

Interest in an activity can predict the choices that a student will make during a learning activity. Interest affects what a student focuses their attention on, their motivation to participate, and the intensity of their participation (Winne & Nesbit, 2010). This is a phenomenon that occurs within every aspect of our society. If an individual does not find an activity or topic interesting or enjoyable they are unlikely to invest much energy into participating or learning more about it. Research looking at the

effects of interest on students' academic achievement found that interest in a topic or activity can lead to a significant increase in motivation (Rahman, Jumani, & Basit, 2010) which was correlated with higher levels of academic achievement. Conversely, disinterest in an activity could then create low levels of motivation, which may lead to lower academic achievement. These findings highlight the importance of capturing and maintaining the students' interest if the teacher hopes to optimally achieve the learning outcomes.

A notable number of students identified the worksheet portion of lessons as boring, which in many instances contributed to a loss of interest and engagement. Some of the students felt that the worksheets were too hard, so they required help from the teacher and researcher to complete them. This was particularly evident during the observation of the lesson, *Rights and Responsibilities* (see Appendix D). Deci and Ryan (2000) suggest that tasks perceived to be too difficult decrease the student's motivation to participate and thus affect learner's achievement. On the other hand, students also lose interest in tasks that are too easy. Therefore, it is the teacher's responsibility to use appropriate learning activities that challenge students at an optimal level. Had Ms. Jacobs gone over the first couple of questions with the class prior to starting the activity the students may have had a better understanding of how to answer the questions. It must also be noted that this worksheet was also completed the same week as the focus group interview and may have affected how the students perceived the previous worksheets. However, less difficulty with the worksheets may have improved the students' perceptions of them and ultimately their engagement in the learning activity.

Another challenge related to the worksheet activities was that some of the students experienced problems completing the worksheets as a part of group work. One student explained that a group member hogged all of the work and would not let the others contribute. This problem was exacerbated by the fact that Ms. Jacobs provided each group with only one worksheet to complete. Ms. Jacobs may have assumed that her students would be able to work well enough together to complete

the sheets as a cohesive group without many problems, however, this was not the case for some of them. Observations on a number of occasions found that in some groups certain students did not contribute or hindered the contribution of others. Slavin (1990) highlights that without providing structure and accountability to group work some students will simply copy off other students or let others do the work for them. Student engagement with the worksheets may have been enhanced had Ms. Jacobs provided all of the students with copies of the worksheets or if she had made individual students responsible for a specific section or question.

## Theme 2 - Stepping into the Shoes of Others

Theme 2 - Stepping into the Shoes of Others described how some of the students felt a deep connection with the *Playbook* lessons and empathized with the people they learned about. Students described such strong connections with the activities that one student stated that they could actually *“feel what it would be like for other people in different countries.”* This theme also provided insight into how the student-centered instructional strategies and structure of the *Playbook* lessons may have been able to bring about feelings of connectedness.

For the most part, the *Playbook* lessons used student-centered instructional strategies that enabled the students to learn for themselves through participation in the physical learning activities and classroom discussions. Brandes and Ginnes (1986) explain that student-centered learning requires the student to take full responsibility for their own learning, through active participation in group activities stemmed through an intrinsic motivation for the fun of learning and discovering rather than external rewards and praise. In student-centered learning the teacher acts as a facilitator by setting up the students' learning environment and providing them with the necessary resources. They then step back to allow the student to be responsible for their own learning. In essence, the teacher becomes a resource person rather than a knowledge giver (Brandes & Ginnes, 1996). In student-centered learning

activities there are often no right or wrong answers. The purpose of the activities is to have students practice and learn new problem-solving skills so that they can find answers for themselves. Through their experiences and discussions with group members, classmates and teacher, individual students can then come to their own conclusions about what they learned.

Angell and Avery (1992) suggested that elementary school students be introduced to social justice issues through teacher facilitated student-centered activities, such as group discussions and role-playing activities. Participation in these kinds of activities provides students with opportunities to learn, discuss and experience complex social issues that may enhance students' affective development. Student-centered learning activities such as those highlighted by Angell and Avery were a fundamental part of the *Playbook*. Several of the *Playbook* student-centered learning activities were designed to have students role-play a socially unjust situation between student groups/teams. In these activities Ms. Jacobs would develop the background of the activity and set-up the classroom or field so that the students could do the activity effectively. Before the activity the students were not told what the purpose or expected outcome was. However, through their involvement in the activity and by discussing what was happening with their classmates they began to understand the purpose. To further the students' understanding of the activity and its relevance to the background information presented earlier, Ms. Jacobs facilitated a post-game discussion with the students. During the discussion, Ms. Jacobs would allow students to answer her questions and make comments regarding what they experienced, but never stipulated whether the students were right or wrong. This may explain why the students' comments recorded during observation sessions showed variations in the way the students interpreted the overall purpose of the activity.

The physical learning activities with a built-in injustice helped students learn about unequal immunization practices (see Appendix D: *Operation Immunization*) in Africa and about the unequal distribution of resources and basic needs (see Appendix B: *Are You a Survivor?*). Many of the students

who participated in these lessons expressed that they felt as if they had stepped into the shoes of the people they were learning about and that they could actually feel their struggles. These feelings were generated through the activities where some of the students were subjected to restrictions, which their group could not recover from and as a result lost the competition. Initially the students felt frustrated and upset, but after the activity and the post-game discussion the students understood that the teacher was not being unfair, but was trying to help them learn about unfair situations around the world. Through these learning activities the students experienced feelings of empathy. They reported feeling sad because they felt powerless to help and realized that their situation was much better than those they were learning about.

Hoffman (2001) defined empathy as “psychological processes that make a person have feelings that are more congruent with another’s situation than with his own situation” (p. 30). For a short period of time the students in this study were able to envision the difficulties facing other people in the world and were able to feel how hard life must be for them, which made them sad. Although they felt sad for those people, the students were quite content with their own lives. In fact, they described feeling “*privileged*” and “*lucky*” to live in Canada where most people have high standards of living.

Developing empathy is an essential part of becoming a socially responsible person. There is evidence to suggest that empathy is correlated with pro-social behavior (Litvack-Miller, McDougall, & Romney, 1997). Weiner and Wright (1973) found that a student-centered activity in which elementary school students wore different colored armbands and were discriminated against for a day based on the color of their armband produced favorable changes in the students’ perceptions of groups of people different from their own and that these changes were maintained sometime afterwards. Batson and colleagues also noted the contribution of empathy toward improving intergroup relationships (Batson, Polycarpou, Harmon-Jones, Imhoff, Mitchener, Bednar, et al., 1997). In addition, empathy has also been correlated with teacher ratings of student helpfulness (Litvack-Miller et al., 1997).

The information presented in this theme was used to highlight how the student-centered learning strategies of the *Playbook* fostered empathetic feelings in the participants of this study. Since the effectiveness of the *Playbook* on fostering the development of social responsibility is being examined in this study, it was also important to understand how the development of empathy is related to the development of pro-social behavior. The evidence from this study suggests that empathy may be learned through student-centered instructional strategies and that the development of empathy could signal an increase in pro-social behavior.

### Theme 3 - Developing Social Responsibility

Theme 3 - Developing Social Responsibility provided insight into the effectiveness of the *Playbook* on fostering social responsibility in elementary-aged students. Specifically, the building of positive relationships, and improvements in communication, and teamwork and cooperation skills were of interest because they were explicitly stated as secondary learning outcomes in the *Playbook*. The ability to recognize and advocate against social injustice was also an outcome of interest due to the content of the *Playbook* lessons. This section highlights evidence of socially responsible behavior and describes how the *Playbook* fostered its development and how the findings of this study compare to the literature.

#### Positive Relationships.

During the *Playbook* intervention many students reported that they felt their class had become “*friendlier*” and more “*connected*” during the implementation of *Playbook* lessons. Several students explained that the class seemed friendlier during the worksheet activities because Ms. Jacobs had organized them into groups rather than letting them organize their own groups. The students believed that this enabled them to get to know each other better because they were able to work with classmates that they wouldn’t have otherwise worked with. There are a number of possible advantages

to teacher organized groups compared to student organized groups, such as expanded student social networks; a more inclusive atmosphere, especially for those students with few friends in the class; less anti-social behavior, as friends tend not to correct other friends' negative behaviors; and increased focus on lesson content rather than having fun with friends. It needs to be considered that the benefits attributed to teacher organized groups may have influenced the results of this study by providing a more positive, focused and inclusive learning environment.

A few students in this study also highlighted that the physical learning activities may have been the catalyst for increased cooperation and encouragement among team members. They describe the activities as being fun and explained that students were happier to be interacting with their classmates compared to the times when they work individually at their desks. Interactive group activities are the backbone of many PE programs that focus on the development of affective learning outcomes, such as in TPSR (Hellison, 2003), SE (Siedentop, 1994), SFP (Ennis, 1999; Ennis et al., 1999), CL (Dyson, 2001, 2002) and *Fair Play for Kids* (Gibbons et al., 1995). Interactive team activities, such as those in the *Playbook* provided students with more opportunities to interact and socialize with their classmates.

The physical learning activities of the *Playbook* were based on principles similar to that of the SFP curriculum, in which the curricular structures prevented a single individual from competing against or defeating another individual (Ennis, 1999). This structure limited students' personal successes and promoted positive team success. Interviews with students after the implementation of the SFP curricular model found that students who participated in the intervention described deep feelings of affiliation with their teammates and described each other as family (Ennis, 1999; Ennis et al., 1999). Similarly, students in the *Playbook* lessons described feeling more socially connected with their classmates.

From the teacher's perspective, Ms. Jacobs did not notice a direct contribution of the *Playbook* on fostering positive relationships, but did highlight that friendships were definitely being established

over the course of the intervention. This is not surprising because of the short time frame for this intervention. School social groups are constantly being constructed and deconstructed on a daily basis and opportunities for students to build friendships and interact with each other are abundant over the course of the school day. Thus, it is difficult to isolate the specific contribution of the intervention.

It must also be noted that not all of the students believed that the *Playbook* lessons enhanced positive relationships among class members. One student agreed that the *Playbook* activities were fun, but felt that just because everyone was having fun didn't mean that students were friendlier to each other. Another student shared similar sentiments and suggested that those people who were friendly toward others during the *Playbook* activities were generally friendly all the time. Although some students did not perceive the *Playbook* to be a contributor to positive classroom relationships, it is clear that the lessons offered all of the students a variety of opportunities to practice and observe valuable social interaction skills.

A limitation of this study was the short duration of the intervention and the implementation of only four out of the 16 *Playbook* lessons. With only four observation sessions over a period of three weeks it was difficult to observe changes in the students' behavior. A longer intervention would have provided more time for behavior change to occur.

Communication.

Effective communication was perhaps the most important aspect of the *Playbook* lessons. Ms. Jacobs described communication as being an integral part of every lesson and activity. The students were able to practice and observe all forms of communication when: speaking and listening to each other and the teacher, writing answers during worksheet activities, and using non-verbal communication to give instructions and express emotions.

Over the course of the intervention numerous activities provided the students with opportunities to practice different forms of communication. For example, during the relay race activity

(see Appendix D: *Operation Immunization*) where students had to transport water from a central container to their team's container, the students engaged in speaking, listening and non-verbal communication to achieve team success. The students shouted words of encouragement and verbally directed other students on how to transport the water in the way they thought was the most efficient. While in line, some students shared their ideas with others on how to carry the water to minimize spilling and then demonstrated how to do it with their hands.

One lesson in particular that played a role in fostering effective communication skills was the lesson *Everybody's Voice is Important* (see Appendix D). The specific purpose of this lesson was to educate students about the value of effective communication. In the lesson students were provided with an opportunity to practice different forms of communication in small group settings. First, students were instructed to arrange themselves into lines from youngest to oldest without any form of communication. In one group it was observed that an individual student took control and began physically moving other students into line in a way that he thought was correct. Other groups tried mouthing words or signaling with their hands, which was against the rules, but they had realized that they had to use some form of communication in order to complete the task. In the next situation, the students were organized into new groups and performed the same activity, but this time they were instructed to only use forms of non-verbal communication. Students in this activity were observed writing, mouthing, and using their hands to signal the dates of their birthdays. In the final situation the students were organized into new groups and completed the activity once more but this time they were allowed to speak. In this situation the students debated back and forth about their ages and where to stand in line. The physical learning activity was immediately followed by a group discussion and reflection on the activity at which point many of the students' comments highlighted that through the activity they had realized the value of clear and effective communication. They explained that in their groups most of the group members were talking at one another and no one was listening, which they

described as “*frustrating.*”

The post-game wrap-up portion of each lesson also provided an opportunity for students to practice and observe speaking and listening skills. During this discussion, Ms. Jacobs facilitated a conversation amongst the class, which allowed the students to reflect on and share their experiences from the physical learning activity. At the conclusion of the intervention, Ms. Jacobs felt that the students’ ability to listen to each other during classroom discussions had improved and that she felt pride in her students’ abilities to share ideas, listen cooperatively and respect the ideas of others.

Although Ms. Jacobs felt that the post-game wrap-up was a successful time for effective communication, she also felt that there were other times during the *Playbook* lessons where the students did not listen effectively. Specifically, she highlighted that because of the excitement and anticipation of going outside to do an activity some students did not listen carefully to the instructions on ‘HOW’ to do the activity.

#### Cooperation and Teamwork.

Positive interdependence and effectively working together to achieve a group goals are integral components of many PE classes and physical activity-based affective development models (Dyson, 2001, 2002; Ennis, 1999; Ennis et al., 1999; Hellison, 2003; Siedentop, 1994). It is well-accepted by physical educators that group and team activities are essential for the development of cooperation and teamwork skills, just as they are in the development of positive relationships and communication skills. However, without adequate structure and planning, team play can quickly digress to negative learning environments led by overly competitive individuals (Ennis, 1999). As already described, the *Playbook* lessons provided the students with many opportunities to work together in group and team situations, such as in the physical learning activities which were designed to have students work together cooperatively to achieve a group outcome. Observations and comments from the teacher and students demonstrated a mix of both cooperative and uncooperative behaviors. Cooperative and uncooperative

behaviors were observed during both the physical learning activities and the worksheet activities. For example, during the lesson *Are You A Survivor?* (see Appendix D) students cooperated with their group members when deciding what to pack and what to unpack from their vacation bags. The students were observed discussing each other's suggestions as to whether or not an item was a need versus a want. Conversely, some groups did not cooperate well in this activity. It was also observed that some students chose not to participate in their group's discussion or that they gave silly suggestions and were regularly off topic.

Worksheet activities revealed similar results of both positive and negative behaviors. Some groups were observed working well together discussing amongst themselves how to best answer the questions. In these situations students generally took on specific roles such as the transcriber, researcher or reader. In contrast, some students were reluctant to participate and simply let their group members do their share of the work, whereas other group members wanted to contribute but were refused participation from more assertive members. This is not a surprising finding, however, Slavin (1990) highlighted that to engage all members of the group individual accountability to the group is necessary.

The mixed findings from this study are similar to the results of Dyson's (2002) evaluation of the CL model. The results of Dyson's study also highlighted mixed levels of cooperation. For example, one student complained that the group members did not include him in the decision making process, causing him to feel left out, which is similar to some of the comments in this study. Students from Ennis and colleagues (1999) evaluation of the SFP model also noted mixed results at the beginning of the intervention. Initially students argued with each other and complained to the teacher about group members, but toward the end of the program began cooperating effectively as a team. Evidence from these studies exemplified that simply putting students into teams does not ensure that students will work together. In order for students to learn teamwork and cooperation, teachers need to carefully

plan and structure their lessons.

#### Social Justice.

The physical learning activities, post-game discussions and worksheet activities of the *Playbook* were all activities that involved some content related to social justice. Some of the physical learning activities were designed to place students in situations that were socially unjust, where one of the teams/groups was at a distinct disadvantage. Inevitably, these activities caused the disadvantaged students to become frustrated and upset with the activity and their teacher. Immediately following the activity, Ms. Jacobs would facilitate a post-game discussion. The discussion was used to link the experiences during the activity to a larger social issue (e.g. unequal immunization practices in Africa). By listening to the teacher, the comments of other students and through their own understanding, the students interpreted the meaning of the lessons. After having time to reflect, many of the students commented that they enjoyed the activities and that they wanted to participate in them again in the future. The worksheet activities also expanded on the main issue of the lesson and provided the students with further information, which helped them to understand the whole picture.

The instructional strategies inherent in the *Playbook* activities described above contained similar instructional strategies to those in several education programs that focus on aspects of moral reasoning and behavior (e.g. Gibbons et al. 1995; Gibbons & Ebbeck, 1997; Hassandra et al., 2007; Mouratidou, Goutza, & Chatzopoulous, 2007). Gibbons and Ebbeck (1997) suggested that to facilitate moral development educators need to create situations that allow students to practice discussing and solving moral dilemmas. The students must then be given an opportunity to discuss the dilemma with the other students to work toward consensual resolution. Through open dialogue and experiences with moral problem-solving students are able to hear and see how other children perceive and respond to moral dilemmas. Doing this may cause them to reflect on their own ideas and behaviors, which could result in a restructuring of the way that they think about and respond to future moral dilemmas.

In addition to the teaching strategies that helped students experience a variety of dilemmas, strategies such as direct instruction, modeling and verbal reinforcement were also included in the *Playbook*. For example, role playing was an important component of the physical learning activities. In the activities from the lessons *Are you a Survivor* and *Operation Immunization* (see Appendix D) the students participated in role playing games where they had to imagine themselves in a situation different from their own, which were to pack basic needs for survival and represent the medical services of Mali. Role playing in these activities helped the students form deeper connections with the lesson content.

To support what was learned through the role playing activity, Ms. Jacobs followed-up with a post-game discussion. The discussion was facilitated with prompting questions provided in the lesson outline and through Ms. Jacobs' own questions. The students then openly discussed their experiences and feelings about what they learned and experienced.

The results of this intervention show some promise for helping students' develop their ability to recognize and advocate for social justice. Comments from the students and samples from their written work highlighted that they were given ample opportunities to discuss and role play instances of social injustice and that through those activities the students were able to recognize inequity. Students also realized that they were fortunate enough to live in a country that had much more than many others. Comments from Ms. Jacobs support this finding. She stated that the students understood "*the unfairness of some people having to go without*" and that "*immunization for all is not a universal act.*"

Although some promising positive results were found in this study, Ms. Jacobs did not feel that the students went out of their way to advocate against the injustices they were learning about or that the students transferred the idea of recognizing social injustices to other areas of their lives. She offered the explanation that this may have been because the injustices in their own lives were far removed from the lives of the people they had learned about.

The global issues highlighted and discussed in the *Playbook* lessons are not easily solved through in-class discussions. Gibbons and Ebbeck (1997) stated that to enhance moral reasoning students need to be given opportunities to practice problem-solving and coming to consensual resolutions with their classmates on moral issues. Since this may be too difficult with the global issues in the *Playbook* these opportunities are lost. A way for Right To Play to address this problem may be for them to localize the issues. For example, in the lesson *Are You a Survivor?* (see Appendix D) one of the main goals of the lesson is to understand that access to basic needs is not equal between developed and underdeveloped countries, which is a complex issue, however the issue could be localized to relevant provincial or community issue such as homelessness. The lesson could facilitate an in-class discussion on actions the students could take to help the homeless, what the consequences of those actions may be and then have them come to a consensual resolution on what action to take. To go even further the students could then put their plan into action through activities such as a fundraising campaign or food drive. Localizing these complex issues may be a useful strategy to help students recognize and advocate against social justice issues.

The short duration of this intervention may have also impacted the students' overall understanding of the concept of social justice. Research on the TPSR model found that the transference of learning outcomes to other areas of their participants' lives outside of the classroom did not come from simply participating in a program (Escarti et al., 2010). Hellison (2003) suggests that to make transference possible behavior change needs to be a concept adopted across the entire school curriculum to reinforce and promote similar values and behaviors. A longer intervention in the future, should allow a more in depth examination of the possible transference of understanding to action.

#### Theme 4 - Instructional Effectiveness

Theme 4 - Instructional Effectiveness described specific factors in the classroom, aside from the

*Playbook* lessons, that may have influenced the effectiveness of the *Playbook* on fostering socially responsible student behavior. The availability of resources, promotion of pro-social behavior and minimization of anti-social behavior, organization of student groups and providing background information emerged as possible factors.

#### Availability of Resources.

Each *Playbook* lesson required resources that the teacher was expected to procure before implementation. While some resources such as photocopies and colored cards were easy to obtain, others were more difficult to organize or were unavailable all together. Being unable to access these resources caused problems and created situations that may have been detrimental to the achievement of the learning outcomes. Throughout the intervention Ms. Jacobs highlighted difficulties reserving the gymnasium and computer lab, and accessing the Right To Play teacher's web link.

Ms. Jacobs mentioned that because several of the *Playbook* lessons required the students to use computers to research worksheet answers that she deliberately avoided implementing some of the lessons before the intervention even began. One of the four lessons she chose to implement suggested the use of computers for the worksheet activity. The worksheet portion of the lesson, *Operation Immunization* (see Appendix D) instructed the students to visit the Right To Play teacher's resource link to find information on Centers for Disease Control and Prevention to answer the worksheet questions. However, at the time of this study the website was unavailable, so Ms. Jacobs was unable to access the disease information. In order to implement this part of the lesson, Ms. Jacobs had to write up the information on her own and create her own worksheets (see Appendix D).

It was also difficult for Ms. Jacobs to reserve the gymnasium for some of the physical learning activities that required more resources and space. This became a problem for the lesson *Former Liberian Refugee Gives Back* (see Appendix D), which led to problems such as overcrowding, disengagement, and disruptive behaviors. The lack of resources for these activities may have provided

opportune moments for Ms. Jacobs to reinforce the idea that people do not always have equal access to certain resources (a central ideology of the *Playbook*), however this connection was overlooked.

Hans and Weiss (2005) suggest that not having the necessary resources to implement lessons as suggested leads to a decreased teaching efficiency and achievement of learning outcomes. Therefore, it is important to consider the potential impact that not being able to access the Right To Play teacher's website, the gym and computer lab may have had on the development of socially responsible behaviors. As Ms. Jacobs said, "*wouldn't it be lovely if every student had a laptop?*" however the reality for most schools is that resources are not always readily available, especially gymnasiums and computer labs. Therefore, the teachers have to make do with what they have, and as Ms. Jacobs has shown most teachers are resourceful and flexible enough that not being able to reserve the gym or computer lab is "*frustrating*" but not debilitating.

#### Promoting Pro-social Behavior and Minimizing Anti-social Behavior.

Promoting pro-social behavior and minimizing anti-social behavior is important for maintaining a safe and inclusive learning environment. There is substantial evidence that has highlighted elementary school teachers as playing a fundamental role in developing pro-social behaviors and reducing anti-social behaviors in their students (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999). Therefore, since the purpose of this study is to examine the effectiveness of the *Playbook* activities on fostering socially responsible student behaviors, it is also important to understand Ms. Jacobs' influence on the learning environment.

Ms. Jacobs' explanation of her personal teaching philosophy revealed a strong determination toward developing children to be both personally and socially responsible. Throughout the intervention observations of Ms. Jacobs' teaching style highlighted the use of direct teacher instruction and verbal reprimanding to promote pro-social and minimize anti-social student behavior. However, it is important to note that the time spent in the school by the researcher was relatively short, and that observations

only took place during the implementation of *Playbook* lessons. Therefore, Ms. Jacobs may have used a wider range of instructional strategies to promote socially responsible behaviors during her regular subjects than those observed during the *Playbook* intervention.

The teacher used direct instruction as her primary strategy to promote pro-social behavior. Before activities Ms. Jacobs would describe the behavior she was expecting from the students, such as seeing how well the students can cooperate or how quietly they can move to the outdoor play area. On the other hand, students engaging in behaviors such not listening to instructions were usually immediately reprimanded. As already highlighted in the section on *Social Justice*, the findings from the literature have suggested that these types of teaching strategies are effective in promoting moral development, one component of which is pro-social behavior (Gibbons et al., 1995). The teaching strategies used by Ms. Jacobs to control the behavior in her classroom may have contributed to the overall results of this study and need to be taken into consideration during their interpretation.

#### Organizing Student Groups.

Another instructional component that may have influenced the effectiveness of the *Playbook* on fostering socially responsible behaviors was the way in which student groups were organized during the lessons. Through observations of the lessons it was apparent that Ms. Jacobs used several different methods to organize students into groups. Four methods were observed: giving the students a number and having them form groups with other people of the same number, grouping tables together (students sat two per table), allowing students to form their own groups and grouping the grade sixes and grade sevens.

During two of the physical learning activities (see Appendix D) the groups were observed to be too big, which caused problems. In the lesson *Operation Immunization* the students competed in a relay race and were divided up so that the grade sixes were competing against the grade sevens. The result was that there were 16 grade six students and 11 grade seven students. These large groups meant that

the majority of students only observed what was happening in the activity. As well, Ms. Jacobs wrapped up the activity so quickly that some of the grade six students never got to participate. Additionally, in the lesson *Former Liberian Refugee Gives Back* the students played a game similar to volleyball outside in the field. The students were numbered off either as a one or a two, which created two teams of 12. With 12 players a side and only one volleyball, the result was that a lot of players never touched the ball. This problem was further exacerbated because Ms. Jacobs was unable to reserve the gym for the activity. Without a gym and volleyball court Ms. Jacobs decided to outline a single volleyball court outside in the field with beanbags. A negative result of this was that the court was smaller than a regulation volleyball court, which meant that not only were there too many students per side, but they were also in close quarters. Further compounding this situation, some of the male students took control of the activity by hogging the ball and dominating the activity.

With too many participants on a team and without enough space to play the game effectively, many students were disengaged from the activity. In the relay race some students did not get their turn to transport the water and therefore missed out on the opportunity to be encouraged by their teammates and listen to the suggestion of others on how to carry the water. In the volleyball activity, observations revealed that several students were disengaged from the activity, most likely because they infrequently touched the ball.

Another group related problem that was observed during the intervention occurred during the lesson *Everybody's Voice is Important* (see Appendix D). This activity consisted of three sections, in which students had to arrange themselves by age into a line. For each section the groups were rearranged before the next section began, so that students would be in groups with different students. However, Ms. Jacobs had decided to organize the groups on the spot. Because there was no prior planning on the formation of the groups, the result was that in one group many of the students knew each other's ages and finished the activity much more quickly than expected. The consequence of not

arranging the groups beforehand caused the activities to be concluded too quickly, which provided less time for the students to practice their communication skills and may have prevented them from fully understanding the purpose of the activity.

Not engaging all of the students in the relay race and volleyball activities and not arranging student groups beforehand which cause the arranging by age activity to conclude quickly meant that some of the students did not receive enough time to effectively practice valuable communication and teamwork skills. The diminished effectiveness of these lessons must be considered in the interpretation of this study's findings. However, it is important to note that upon reflection, Ms. Jacobs recognized that some of the activities did not engaged the students and that organizing groups beforehand would improve the effectiveness of some of the activities.

#### Providing Background Information.

At the conclusion of the intervention Ms. Jacobs stated that for many of the lessons she did not provide adequate background information before starting the physical learning activities. She believed that because of this, the context of the activity might not have registered with some of the students, such as understanding that the relay race was meant to simulate unequal immunization practices. Observation of this lesson, along with samples of the students work, did show that a number of the students understood the context of the activity, however, slight variations were noticeable in their interpretations.

There are two sources of background information supplied with the *Playbook*: the CD story *Case of the Missing Redballs* and the *Country Fast Facts*. The story describes the setting of the country that is being represented in the physical learning activity, through the eyes and experiences of some school-aged Canadian characters. For example, in the story portion of the lesson *Operation Immunization* the story takes place in and describes the capital city of Mali, Bamako. The characters describe the weather, buildings, and living situations of the Malian people. It is obvious that the author is also attempting to

stimulate empathetic feelings in the reader. The characters in the story describe the drab conditions that the Malian people are subjected to and then make comparisons to their more privileged lives back in Canada. The chapters are also used as a way to promote Right To Play and educate the reader about the value of their programs overseas. The following is an excerpt from Part 1 – *Mali, Measles, and Mystery*, which is suggested to prelude the physical learning activity in the lesson *Operation Immunization*.

*“Makan (a Malian boy) was telling us more stuff about Mali, like how less than half the people could read and that most people only lived till their late forties. That freaked me out—my Dad is 47 and my mom is 43. Then I thought about my grandparents, who are like seventy. I could sure see why the Right To Play people wanted to use sports to get the message of better health across to Malians.”*

Ms. Jacobs decided not to implement the story portion of the lessons for two reasons. First she felt that the story portion of the lessons used too much potty humor as a way of entertaining the students, such as in the following excerpt (see Appendix B for full chapter):

*“Benny’s face looked like uncooked pastry, and he kept saying things like, “If I’d known what a quick trip it was going to be I wouldn’t have brought so many encyclopedias to read.” Violet just kept muttering something about feeling like a **mound of buffalo biscuits**.”*

She felt that students were subjected to enough of this sort of humor in their regular lives and felt that it was her job to limit the amount they were subjected to in her classroom. Second, the story was designed to be implemented in a sequential order - Part 1, Part 2, Part 3, etc. However, Ms. Jacobs was not implementing the lessons in a sequential order, and therefore it did not make sense to use the story.

The second resource that provided background information was the *Country Fast Facts* (see Appendix C). This resource provides demographic information on the country that the physical learning activity is supposed to be representing, such as the capital city, population and official languages. Information about the different Right To Play programs within that country is also provided. Although *Country Fast Facts* was listed as a suggested resource, it was not used in this study. Ms. Jacobs had two

ways of accessing the resource: the teacher's resource web link or through the *Playbook* CD. As already mentioned, the website was not operational. Also, the CD could have been made available to Ms. Jacobs by the researcher, but the researcher did not know Ms. Jacobs could not access the resources until after the intervention. A copy of the story was provided to Ms. Jacobs at the start of the intervention. However she opted not to use it. It is important to recognize that not using the story and *Country Fast Facts* may have diminished the overall effectiveness of the lessons. However, this being said, these resources would not have provided the students with any extra practice with communication or teamwork skills.

A secondary purpose of this study was to determine the teacher's perception of the sustainability of the *Playbook* as an educational resource. How the teacher perceives an educational resource is of the utmost important, since it is the teacher who essentially determines whether or not they will start or continue its use.

#### Theme 5 – Playbook Sustainability

*Theme 5 – Playbook Sustainability* highlighted the teacher's perspective of the *Playbook* as a sustainable educational resource. The responses to questions during the teacher interview and reflections written in the teacher's journal provided details on the teacher's commitment to the program and the possibility of any long-term sustainability. These details are explained in the four sub-themes, which were described by Hans and Weiss (2005) as "essential ingredients" (p. 672) of teacher-implemented mental health programs. These four ingredients are valuable for developing teacher commitment to the program and long term sustainability.

##### Acceptability.

In order for a program to be deemed acceptable by the teacher, the program must overcome a myriad of contextual factors such as aligning with the outcomes of the curriculum and teacher's educational philosophy, benefiting the students and being relevant to their lives, and being relatively

easy to implement. These factors were explored in the following paragraphs to determine the teacher's perception of the *Playbook* as an acceptable resource.

During the teacher interview, Ms. Jacobs highlighted ways in which the outcomes of the *Playbook* coincided with the outcomes of the curriculum. She mentioned that the *Playbook* helped the students determine what the basic needs of all people were and how to differentiate between needs and wants. In one of the worksheets, the students also discussed the importance of rights and responsibilities, which was a requirement of the grade six and seven social studies curriculum (BC Ministry of Education, 2006c). Ms. Jacobs mentioned that although some of the lessons were taught as add-ons, the lessons still had relevance to other outcomes required by the curriculum. This is important because if the lessons had no relevance to the curriculum there would have been no reason for her to use this resource, unless she wanted to teach the lessons as add-ons. By connecting the content and outcomes of the lessons to the PLOs of the elementary curriculum the *Playbook* has a greater chance of being accepted and sustained by the teacher.

Having a strong belief in a program to improve student behavior is an important factor for increasing teacher commitment to the implementation of an educational program (Hans and Weiss, 2005). If Ms. Jacobs did not believe that the *Playbook* would be successful in fostering some sort of positive change in her students she would not be expected to continue to use it. Therefore, it is vital that Ms. Jacobs believe in the effectiveness of the *Playbook*. Before the intervention, Ms. Jacobs had recognized that her students had problems listening to and valuing the ideas of others. One of the lessons she chose to implement was designed to educate students about the importance of communication and listening to others. Therefore, Ms. Jacobs felt that this lesson would be beneficial to her class. Specifically, she felt that it may educate her students to be more respectful of others who are speaking.

Ms. Jacobs also saw the *Playbook* as being beneficial to her class because some of the lessons

discussed issues that were relevant to the lives of her students. One lesson in particular was highlighted because it covered the topic of immunization. This was considered to be relevant to the students' lives because the grade sixes would be getting their immunization shots at school this year, whereas the current grade seven students were immunized the previous year. Therefore, the topic covered something that both groups of students were able to associate with.

It must be noted that not all of the *Playbook* learning activities were considered to be relevant or beneficial to the lives of the students. For example, the story *Case of the Missing Red Balls*, which was designed to develop the background of the *Playbook* lessons, was deemed unacceptable for this group of students for a couple of reasons. First, after looking over the story Ms. Jacobs felt that it used 'potty humor' as a way to draw the interest of the participants, which was unacceptable because she felt that it undermined the students' intelligence. Second, the story was designed to be implemented sequentially progressing from lesson one to two to three and so on. Because Ms. Jacobs implemented the lessons in a non-sequential order it did not make sense for her to use the story. To make the lessons more acceptable, Ms. Jacobs decided to exclude the story from the intervention.

Hans and Weiss (2005) also suggest that an intervention is more likely to be perceived as acceptable if the teacher feels that the instructional strategies inherent in the lessons match the teacher's own instructional style and teaching philosophy. Ms. Jacobs highlighted that the *Playbook* activities were straight forward enough that any teacher could adapt the lessons to match their own style of teaching. In regards to matching her own teaching style, she stated that the lessons do "go along" with her beliefs and that they "tie into a lot of the things" that she discusses with the students over the course of the school year. Having flexibility to adapt the lessons to various teaching styles and believing in the values and behaviors that the lessons are attempting to instill in the students are important factors in determining the acceptability of an educational resource.

In addition, Ms. Jacobs explained that if she thought the lessons were "going to be a struggle to

*teach*” than she “*wouldn’t have taught it.*” This implies that she did not find the lessons difficult to implement. Having a program that is easy to use is another key factor in the long term sustainability of an educational resource (Hans and Weiss, 2005). The average teacher is already under enough pressure to meet the outcomes of the curriculum, which makes it important for an educational resource to be easy to implement.

The comments made by Ms. Jacobs highlighted that with the exception of the story *Case of the Missing Red Balls* she found the *Playbook* to be an acceptable educational resource. She highlighted that the lessons aligned with the prescribed learning outcomes of the elementary school curriculum, were flexible enough to match any teacher’s instructional style, were beneficial to the students and relevant to their lives, and were not difficult for her to implement.

#### Adaptability.

Classroom circumstances change over the school year and across grade levels and subject areas. Hence, for a program to be sustainable it is vital for the program to have sufficient flexibility to be adapted to the changing circumstances (Hans and Weiss, 2005). Hans and Weiss also explained that teachers must fully understand the program, so that it can be modified without sacrificing the core principles of the lessons. If the core principles are sacrificed the effectiveness of the lessons will be diminished and positive changes in the students behaviors may not come about. The following section describes Ms. Jacobs’ perception of the *Playbook* as an adaptable educational resource.

Comments made by Ms. Jacobs described the *Playbook* lessons as being adaptable to a range of subject areas. She believed that the lessons were most suitable for the subject areas of language arts, social studies, and career and health education, due to the lesson content. This is not a surprise, since the *Playbook* was designed to be a cross-curricular resource for the subjects of language arts, social studies, health and physical education. Although, the *Playbook* was also designed for implementation in PE, Ms. Jacobs personally felt that PE was not the most acceptable context for the *Playbook* lessons. She

stated that although “*it could be used in PE*” many of the activities “*weren’t active enough,*” at least not without adaptation. As was seen in this study, there were times when students were not engaged in the physical activities because the teams were too big or the playing area was too small. Because of this, many of the students were disengaged from the activities, which may have affected their achievement of the learning outcomes. Ms. Jacobs explained that she would consider using the physical activities again in the future but would adapt them to get more students physically involved. Further adaptations may be beneficial toward optimizing learning achievement as long as the adaptations don’t sacrifice the core principles of the program.

It is important to note that although the lessons were not used in a PE context, participation in the activities still led toward the achievement of one of the PLOs of the PE curriculum, which was developing cooperation and teamwork skills (Physical Education K to 7, 2006b). As already mentioned, providing students with opportunities to work together in groups and teams allows students to experience, practice and observe a variety of skills. As evidence has indicated that participation in group activities doesn’t necessarily lead to the significant development of teamwork and cooperation skills (Slavin, 1990), participation in these types of activities is still beneficial.

Ms. Jacobs also believed that the lessons could be used across a range of grade levels. She explained that grades four, five and six were perhaps the best grades for the lessons and that grade sevens would be at the upper age limit. She thought that after grade seven the activities may be too childish for the older students, but that it may be possible to use the discussion pieces with them. Since the *Playbook* was designed for use with students in grades four through six this finding is also not surprising.

Another benefit of the *Playbook* lessons highlighted by Ms. Jacobs was that they could be implemented in a non-sequential order (unless using the story component). Since each lesson has its own specific goals and purpose, which are not connected to the goals of the other lessons, it gives the

teacher the flexibility to implement each lesson as he or she sees fit. If the lessons were tied in with each other it would be much more difficult for the teacher to find a way to connect the lessons to the school curriculum in a sequential manner.

In addition, Ms. Jacobs also stated that she would and could use the lessons more than once during the school year. She explained that she likes to revisit topics throughout the year as a way of monitoring the students' progress. This benefit may also have been strengthened by the fact that some of the students enjoyed certain activities so much that they requested to do them again.

Throughout this study the flexibility and adaptability of the lessons was also observed. Due to the unavailability of several of the suggested resources, such as gym time and the computer lab, some lesson activities had to be modified to different locations and equipment. Other times, sections of the activities were omitted altogether. Despite all of the adaptations, Ms. Jacobs perceived the core principles of the lessons to be strong enough to withstand any changes that she made. She stated that they "*the just seemed to work*" regardless of how she adapted them. As highlighted in Theme 3 observational field notes and samples of the students written work also found that the core principles of the lessons were maintained.

The preceding paragraphs have highlighted Ms. Jacobs' perception of the adaptability of the *Playbook*. Through her experiences with the lessons she found and believed that the lessons could be adapted to a range of subject areas and grade levels. The lessons were also found to be flexible because they could be implemented in a non-sequential order, providing Ms. Jacobs with the freedom to implement lessons, as she liked. In addition, Ms. Jacobs highlighted that some of the lessons could be used more than once during the school year as a method of checking the students' developmental progress. Despite the fact that there were often times where the lessons had to be altered due to the unavailability of suggested resources, Ms. Jacobs was able to modify the lessons to her circumstances without diminishing the core principles. These findings underscore the overall adaptability of the

*Playbook* to a variety of circumstances within the context of an elementary school.

#### Feasibility.

If the purpose of a program is long-term sustainability that program should require minimal resources for on-going implementation (Hans & Weiss, 2005). The *Playbook* lessons required few resources. Many of the resources suggested for the lessons such as background information and activity cards were supplied by Right To Play as part of the *Playbook* package. On the other hand, facilities such as the gymnasium and computer labs were very difficult for Ms. Jacobs to reserve. Not having these facilities were described by Ms. Jacobs as “*inconveniences*” but nothing so bad that not having them ruined the lessons. However, some lessons were avoided altogether prior to starting the intervention, because they required the use of computers and were therefore perceived to be too difficult to implement.

The evidence gathered throughout this intervention seemed to suggest that the *Playbook* is a feasible educational resource that can be sustained long term. Although, it is important to note that if a teacher chooses to implement all of the lessons exactly as suggested, much more prior planning and organization will be required. In most cases however, teachers can make small adaptations here and there and supplement resources when possible, thereby reducing the need for problematic resources.

#### Effectiveness.

Hans and Weiss (2005) suggested that the long-term sustainability of a program requires a high level of teacher commitment and that this may be achieved through a rigorous training program prior to the intervention. They also highlighted that it is important for the teacher to see a reason for behavior change and that the teacher see positive change soon after the intervention begins.

Prior to this intervention Ms. Jacobs did not receive any training on how to implement the *Playbook* lessons. The *Playbook* is a resource that is distributed freely to school teachers across Canada via post or email. Although workshops are sometimes conducted on the *Playbook* there was no

workshop available at the time of this intervention. When asked whether or not training may have been helpful at any time during this study Ms. Jacobs explained that having someone come in to teach how to implement the games would not have helped her because it was not the games she had problems with. The only problems she had were reserving the gym and computer lab. She also felt that the resource was simple enough that any teacher could alter and adapt it to the circumstances of their class.

Prior to starting the intervention, Ms. Jacobs noted that she considered the *Playbook* content to be tied in well to the school curriculum. She stated that she originally believed that the students would benefit in an educational way such as understanding the idea of being responsible and recognizing the difference between needs and wants. However, at the conclusion of the intervention she explained that she saw the potential benefits of the *Playbook* more clearly now than she did at the start, especially in terms of developing the students' awareness of being socially responsible. She also added that although she originally thought the lesson material was too childish (because of the story *Case of the Missing Red Balls*), she liked the *Playbook* the more she went through it.

Comments made by Ms. Jacobs highlighted her perception of the *Playbook* as an effective resource. She explained that training was not required before the start of the intervention and that it would not have provided her any additional benefits. Before the intervention she also perceived the *Playbook* to be a helpful way to supplement the school curricula and help achieve a range of learning outcomes. However, and most importantly, she has recognized that the *Playbook* is not only an effective resource educationally, but that it also effective in fostering positive behavioral changes.

Overall the evidence provided by Ms. Jacobs highlighted that she found the *Playbook* to be a sustainable resource because she found it to be acceptable, adaptable, effective and feasible. Ms. Jacobs also highlighted her commitment to the *Playbook* stating that she will not only continue to use the lessons but use more of the lessons in the second half of the school year with a career and health and education class. This fact reveals a hint of long-term sustainability.

### Conclusion and Future Considerations

The findings from this case study have highlighted the *Playbook* as a promising resource in terms of fostering social responsibility and being sustainable long term. Qualitative data gained from this study revealed increased opportunities for students to interact together in group and team settings while working toward the achievement of common goals. Subsequently, these opportunities allowed the students to experience, practice, and observe valuable social skills including the building of positive relationships, empathizing with others, communicating effectively in a variety of ways, working with others cooperatively toward a common goal and recognizing and discussing issues of social justice. Based on specific criteria described by Hans and Weiss (2005), the findings from this study also highlighted the promise of the *Playbook* as a long-term sustainable educational resource at the classroom level. Evidence gathered from the teacher suggested that she considered the *Playbook* to be acceptable, adaptable, feasible and effective, which strengthened her commitment to continue using the resource.

As this is the first ever examination of the *Playbook* further investigations on the effectiveness and sustainability of the *Playbook* are warranted. As mentioned, a limitation of this study was its short duration and use of only one quarter of the *Playbook* lessons. The next step in research on the *Playbook* may then be to examine the effects of implementing the *Playbook* in its entirety. To come to a true conclusion on the effectiveness of the *Playbook* on fostering social responsibility it would be necessary to examine the outcomes associated with participating in all of the lessons. Further case studies using data collection methods such as those used in this study would be useful. Whether or not positive effects are found, a further step may be to examine the structure of the *Playbook* in greater detail to identify the teaching strategies used in each of the activities, and to understand the effects of those strategies on the development of social responsibility. Previous research has highlighted that using

specifically designed teaching strategies can enhance the development of social responsibility (Gibbons, Ebbeck, & Weiss, 1995) and that some strategies may be more effective on fostering the development of specific affective outcomes (Gibbons & Ebbeck, 1997). Understanding the outcomes related to having students participate in certain activities would enable teachers to optimally structure their lessons to elicit the desired outcomes.

While this case study highlighted a single teacher's perception of the *Playbook* as a sustainable educational resource, the evidence is not representative of all teachers. Further research in the form of well-structured observation sessions and teacher interviews is needed to determine if the *Playbook* is perceived to be an acceptable, adaptable, effective, feasible, and therefore a sustainable educational resource with different populations of Canadian elementary school teachers. Comments derived from teacher interviews and journals could subsequently be used by Right To Play to further develop and improve the *Playbook* to increase teachers' commitment to the program and enhance its long-term sustainability.

Developing socially responsible students is not only mandated by the BC Ministry of Education (2001a) as a PLO, but is also a necessary factor in creating safe, nurturing, inclusive schools and classrooms where students are provided with equal and optimal opportunities to learn. It is the teacher's responsibility to create and maintain these positive learning environments and as a result the school system gives teachers the flexibility to implement additional resources to help them achieve this. This study investigated one such resource that may be useful for teachers to foster positive classroom attitudes and behaviors, which revealed several implications for teachers. The participant teacher's perception of the resource revealed that the *Playbook* was acceptable for students in grades four through six and across the curriculum in courses such as language arts, social studies and a health and career education class. Recognizing the cross curricular functionality of the *Playbook* is not surprising as it was purposefully designed to be implemented in the courses listed above. However, what was

surprising was that the teacher felt many of the activities did not physically engage enough of the children for a long enough time for her to consider including this resource in her PE class. She further elaborated that by altering some of the activities to engage more of the children the Playbook would be a more acceptable PE resource. This finding may be useful in informing other teachers about the limitations of some of the activities, so that they can adapt them to achieve optimal participation and engagement. Perhaps one of the most important implications of this study is for teachers to understand that simply putting students into groups and teams will not guarantee affective development. If teachers are truly invested in enhancing their students' affective development it is important for them to know which teaching strategies target which learning outcomes. Properly structuring the classroom and learning activities will help teachers to achieve the PLOs of the curricula.

Evidence from this study also provided several implications to share with Right To Play. As described by the teacher the physical learning activities did not provide the students with enough physical activity for her to consider using this resource in PE. In the future when developing more lessons for Canadian elementary school teachers, Right To Play may consider designing new activities that engage more students in longer, more intense periods of physical activity or they may suggest ways for the teacher to alter the lessons to increase the students levels of physical activity. Additionally, research has shown that the development of social responsibility can be further enhanced with the use of specific instructional strategies used with the purpose to improve behavior (Gibbons & Ebbeck, 1997). When developing future resources Right To Play may consider integrating some of those strategies to increase the effectiveness of the *Playbook* lessons on fostering outcomes of social responsibility, such as localizing the global issues to more relevant community issues that the students can practice problem-solving and taking action on. For example, the students could organize a clothing drive for the homeless. The limitations of the CD story *Case of the Missing Red Balls* were also brought to light through this case study. First, the teacher felt that the story used inappropriate humor. Right To Play

may be interested in getting feedback from other teachers to see if changing the humor would increase teachers' commitment to this aspect of the lessons. Second, it was also highlighted that the story was not feasible to implement because it had to be used sequentially. Since many teachers use alternative educational resources as add-ons and implement them as they fit within the basic curriculum, Right To Play may choose to create a new story that does not require implementation in a sequential order, but independent stories that match specifically to each lesson.

The school is one of the most influential contexts for the development of children in our society. They have the difficult task bestowed upon them of balancing the learning of academic skills while providing multiple opportunities for students to experience, practice, observe and learn valuable social skills to “contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy” (BC Ministry of Education, 2008, p. 3). Implementing a sustainable educational resource such as the *Playbook* that combines the learning of academic materials and the development of social skills across the curriculum may be an effective means of achieving their vision.

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**Appendix A: Consent forms (parents, teacher, students)**

**University of Victoria | School of Exercise Science,  
Physical & Health Education**

***Parent Consent Form***

**Right To Play Playbook: Teaching Social Responsibility through Physical Activity-based Lessons on  
Global Issues**

Your child is invited to participate in a study entitled “Right To Play Playbook: Teaching Social Responsibility through Physical Activity-based Lessons on Global Issues” that is being conducted by Douglas Race.

Douglas Race is a graduate student in the department of Exercise Science, Physical and Health Education at the University of Victoria, and is currently living in Vancouver. You may contact him if you have further questions by phone at 778-772-2924 or by email at dougrace@uvic.ca.

As a graduate student, I am required to conduct research as part of the requirements for a Masters degree in Health Promotion. It is being conducted under the supervision of Dr. Sandra Gibbons. You may contact my supervisor at 250-721-8383 or sgibbons@uvic.ca.

**Purpose and Objectives**

The purpose of this research project is to examine the effectiveness of a physical activity-based teacher’s resource package, the “Right To Play Playbook”, in fostering the development of socially responsible behaviours in elementary-age youth. Student interactions, behaviours and perspectives will be analyzed for the building of positive relationships, improved communication, the development of cooperation and teamwork skills, and the ability to recognize and advocate against social injustices. A secondary purpose of this study is to understand the teacher’s perceptions of the Playbook as an effective teacher’s resource.

**Importance of this Research**

Research of this nature is important, because anti-social behavior during childhood can have long lasting physical, psychological and social implications. Previous research has proven the effectiveness of specially designed physical activity programs at producing outcomes of social responsibility in elementary-age children. However, few cross-curricular physical activity-based programs, such as the Playbook, have been examined.

**Participants Selection**

Your child is being asked to participate in this study because their teacher has volunteered to implement learning activities from the Right To Play Playbook into some of their classes. Their experiences in the lessons will answer the research questions.

**What is Involved**

If you agree to your child's participation in this research project, their participation will include one focus group discussion with Douglas Race during their lunch hour near the end of the term. Focus group discussions will be recorded with a digital voice recorder for data analysis and interpretation. Your child will also have samples of their written work from the Playbook lessons collected for analysis approximately once every two or three weeks. All students regardless of their participation in this project will be required to partake in the Playbook lessons taught by their teacher, and will be observed during their involvement. However, those that choose not to participate will not participate in the focus group and will not have their written work collected for analysis.

**Inconvenience**

Participation in this study may cause some inconvenience to your child, such as some time away from their lunch hour. I estimate that the focus group will take approximately 30 -45 minutes.

**Risks**

There are no known or anticipated risks to your child by participating in this research.

**Benefits**

This study will provide evidence on the effectiveness of the Right To Play Playbook teacher's resource as an educational tool to foster social responsibility in elementary-age children.

**Voluntary Participation**

All children in your child's class will be required to participate in the Playbook lessons taught by their teacher. However, if your child chooses to participate in the research project, they will participate in a focus group toward the end of the term and have samples of their written class work collected for analysis approximately once every two or three weeks. Your child's participation in this research must be completely voluntary. If your child does decide to participate, they may withdraw at any time without any consequences or any explanation. If they do withdraw from the study, their data from the collection of written assignments will be removed and copies of their work will be shredded. If they have already participated in a focus group, their data will still be included in the study but with no identifying information.

**On-going Consent**

To make sure that you and your child continue to consent to participate in this research, I will outline the requirements of participation in the study before entering into a researcher-participant relationship both verbally and through this consent form. I will also ensure that your child is aware that they can withdraw from the study at any time without consequence.

### **Anonymity**

In terms of protecting your child's anonymity, pseudonyms will be assigned to each participant and to the school at the data collection stage and will be used in the dissemination of results. Anonymity is limited because of the nature of the focus groups as each participant is aware of each other's responses. Participants will be told to avoid discussing the nature of the focus group responses with people outside of the study.

### **Confidentiality**

Your child's confidentiality and the confidentiality of their data will be protected by password for computer files, a locked cabinet for hard copies, and the destruction of data within two years after data collection.

### **Dissemination of Results**

It is anticipated that the results of this study will be shared with others in the following ways: thesis defense, a published article in an academic journal, and a copy of the results provided to Right To Play for their records.

### **Disposal of Data**

Data from this study will be disposed of within two years of data collection. Electronic data will be erased, and paper copies will be shredded.

### **Contacts**

Individuals that may be contacted regarding this study include the researcher, Douglas Race, and the researcher's supervisor, Dr. Sandra Gibbons. Contact information is listed at the beginning of this form.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or [ethics@uvic.ca](mailto:ethics@uvic.ca)).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

---

<i>Name of Participant</i>	<i>Signature</i>	<i>Date</i>
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***A copy of this consent will be left with you, and a copy will be taken by the researcher***



**Right To Play Playbook: Teaching Social Responsibility through Physical Activity-based Lessons on  
Global Issues**

You are invited to participate in a study entitled “Right To Play Playbook: Teaching Social Responsibility through Physical Activity-based Lessons on Global Issues” that is being conducted by Douglas Race.

Douglas Race is a graduate student in the department of Exercise Science, Physical and Health Education at the University of Victoria, and is currently living in Vancouver. You may contact him if you have further questions by phone at 778-772-2924 or by email at dougrace@uvic.ca.

As a graduate student, I am required to conduct research as part of the requirements for a Masters degree in Health Promotion. It is being conducted under the supervision of Dr. Sandra Gibbons. You may contact my supervisor at 250-721-8383 or sgibbons@uvic.ca.

**Purpose and Objectives**

The purpose of this research project is to examine the effectiveness of a physical activity-based teacher’s resource package, the “Right To Play Playbook”, in fostering the development of socially responsible behaviours in elementary-age youth. Student interactions, behaviours and perspectives will be analyzed for the building of positive relationships, improved communication, the development of cooperation and teamwork skills, and the ability to recognize and advocate against social injustices. A secondary purpose of this study is to understand the teacher’s perceptions of the Playbook as an effective teacher’s resource.

**Importance of this Research**

Research of this nature is important, because anti-social behavior during childhood can have long lasting physical, psychological and social implications. Previous research has proven the effectiveness of specially designed physical activity programs at producing outcomes of social responsibility in elementary-age children. However, few cross-curricular physical activity-based programs, such as the Playbook, have been examined.

**Participant Selection**

You are being asked to participate in this study because you are an elementary teacher in the Vancouver Lower Mainland area. Your experiences in the project will answer the research questions.

**What is Involved**

If you agree to voluntarily participate in this research, your participation will involve the minimum implementation of four Right To Play Playbook lesson, approximately once every two or three weeks.

You will be expected to write your experiences in a teacher's journal after the implementation of any Playbook activities following a response guide. Your class will also be observed, every time you implement a lesson from the Playbook. After confirming that no more Playbook lessons will be implemented, a time and place for a one-to-one interview with the researcher will be arranged. Focus groups will also be conducted with all of the consenting participants during their lunch hour, after arranging times and dates with the researcher. The interview and the focus groups will be recorded with a digital voice recorder for data analysis and interpretation.

**Inconvenience**

An interview with the researcher will require approximately 60 minutes of your time on a date arranged by you and the researcher during your school lunch hour. As well, approximately 20 minutes of your time will be required after the implementation of any Playbook lesson to write your experiences in a journal following a response guide.

**Risks**

There are no known or anticipated risks to you by participating in this research.

**Benefits**

This study will provide evidence on the effectiveness of the Right To Play Playbook teacher's resource as an educational tool to foster social responsibility in elementary-age children.

**Voluntary Participation**

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation.

**On-going Consent**

To make sure that you continue to consent to participate in this research, I will outline the requirements of participation in the study before entering into a researcher-participant relationship both verbally and through this consent form. I will also ensure that you are aware that you can withdraw from the study at any time with no consequence to you.

**Anonymity**

In terms of protecting your anonymity pseudonyms will be assigned to you, your students and to the school at the data collection stage and will be used in the dissemination of results.

**Confidentiality**

Your confidentiality and the confidentiality of the data will be protected by password for computer files, a locked cabinet for hard copies, and the destruction of data within two years after data collection.

**Dissemination of Results**

It is anticipated that the results of this study will be shared with others in the following ways: thesis defense, a published article in an academic journal, and a copy of the results provided to Right To Play for their records.

### **Disposal of Data**

Data from this study will be disposed of within two years of data collection. Electronic data will be erased, and paper copies will be shredded.

### **Contacts**

Individuals that may be contacted regarding this study include the researcher, Douglas Race, and the researcher's supervisor, Dr. Sandra Gibbons. Contact information is listed at the beginning of this form.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or [ethics@uvic.ca](mailto:ethics@uvic.ca)).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

---

*Name of Participant*

---

*Signature*

---

*Date*

***A copy of this consent will be left with you, and a copy will be taken by the researcher.***



**Right To Play Playbook: Teaching Social Responsibility through Physical Activity-based Lessons on  
Global Issues**

I understand that my parents (or guardian) have given permission for me to have my written assignments collected by the researcher and that I can participate in a group interview about my experiences in the program. I will be asked questions about my experiences in the Playbook learning activities such as (a) friendships I have made in class (b) my experiences working with my classmates (c) how I communicated with my classmates, and (d) how I felt about the lesson topics.

The written assignments and group interviews are part of a study about the feelings and experiences of elementary students involved in the Playbook learning activities done by Douglas Race, a Masters student at the University of Victoria.

I understand that I am willing to (a) let the researcher collect my written assignments, and (b) participate in a small focus group interview (5-6 students). I also understand that I can stop participating at any time and I won't get in trouble (nothing will happen to me if I want to stop).

I understand that my name and answers on my written assignments and group interview will be kept private.

Your signature below indicates that you understand the above conditions of participation in this study and that you have had an opportunity to have your questions answered by the researcher.

\_\_\_\_\_

*Name of Participant*

\_\_\_\_\_

*Signature*

\_\_\_\_\_

*Date*

*A copy of this consent will be left with you, and the researcher will take a copy.*



**Right To Play Playbook: Teaching Social Responsibility through Physical Activity-based Lessons on  
Global Issues**

***School - Permission Letter***

This letter is to request your permission for the \_\_\_\_\_ Elementary School to be involved in a research study entitled **“Right To Play Playbook: Teaching Social Responsibility through Physical Activity-based Lessons on Global Issues”**. This study is being conducted by Douglas Race. Douglas Race is a graduate student in the School of Exercise Science, Physical and Health Education at the University of Victoria. You may contact him if you have further questions by emailing him at [dougrace@uvic.ca](mailto:dougrace@uvic.ca) or telephoning him at 778 772 2924. Any questions in regards to the ethical approval/conduct of this study can be made to the University of Victoria, Human Research Ethics Board by telephoning 250 472 4545 or by emailing [ethics@uvic.ca](mailto:ethics@uvic.ca).

The purpose of this research project is to examine the effectiveness of a physical activity-based teacher’s resource package, the “Right To Play Playbook”, in fostering the development of socially responsible behaviours in elementary-age youth. Student interactions, behaviours and perspectives will be analyzed for the building of positive relationships, improved communication, the development of cooperation and teamwork skills, and an increased ability to recognize and advocate against social injustices. A secondary purpose of this study is to understand the teacher’s perceptions of the Playbook as an effective teacher’s resource.

A teacher in your school is being asked to participate in this study because they are an elementary school teacher in the Lower Main Land of BC, and their students are being asked to participate because they are enrolled in the class. Participation in this study will cause minimal inconvenience to the teacher and the students. The teacher will be asked to:

- (a) Implement one lesson from the Playbook approximately once every two or three weeks. Each lesson covers two class periods, and involves a physical activity lessons that is best implemented during physical education and a written assignment which can be done during social studies, language arts or health education. The teacher may choose to implement as many lessons as they like, but must implement a minimum of four lessons before the conclusion of the study.
- (b) Write their experiences, thoughts and feelings in a teacher’s journal at the end of the day, following a Teacher’s Response Guide, every time they implement a Playbook lesson.
- (c) Participate in a one-to-one teacher interview with the researcher during their lunch break or at an arranged time after school (approximately 60 minutes).
- (d) Allow the researcher to engage in participant observation during the implementation of any Playbook lesson.
- (e) Allow students to participate in a focus group discussion toward the conclusion of the study (approximately 30 to 45 minutes).

Student participants will be asked to participate in a focus group discussion and to submit their written assignments for analysis. A copy of the focus group and teacher interview questions has been included with this letter.

Research of this nature is important, because anti-social behaviour during childhood can have long lasting physical, psychological and social implications. Previous research has proven the effectiveness of specially designed physical activity programs at producing outcomes of social responsibility in elementary-aged children. However, few cross-curricular physical activity-based programs, such as the Playbook, have been examined.

Anonymity of the school, the school staff and the pupils will be protected with the use of pseudonyms in all cases. The possible benefit of the school's participation in this research includes the potential to inform other educators about the effectiveness of teaching lessons from the Right To Play Playbook on the development of socially responsible behaviours.

Participation by both students and teacher in this research will be completely voluntary. The teacher and any of the students may withdraw at any time without any consequences or explanation. If they withdraw, their data will be excluded from the study.

What is learned from this study will be communicated to others through a thesis defense and articles that the researcher will write. Some of these articles will be published in journals. All data from this study will be disposed of within two-years from the date of collection.

In addition to being able to contact the researcher at the above number, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the researcher's supervisor, Dr. Sandra Gibbons at the University of Victoria (250 721 8383).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had an opportunity to have your questions answered by the researcher.

\_\_\_\_\_

Name of District Representative

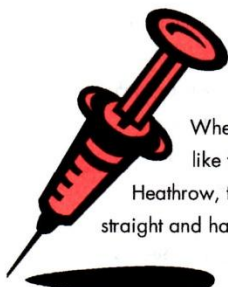
\_\_\_\_\_

Signature

\_\_\_\_\_

Date

## Appendix B: Case of the Missing Red Balls



### Part 1 – Mali, Measles, and Mystery

When the plane doors opened and I stepped out onto the platform I suddenly knew what it felt like to be a melting candle. And after our eight-hour flight to London, a few hours layover at Heathrow, then another eight hours to Bamako, the capital of Mali, I was having trouble seeing straight and having these momentary blackouts. Benny's face looked like uncooked pastry, and he kept saying things like, "If I'd known what a quick trip it was going to be I wouldn't have brought so many encyclopedias to read." Violet just kept muttering something about feeling like a mound of buffalo biscuits.

After clearing customs we stepped into a crowd of smiling and waving people waiting for family and friends. Then I noticed one particular happy face waving a sign that said, "TICKS." He looked at us like he knew who we were and waved.

"Bonjour, hello. Comment ça va? My name is Makan. Sorry, I am speaking only little English. Parlez-vous Français?" Benny and I looked like blank paper. But Violet turned on some instant translator in her head.

"Oui, je parle Français. Je m'appelle Violet," she said. After that she repeated everything he said to us in English. "He says he's a Right To Play volunteer coach. He was sent to meet us. He says to please follow him and he'll take us to our accommodations." We followed him out of the building to a battered, red pick-up truck.

As we stood in front of the truck we realized that we faced a seating predicament. "Oh, no problem," said Benny. "I ride in the back of trucks all the time." I don't think Makan caught it, but Violet and I noticed Benny roll his eyes, and then take out a large handkerchief from his pocket, which he used to wipe the area clean. Violet let out a quiet snort.

As we drove through the streets of Bamako, I was dazed by the crowd wearing brightly coloured clothing and head wraps. Many of the children wore western styled t-shirts and shorts. The buildings and streets were quite worn down from years of civil war. Cars, mopeds, trucks, buses, donkey carts, pedestrians, bicycles, and goats and sheep all vied for a piece of the road. Even on the busiest street in Vancouver I've never seen such busyness and activity.

Amongst the buyers and sellers I couldn't help noticing all the people sitting on the dusty road begging, some too sick or weary to move. They looked hopeless and hungry. All of a sudden my past feelings of pity for stray dogs at the city animal shelter or despair over a lost favourite toy seemed shallow compared to what I was feeling now. Those real-life pictures were a lot harder to look at than the statistics about poverty and death rates I'd been reading just a couple of days earlier.

Along the way Makan told us about the things he'd been doing with kids in Bamako, and I remembered reading about him in my briefing notes. His Right To Play supervisors said he was really motivated and enthusiastic about using the program to teach kids about being healthy. "He said his country is beautiful and the people are hard working, but they have been beaten down by many years of corruption and poverty," Violet interpreted. "He used to feel things were hopeless. But now he can see that he is making a difference. Once thousands of children were dying from easily preventable diseases like measles and polio, but now fun sports festivals have attracted the children to come and play or just watch if they want. While they're playing they also learn about vaccinations. He said that their last sports festival was more successful than they had ever dreamed. He thinks measles and polio will soon be history!"

Just then the truck brakes squealed and we pulled up front of what I guessed was our hotel. The building's bright-blue paint was peeling and the windows had bars painted yellow. Benny jumped out of the truck and was stretching his back. While he was trying to flatten the creases in his khaki safari suit he said, "Oh now, doesn't this place look homey."

"Makan was just explaining that he'll wait here for us and then we'll go to where he runs his Right To Play programs," said Violet.

"Well, you'll have to explain to him that we can't do that right now. We have an interview scheduled with Freddie Kanoute and Seydou Keita, the famous Olympic football players who have been spokesmen for Right To Play here in Mali. Mr. Smucker set it up," said Benny.

Violet turned to Makan and translated what Benny had said. Makan's eyes bulged like golf balls when she mentioned the two football players. Then he spoke so quickly that Violet had to wave at him to slow down. "He says he never heard anything about this plan. If the two football players are seeing us, it's a surprise to him. Maybe we were given incorrect information," said Violet.

"Impossible!" snorted Benny. "Mr. Smucker confirmed this information himself and communicated it to me via the laptop computer. I even printed out the e-mail with the details. It said their team is at the stadium practising all day." He pulled out the paper from one of the ten thousand pockets on his safari jacket. "Show it to him, Violet."

Makan glanced at the paper with the names, date and interview location. Then he looked at us and shrugged. Violet interpreted. "He says, 'Okay.' He'll take us there after we check in to the hotel. But he isn't convinced."

"Well, obviously the guy's on a 'need to know' basis with his supervisors," said Benny, still working on the creases in his pants.

An hour later we were zipping along the streets of Bamako again, heading for the football stadium. Makan was telling us more stuff about Mali, like how less than half the people could read and that most people only lived till their late forties. That freaked me out—my Dad is 47 and my mom is 43. Then I thought about my grandparents, who are like seventy. I could sure see why the Right To Play people wanted to use sports to get the message of better health across to Malians.

When we arrived I was surprised at how nice the place looked. I guess I didn't imagine a country as poor as Mali would think a national sports stadium was so important. We headed through the high archway into the inner field where a practice session was going on. I felt like I was on a sugar high as I watched the guys move the ball around the field like magicians. And that goalie—he must have wings on his heels! A couple of men with the word ENTRAÎNEUR printed on their shirts noticed us and came over. Violet explained to the two coaches that we were the International Investigators for Youth Issues for TICKS and we had an appointment to speak with Freddie Kanoute and Seydou Keita.

The two men looked at each other for a moment and then started gesturing wildly. Violet interpreted, "Freddie and Seydou aren't here and can't be contacted."

"But . . . that's crazy . . .," spluttered Benny. "You tell them we've come half way around the world to see them . . . and . . . and besides . . . we have an appointment!" It looked like all the wrinkles in Benny's suit had moved onto his face. Before Violet had a chance to say another word the two coaches smiled, said "au revoir" and walked back towards the team practising on the field. That was it. The end!

We walked back to the truck in stunned silence. Suddenly a queasy feeling swept over me and I felt all the heat, excitement, disappointment, lack of sleep, and jetlag catch up to me all at once. Then all the lights went out in my brain and everything went black.

\*\*\*\*\*

Did I ever feel like an idiot! I was still blushing every time I thought about how I'd passed out on that soccer field in Bamako. All the athletes and coaches ran over to look. Then Makan and Benny had to pick me up and lay me out in the back of the truck. I was so weak that I couldn't even punch Benny in the arm when he said, "Girls!" in that exasperated way guys do when they think we're all a bunch of weaklings. Lucky for me, Violet got him good the next morning at the hotel. She'd caught a couple of rather large local insects that night and put them in his cereal bowl the next morning while we were waiting for him to arrive. Let's just say that high-pitched squeal of his turned a lot of heads.

It didn't take long before I was feeling like myself again. Violet dug around in a little bag that she carries with her everywhere, and made a kind of tea that she insisted I drink. She said it was teaberry—*Gaultheria procumbens* and that it would refresh my energy. I guess it worked, even though it tasted like bilge water.

Before we left Mali we got a chance to go with Makan to the place where he runs his play days. He's doing something right because those kids looked so happy and healthy. He told us that every kid and their family had been immunized for measles and polio at the sports festival he'd helped to organize. He must feel good making such a difference in so many lives.

It was disappointing not to meet with Freddy and Seydou. It was kind of weird that they weren't there to meet us, but it was even stranger the way the coaches were acting. Violet said it was probably Rick TICK who goofed up and sent us on some wild goose chase. Benny was acting all loyal and stuff and said we shouldn't doubt the Mr. Smucker. Personally, I thought it was just one of those things—no big deal.

I was sure glad our flight to Sierra Leone was just a hop, skip, and a jump—well, it was a hop to Dakar, Senegal and then a bit more of a jump to Sierra Leone actually. Not quite so easy to get direct flights here as it is at home. After Benny submitted his Mali journal entry to Mr. S., we got word to carry on to Sierra Leone. Our Head TICK had set up a meeting with two more of Right To Play's Olympic athletes—soccer players. Right on! He told us some guys called the Bungalow Boys would come for us at the airport. I felt sure our next visit with the volunteer athletes would be more successful. No passing out this time either!

## Appendix C: Country Fast Facts

**Republic of Mali Fast Facts****Capital City:** Bamako**Population:** 12,291,529**Total Area:** 1.24 million sq km**Population density (people/sq. km):** 9.91**Climate:** arid to subtropical

**Ethnicity:**

- Mande 50%
- Peul 17%
- Voltaic 12%
- Songhai 6%
- Tuareg and Moor 10%
- Other 5%

**Languages:**

- French (official)
- Bambara 80%
- Numerous African languages

**Religion:**

- Muslim 90%
- Indigenous beliefs 9%
- Christian 1%

**Government:** Republic**Currency:** Communaute Financiere Africaine franc**Life Expectancy:** total population: 48.64 years (male: 46.68 years; female: 50.66 years)**Literacy:** total population: 46.4% (male: 53.5%; female: 39.6%)**GDP per capita:** \$1,000**Unemployment** : 14.6%**Population below Poverty Line:** 64%**Economic Aid - Recipient:** \$472.1 million

**Right To Play SportHealth Project in Mali****Project Name:** Mali SportHealth Project (Bamako)**Project Start-Date:** November, 2002

**Key issue/problem being addressed:** Conditions in Mali contribute to a potential for an HIV and AIDS explosion. In particular, adolescents 10-14 years and youths 15-19 years, which represent 35-40% of the population, are considered to be the most vulnerable to HIV infection. The knowledge, attitudes and practices of Malians in relation to HIV and AIDS greatly contribute to the threat posed by the disease.

To reverse this trend, a major effort is required to assist and mobilize communities at the regional and local level. The World Health Organization (WHO) in its Child and Adolescent Health (CAH) division recognizes the importance of play and sports in improving growth and development outcomes for 0-19 year olds. Sport and play is an effective tool to address health, education, environment, and economic issues. Sport and play activities provide communities an opportunity to incorporate health education and prevention messages.

## Appendix D: Playbook Lessons Implemented (Lessons Day 1 through Day 4)

WebMail

Page 1 of 2

Current Folder: **Thesis**[Sign Out](#)[Compose](#) [Addresses](#) [Folders](#) [Options](#) [Search](#) [Help](#)[University of Victoria](#)[Message List](#) | [Unread](#) | [Delete](#)[Previous](#) | [Next](#)[Forward](#) | [Forward as Attachment](#) | [Reply](#) | [Reply All](#)**Subject:** re: Request Permission To Copy**From:** "Julia Myer" <jmyer@righttoplay.com>**Date:** Tue, March 29, 2011 2:44 pm**To:** "dougrace@uvic.ca" <dougrace@uvic.ca>**Priority:** Normal**Options:** [View Full Header](#) | [View Printable Version](#) | [Download this as a file](#) | [View as HTML](#)

Hi Douglas,

Congratulations on completing your thesis on Right To Play's Playing To Learn, Learning To Play! I know you've been working on this diligently.

I'm interested in hearing the conclusions you made on our resource because I'm in the process of re-writing, re-designing and refreshing the school kit for distribution in the Fall of 2011.

You are more than welcome to include the lesson plans from Learning To Play, Playin To Learn in your thesis. They are for public use.

I look forward to hearing from you.

Best wishes,  
Julia

Julia Myer  
Manager, School and University Partnerships  
Right To Play  
65 Queen Street West, Suite 1110, Box 64  
Toronto, Ontario, CANADA M5H 2M5  
416-203-0190 Ext. 324  
www.righttoplayschools.ca

-----Original Message-----

From: [dougrace@uvic.ca](mailto:dougrace@uvic.ca) [<mailto:dougrace@uvic.ca>]

Sent: Tuesday, March 29, 2011 12:34 AM

To: Canada

Subject: Request Permission to Copy

Hello,

My name is Douglas Race and I am a graduate student at the University of Victoria

[https://wm3.uvic.ca/src/read\\_body.php?mailbox=INBOX%2FThesis&passed\\_id=151&star...](https://wm3.uvic.ca/src/read_body.php?mailbox=INBOX%2FThesis&passed_id=151&star...) 3/30/2011

WebMail

Page 2 of 2

and ex-president of the Right To Play University of Victoria chapter. For my thesis project I chose to evaluate the Learning to Play, Playing to Learn teacher's resource on fostering social responsibility in elementary-aged children for which I will share the results of my study with the Right To Play organization shortly. In my thesis I would like permission to include a copy of the lessons I implemented, which means that the University of Victoria will make them available for all persons wanting to read my thesis in the final bound and printed version. Do I have your permission to include them as appendices in my thesis?

If you have any further questions please feel free to contact me by email or by phone (778)772-2924.

Sincerely,

Douglas Race

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**Attachments:**

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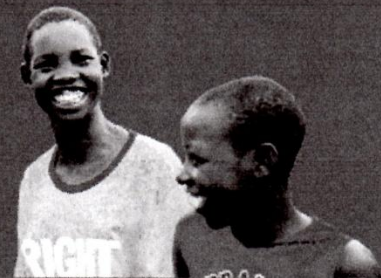
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LEARNING TO PLAY PLAYING TO LEARN

A GRADE 4-6 SOCIAL STUDIES, LITERACY, AND PHYS. ED. RESOURCE

# Playbook



when children play, the world wins



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[www.righttoplay.com/teachers](http://www.righttoplay.com/teachers)

## ABOUT RIGHT TO PLAY

### *Look after yourself, look after one another*

All children have the right to play, and play has an essential role in teaching us important life lessons. In many parts of the world, children face unimaginable challenges. War and poverty are a way of life. Children lose their families to disease, and are recruited to fight as child soldiers. But many of these kids are making an amazing comeback with the help of **Right To Play**. Through sport and play programs, **Right To Play** empowers children and communities



to look after themselves and each other. As of 2006, **Right To Play** has over 40 projects in 23 countries across parts of Africa, Asia, and the Middle East that reach about 500,000 children. Over 80 International Volunteers are in the field, training 6,000 Local Coaches.

**Right To Play** is dedicated to improving the lives of people in these communities through the power of play. Learn more at [www.righttoplay.com](http://www.righttoplay.com).

## when children play, the world wins

Well-designed sport and play programs help guide children on a positive path to healthy development. Sport and play teach important values and life skills including leadership, self-confidence, teamwork, conflict resolution, discipline, respect, and fair play.

**Right To Play** works closely with communities to set up the

networks and infrastructure necessary to support sustainable local ownership of sport and play programs. **Right To Play** uses five coloured balls to represent the healthy development of all children. These balls are incorporated into the training of local youth in countries around the world, and they are incorporated into this program.



Silken's Active Kids Movement believes in the power of play. Through its Web site and quarterly conference calls, it inspires, supports, and connects a Community Action Network (CAN) of Canadians who want to increase physical activity in Canadian children. Silken Laumann has also authored *Child's Play*, a call to action to rediscover the joy of play in our families and communities. Silken is

also proud to be an Athlete Ambassador for Right To Play and to act as the Chair of their International Board of Directors. To learn more about Silken's Active Kids' Movement visit [www.silkensactivekids.ca](http://www.silkensactivekids.ca).



Operation Kids' mission is to help improve the life of the Whole Child by addressing health, education, safety, environment and well-

being for all children. By uniting with the best children's charities in the world, a single community is created that the public can trust.

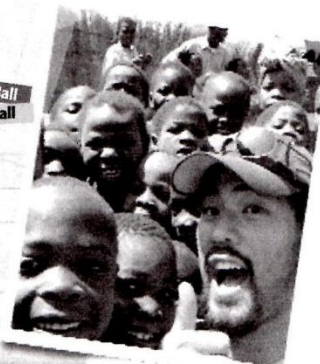


A delicious daily dietary supplement, XanGo Juice harnesses the nutritional attributes of the whole mangosteen fruit. XanGo supports Right To Play as one of the Operation Kids' Charities.

# ARE YOU A SURVIVOR?

Blue Peace Ball

Red Mind Ball



## GOALS:

- Learn what constitutes a basic need, including human development (play)
- Understand how Right To Play works to ensure these needs are provided for children in the world's most disadvantaged places.

## EQUIPMENT:

- CD Story: *The Case of the Missing Red Balls*
- CD: Survival Basics and the five Survival Cards
- Materials: coloured cards, paper, pencils

## RULES:

**Right To Play** believes play is an essential element for a healthy life. No matter where you live, survival encompasses not only shelter, food, water, and basic education, but also human development—the opportunity to be challenged, to play, and to grow. Beyond the obvious physical benefits, sport and play foster three protective factors in children: resilience, a meaningful connection to adults through the coaching relationship, and a sense of safety and security through regular activity. Children learn the important skills of teamwork, communication, self-confidence, inclusion, discipline, respect, and fair play. **Right To Play** helps provide programs that put children on a positive path to healthy development. As students explore the concept of basic needs, help them to understand that play is an essential part of a fuller and happier life.

## GET THE BALL ROLLING:

Read the story.

**PRE GAME WARM-UP:** Print the five Survival Cards from the CD. Photocopy them on five different coloured sheets of construction paper and cut them into individual cards. Hide the cards in the classroom. Divide students into six groups. Send them on a “hunt” to find one card of each colour, though they may opt to keep all cards they find. When one team has gathered one of each coloured card, end the game.

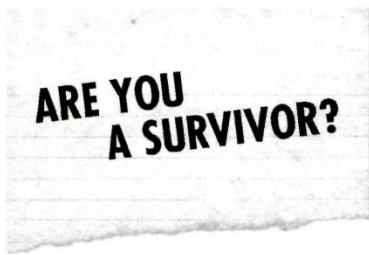
**REALITY TV TIME!** A new reality TV show needs students! As the producer, you will drop each team of students on a small, deserted island with few resources for an entire month. The water is unfit to drink, there are no edible plants or animals, and there are no caves or ready-made shelters.

- In their groups, students brainstorm and record a list of 20 things to pack. Students may use the cards they collected in the hunt as “givens” and do not need to pack these items.
- Students complete their lists. The TV producer (teacher) tells them to remove five items from their luggage—it will increase the drama and improve ratings!

- This is repeated, removing another five items, and yet another five.
- The teacher hands out the student worksheets, one to each group of six. Groups list the five most “essential” items that remain on their lists, and why they kept them.

**POST GAME WRAP-UP:** Are there “basic survival” elements that all teams needed? What are they? (The five Survival Cards) Would the list change if you were left on the island indefinitely (e.g., how are you going to amuse yourself)? In the initial part of the activity, did teams hoard extra cards (e.g., two blues) even though they only needed one of each to complete the game? How did this affect the game? In the real world there are basic survival resources for all, however, wealthy countries control and use many of them, leaving others without. Why?





NAMES: \_\_\_\_\_

**What things do you need to survive?**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**How would your life be altered if you lost any one of the survival basics?**

Survival Basic 1: \_\_\_\_\_  
 How my life would change: \_\_\_\_\_

Survival Basic 2: \_\_\_\_\_  
 How my life would change: \_\_\_\_\_

Survival Basic 3: \_\_\_\_\_  
 How my life would change: \_\_\_\_\_

Survival Basic 4: \_\_\_\_\_  
 How my life would change: \_\_\_\_\_

Survival Basic 5: \_\_\_\_\_  
 How my life would change: \_\_\_\_\_

**Other important elements that would make my life better:** \_\_\_\_\_

**What "essential" survival elements do children in developing countries lack?** \_\_\_\_\_

Trace one of the team members' outline on a large piece of paper. Section the paper into pieces like a puzzle and write the agreed upon survival basics—"shelter," "food," etc., including what makes it a critical element.

## Are You a Survivor?

### RIGHT TO PLAY SURVIVAL BASICS

We are fortunate to live in a country where the survival basics are provided, a world of safety and comfort, compared to many nations in the world.

Imagine you are stranded on a desert island, with only the clothes on your back and a choice of five survival "items." What would you take? What would you need? One rule of thumb is called the "rule of threes" —Three hours without warmth in cold conditions, three days without water, and about three weeks without food.

#### Water

Most Canadians have access to clean and accessible water. Water is *the* essential survival basic—without it, you will die. Limited amounts of water dull your mind, and unclean water can make you seriously ill. Our ancestors chose to locate our major cities and towns near sources of water—lakes, rivers, streams and underground aquifers. Farms and cottages often have a well. Where water is less abundant, there are clever ways that people have used to locate water, even in harsh environments like the desert. Digging in stream beds, looking for water in rainstumps, or even collecting the dew from plants at dawn are all creative ways to supply this survival essential. Some peoples have even learned to collect water through stills (apparatus used in the collection of liquid through distillation). However you access it, water is a survival basic.



#### Food

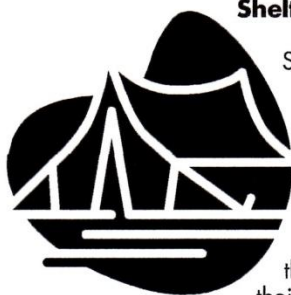
People can last without food for up to three weeks—much longer than you can last without water. A regular supply of food is important as a lack of food makes you weak and liable to succumb to the cold. Humans are omnivorous and have options for food—meat and plants. In Canada, we are fortunate to have the wealth to access foods from around the world, in any season.

In remote and poorer places, foods grown locally and in season are the only foods available. Life in Canada's past was similar, with harsh weather creating much difficulty in securing a stable food supply. What can you eat in the middle of a long, cold winter? How do you preserve food in the heat of summer? Generally, large game was hunted by men, and women and children trapped smaller animals. In the spring, summer, and fall, berries and other plants were gathered. Catching wild game is much harder than it looks, for many people fishing was an easier way to gather valuable protein.



Gathering wild plants provided another source of food—berries can be a staple, but you had to be familiar with what you were picking to avoid poisoning yourself. Agriculture and domesticating animals was a development that allowed early civilizations a ready and continuous source of food. An often overlooked source of nutrients is insects, which are rich in protein and fat (but avoid stinging insects).

### Shelter



Shelter is important as a place to stay warm at night, and a site to keep a continuous fire going. The colder it gets, the more the ability to think clearly is hindered. A good shelter is dry and protected from the elements, but preferably close to a water source. An uninhabited cave is a natural choice, and basic shelters can be made from trees and branches. People have used their environment very creatively to design shelter—in the far north, homes are constructed out of snow. Natives in North America made their homes of animal skins, which had the added benefit of making their shelters portable! Shelter in modern Canada comes in many forms—from tents to trailers to houses and condos.

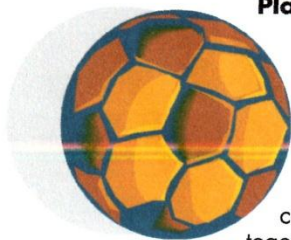
Clothing is really a basic form of shelter, though nowadays most of us might think of its primary function as a protection for our modesty. How is clothing a shelter? It performs an essential basic by providing warmth and protection from the sun, rain, and snow.

### Fuel (Warmth and Cooking)

How would we manage with matches? Not well. A nonexpert's chances of making fire by twirling sticks against a rock are practically nil—there is a good reason why the ability to make fire was historically a valuable and protected skill. In Canada, we are fortunate to have the wealth and resources to build homes that are fueled in a multitude of ways— electricity, gas, propane, oil, coal, and wood to name just a few.



### Play



Humans learn to understand their world through play. Watch any young animal at play, and you will see concentration, passion, and basic skills being developed. Play teaches us limits and how to interact with each other. We learn about ourselves, our environment, and the people around us through the power of play. We get exercise and strengthen our bodies and minds—learning our limits and what we are capable of. Humans learn how to problem-solve, cooperate, and work together through play. It is also a survival basic.

## Description of the lesson “Are You a Survivor?”

Instruction Date: Thursday Sept 21, 2010 Time: 12:37pm – 2:00pm

### *Goals of the lesson:*

The first goal of the lesson was met, while the second goal of the lesson was not because Ms. Jacobs chose not to integrate information about Right To Play into the lesson.

### *Equipment:*

- The story “Case of the Missing Red Balls” and the survival basics definition page was not read or distributed
- The five survival cards were printed on colored sheets of paper.

### *Pre-game warm-up:*

This section was completed as outlined. Students were broken into 6 groups (5 groups of 4 students and 1 group of 5 students)

### *Reality TV Time:*

- 1) The lesson was slightly altered. Instead of being told that they were packing to participate in a survivor-like game show, the students were told that they were packing for vacation. The teacher thought this situation would be more realistic.
- 2) Part two, three and four were completed as outlined in the Playbook.

### *Post-game wrap-up:*

This section of the lesson was completed at the end of the class. After the activity the students stayed in their groups and started to fill out the worksheet together. Ms. Jacobs asked all of the prompting questions provided and asked additional questions such as:

- For those groups that were lacking an item, how would you feel if I took your water or how would you feel if you didn’t have any water?”
- In some parts of the world are their children who do not have the survival basics? What are the consequences?
- Do think that without the 5 survival basics you could live a full life?

For the final questions “In the real world there are survival resources for all, however, wealthy countries control and use many of them, leaving others without. Why?” the students were given 15 minutes to individually write their answers on a piece of paper. The answers were collected by Ms. Jacobs at the end of the class.

### *Written worksheet:*

This section was completed after the Reality TV Time activity and before the post-game wrap-up. Students completed the worksheets in the groups that they were originally placed in at the start of class (1 sheet per group).

# OPERATION IMMUNIZATION

Green Health Ball

Black Body Ball

Compare immunization practices between Canada and the developing world

## GOALS:

Learn about the role of immunization in places like Africa



## EQUIPMENT:

- CD Story: Part 1—“Mali, Measles, and Mystery”
- CD: Mali Fast Facts
- Four margarine containers, two empty pill bottles, one smaller empty pill bottle, water, rice
- Visit **Right To Play**'s resource link on the Mali Measles Campaign at [www.righttoplay.com/teachers](http://www.righttoplay.com/teachers)

## GET THE BALL ROLLING:

Read the story. Review the Mali Fast Facts.

- 1 Clear a large area for a relay race. Divide students into two teams: Canada and Mali.
- 2 Set up four large containers in the corners of the relay area. The two containers where the teams are lined up should be filled with rice (indoors) or water (outdoors). The containers on the other end should be empty.
- 3 Students are responsible for “immunizing” the children of their country by transferring the “medicine” (rice/water)

from the drug manufacturer (the full container) to the local clinic (the empty container). This is done using an empty pill bottle.

4 Start the relay. Remind students that there are lives at stake! Encourage them to carefully transport their precious medicine (rice/water). This is a game of speed and skill.

5 After a few minutes, blow a whistle to halt the game. Report that you have some terrible news from Mali. The government has decided to divert money from health care to the military in response to a recent attack on its capital city. Replace the Mali team's pill bottle with a smaller-bottle. Students may complain that it isn't fair, but simply blow the whistle and tell them to keep playing.

6 Continue blowing the whistle during the relay with messages for the Mali team:

- “Three team members failed to receive immunization as children and have become ill. The three students whose first names are closest to Z in the alphabet will continue to play, but must do so by running backwards.”
- “Two team members were playing football at a local recreation centre but due to lack of funding the floor boards became unstable. They fell and were

injured. Students whose first names are closest to A in the alphabet continue to play, but must hop on one foot.”

- “Mali does not encourage the education of females. All Mali girls will continue the game, but they must walk.”
- “A fierce storm has wreaked havoc on Mali. The local drug manufacturer was closed down. Take half of your remaining medicine and remove it.”

7 At the point when the students on the Mali team realize that they cannot win given these conditions, stop the game. Gather all students to discuss the experience.

**POST GAME WRAP-UP:** What was unfair about this game? How is this like the real situation in Mali? Use each example from the game in your discussion: war, illness, injury, status of women/girls, natural disaster. Who won the game? How will the efforts of organizations like **Right To Play** help to make everyone a winner in the “immunization game”? Have students complete the worksheet. Please note that HIV/AIDS is listed as one of the diseases for research. Depending upon the maturity level of the class, and your own comfort level, you may want to consider excluding it from the activity.

## OPERATION IMMUNIZATION



NAME: \_\_\_\_\_

Do you like needles? Chances are you have had a few. Why? Immunization is a normal part of life in Canada. Most babies and children are immunized regularly to protect them from diseases such as MMR (measles, mumps, and rubella), and DTP (diphtheria, tetanus, and polio). Immunization works so well, we rarely hear of these diseases. But in countries like Mali, West Africa, polio and measles are still a leading cause of vaccine-preventable death amongst children.

**In small groups, compare immunization practices between Mali and Canada. Pick one of the diseases listed below and use the Internet to help you answer the following questions. Please visit the resource link at [www.righttoplay.com/teachers](http://www.righttoplay.com/teachers) to find more information on the Centers for Disease Control and Prevention. Share your findings with the rest of the class.**

1. Name of disease: \_\_\_\_\_
2. Describe its symptoms, duration, treatment: \_\_\_\_\_  
\_\_\_\_\_
3. What are the long-term effects of this disease, if any?: \_\_\_\_\_
4. Is it preventable? \_\_\_\_\_
5. Is it treatable? \_\_\_\_\_
6. How many Canadians suffer from it? \_\_\_\_\_
7. How many Malians suffer from it? \_\_\_\_\_
8. What is being done to prevent or treat the disease in Canada (nationally funded immunization programs, education, etc.)? \_\_\_\_\_  
\_\_\_\_\_
9. What is being done to prevent or treat the disease in Africa? \_\_\_\_\_

**As a class, answer the following questions:**

1. What diseases are unique to Canada? \_\_\_\_\_
2. What diseases are unique to Mali? \_\_\_\_\_
3. Can you explain these differences? \_\_\_\_\_  
\_\_\_\_\_
4. Are there any diseases on this list for which no vaccine exists? \_\_\_\_\_
5. Which disease on this list has been eradicated worldwide? \_\_\_\_\_
6. Why is the work of **Right To Play** so important? \_\_\_\_\_  
\_\_\_\_\_

**List of Diseases:**

Cholera	Diphtheria	Dengue Fever	Hepatitis A	Hepatitis B
Hepatitis C	HIV/AIDS	Lyme Disease	Malaria	Measles
Meningitis	Mumps	Polio	Rabies	Rubella
Smallpox	Tetanus	Tuberculosis	West Nile Disease	Yellow Fever

**Ms. Jacobs' adaption of the *Operation Immunization* worksheet:**

**Cholera** - Cholera is one of the oldest known causes of epidemics. It has caused 7-recorded pandemics since 1816 (pandemics are epidemics affecting a large number of people, in more than one country). Rare in developed countries, it still occurs frequently in countries with poor sanitation and crowded living conditions. The main source of contamination is humans. Food and drinking water can become contaminated, and cause outbreaks.

**Diphtheria** – Diphtheria is a serious infection of the nose and throat caused by bacteria. Because of immunization, diphtheria is now very rare in Canada, but there are still known outbreaks in other countries.

**Dengue Fever** - Dengue is prevalent throughout the tropics and subtropics. Outbreaks have occurred recently in the Caribbean, including Puerto Rico, the U.S. Virgin Islands, Cuba, and Central America. Cases have also been imported via tourists returning from areas with widespread dengue, including Tahiti, Singapore, the South Pacific, Southeast Asia, the West Indies, India, and the Middle East. Because a virus causes dengue fever, there is no specific medicine or antibiotic to treat it. For typical dengue, the treatment is purely concerned with relief of the symptoms (symptomatic). Rest and fluid intake for adequate hydration is important. Aspirin and non-steroidal anti-inflammatory drugs should only be taken under a doctor's supervision because of the possibility of worsening hemorrhagic complications. Acetaminophen (Tylenol) and codeine may be given for severe headache and for the joint and muscle pain.

**Hepatitis A** - Hepatitis A is a preventable disease of the liver caused by the hepatitis A virus (HAV), which can last from a few weeks to several months. It does not lead to chronic infection. You can protect yourself against hepatitis A by always washing your hands with soap and water after using the bathroom, before preparing meals, and before eating. There is also a vaccination available.

**Hepatitis B** - There is a vaccine that provides protection against hepatitis B. The vaccine is highly recommended, as it is 95 per cent effective in preventing hepatitis B infection and its chronic consequences. The majority of younger British Columbians are now immune to hepatitis B due to the addition of the universal Grade Six immunization program that has been in effect since 1992 and the universal infant vaccine program since 2001.

**Malaria** - Malaria is an infection of the blood caused by single-celled protozoa of the genus *Plasmodium*. When plasmodia are injected into the blood by a mosquito, they invade red blood cells and cause potentially serious illness. Malaria affects tens of millions of people worldwide. Malaria affects tens of millions of people worldwide. Fortunately, it can be largely prevented by avoiding mosquito bites and by using preventive drugs in parts of the world where it is transmitted.

**Measles** - Measles is most often a childhood disease caused by the measles virus. Complications and death can result from a measles infection, most commonly in infants less than 12 months old and in adults. Since the introduction of the measles vaccine, rates of measles infections have dropped greatly. In 2007, there were only 2 cases of measles in BC.

**Meningitis** - Meningococcal disease is a severe infection caused by a bacterium called *Neisseria meningitidis*. Since the introduction of routine meningococcal immunization, the rates of meningitis in children have steadily declined. Among children 1 to 14 years old, there was only one case of meningococcal meningitis in BC in 2007.

**Mumps** - Mumps is an infection caused by the mumps virus. Infections occur most often in childhood but can happen in adults. Since the introduction of the mumps vaccine, rates of mumps disease have dropped greatly.

**Polio** - Polio is a highly infectious disease caused by a virus that invades the nervous system, causing paralysis and difficulty breathing. Widespread use of the polio vaccine has caused polio to be eliminated from many parts of the world. In 2009, polio continues to occur in parts of India and Africa. In 1994, Canada was certified as a "polio free" country, along with the rest of the Americas. Within the last 30 years, the only polio cases in British Columbia were non-vaccinated residents who had contact with polio-infected visitors from another country.

**Rabies** - Rabies is also known as hydrophobia, because one of the symptoms is paralysis of the throat muscles leading to a fear of water. Infected mammals spread this viral encephalitis. Dogs are responsible for most of the cases worldwide; in B.C., bats are currently the only known reservoir. Bats and other wild animals deserve our respect, and should not be touched or bothered, which can lead to potentially harmful contacts. The disease can be prevented by vaccination, but the best prevention is avoidance

**Rubella** - Rubella is an infection caused by a virus. Rubella infection in pregnant women is dangerous and can cause congenital rubella syndrome (CRS) in the baby. This infection was once an important cause of congenital malformations and mental retardation in newborn babies and children in BC. The rubella vaccine has nearly eliminated rubella and CRS in BC, with no cases reported in most years.

**Smallpox** - Smallpox, which is believed to have originated over 3,000 years ago in India or Egypt, is one of the most devastating diseases known to humanity. For centuries, repeated epidemics swept across continents, decimating populations and changing the course of history. In 1967, when WHO launched an intensified plan to eradicate smallpox, the "ancient scourge" threatened 60% of the world's population, killed every fourth victim, scarred or blinded most survivors, and eluded any form of treatment.

Through the success of the global eradication campaign, smallpox was finally pushed back to the horn of Africa and then to a single last natural case, which occurred in Somalia in 1977. A fatal laboratory-acquired case occurred in the United Kingdom in 1978. The global eradication of smallpox was certified, based on intense verification activities in countries, by a commission of eminent scientists in December 1979 and subsequently endorsed by the World Health Assembly in 1980.

**Tetanus** - Tetanus is a disease caused by a bacterial infection. Tetanus bacteria typically enter the body through a wound or cut. The bacteria make a toxin that causes severe muscle spasms. There is now less tetanus in BC because of tetanus vaccines. Four cases of tetanus were reported in BC in 2007. These are the first cases of tetanus reported in BC since 2001. One case was in a child who had minor injury outdoors and was not immunized due to philosophical objections. The other three cases were aged over 50 years. None had an available record of immunization. All three of these cases were fatal.

**Tuberculosis** - Tuberculosis (TB) is an infection caused by slow-growing bacteria that grow best in areas of the body that have lots of blood and oxygen. That's why it is most often found in the lungs. This is called pulmonary TB. But TB can also spread to other parts of the body, which is called extra pulmonary TB. Treatment is often a success, but it is a long process that takes about 6 to 9 months.

**West Nile Disease** - West Nile Virus (WNV) is considered to be the most widely distributed vector-borne disease in North America, and has now been detected in B.C. From 2002 through 2008 there have been 4,511 clinical cases (i.e. showing symptoms) of WNV infection in Canada. It is only one of many diseases around the world that are spread by mosquitoes. Although most people who get infected will not feel any symptoms, the disease can be serious for one person out of about every 150 who are infected. Fortunately, it is fairly easy to lower your risk of infection, by avoiding mosquito bites.

**Yellow Fever** - Yellow fever is so-named because jaundice from the disease turns the skin and eyes a yellow colour. Yellow fever is reportable to the World Health Organization. The virus that causes yellow fever is spread by mosquitoes, and belongs to the Flaviviridae family of viruses - the same family as West Nile Virus and Dengue Fever. Although it is endemic in Africa and South America, yellow fever does not occur in Canada. In the ten-year period from 1999 through 2008, only one travel-related case was reported to the BC Centre for Disease Control.

## Operation Immunization

1. Pick one of the diseases from the booklet. \_\_\_\_\_
2. Is this disease preventable? \_\_\_\_\_
3. Do people in Canada get the disease? \_\_\_\_\_
4. Do people in other countries of the world get this disease? \_\_\_\_\_  
\_\_\_\_\_
5. What is being done in Canada to prevent the disease? \_\_\_\_\_  
\_\_\_\_\_
6. What is being done in other parts of the world to prevent this disease? \_\_\_\_\_  
\_\_\_\_\_
7. In your opinion, what are some of the reasons that this disease might still be present in some parts of the world? \_\_\_\_\_  
\_\_\_\_\_
8. Find the disease on this list that has been eradicated. \_\_\_\_\_
9. Why might an organization such Right To Play be important in helping prevent the spread of these diseases? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Description of the lesson “*Operation Immunization*”

Instruction Date: Thursday Sept 28, 2010 Time: 12:32pm – 2:02pm

### *Goals of the lesson:*

Both goals of the lesson were achieved.

### *Equipment:*

- The story “Case of the Missing Red Balls” and the Fast Facts for Mali were not read or distributed
- Ms. Jacobs was able to secure one large container filled with water, two medium sized pails, two cups, one serving spoon, one table spoon, and space outside the school for the relay race activity
- The website [www.righttoplay.com/teachers](http://www.righttoplay.com/teachers) was unavailable.

### *Activity (Relay Race):*

As already mentioned the story and Fast Facts were not read prior to the lesson.

- 1) The activity took place outside of the school on a basketball court. The students were broken up into two teams: grade sixes (16 students) and grade sevens (11 students). The students were not told what countries they were representing
- 2) Instead of four containers there were only three: one central container that both groups of students had to collect water from and one medium sized pail per team to pour the collected water into.
- 3) Part three was described as outlined. Students collected water with a cup instead of pill bottles.
- 4) Part four was completed as outlined.
- 5) The whistle blew after one minute, not a few minutes. Ms. Jacobs did not explain the activity as described (she did not bring a copy of the lesson outside). She said, “grade sevens, your country has diverted funds, you have to use a smaller container. Ms. Jacobs then exchanged their cup for a serving spoon. The game continued.
- 6) Ms. Jacobs only blew the whistle once more. At that point she said, “more funds have been diverted”, at which point she exchanged the grade seven’s serving spoon for a table spoon. The lesson continued for another minute before being wrapped-up. The whole activity lasted for only six minutes. Ms. Jacobs did not use the rest of the prompts outlined in the Playbook.
- 7) Part seven occurred as outlined. The grade sevens knew they would lose and the grade sixes knew they would win, so the activity was wrapped-up. Students gathered around the teacher on the basketball court for the post-game discussion.

### *Post-game wrap-up:*

Ms. Jacobs did not ask the questions provided. Some of her questions were:

- How do you feel right now?

- Do you think you can catch up to the grade sixes?
- Do you feel this is unfair?

*Written worksheet:*

After the activity outside the students came inside where they got into groups of three on their own. Ms. Jacobs was not able to reserve the computer room, so she had to alter the lesson and created her own materials. Students completed the worksheets in their groups. Each group was given one copy of the worksheets. After the groups completed the worksheet, Ms. Jacobs went over the questions and asked the students some additional questions to connect the written work to the relay activity:

- Why did the grade 6s represent a rich country like Canada and the grade 7s a poorer country like Mali?
- What happens to help prevent these types of diseases?
- Did any group have a disease that a vaccination would help prevent?
- Why might an organization such as Right To Play be important in helping prevent the spread of disease?

# FORMER LIBERIAN REFUGEE GIVES BACK

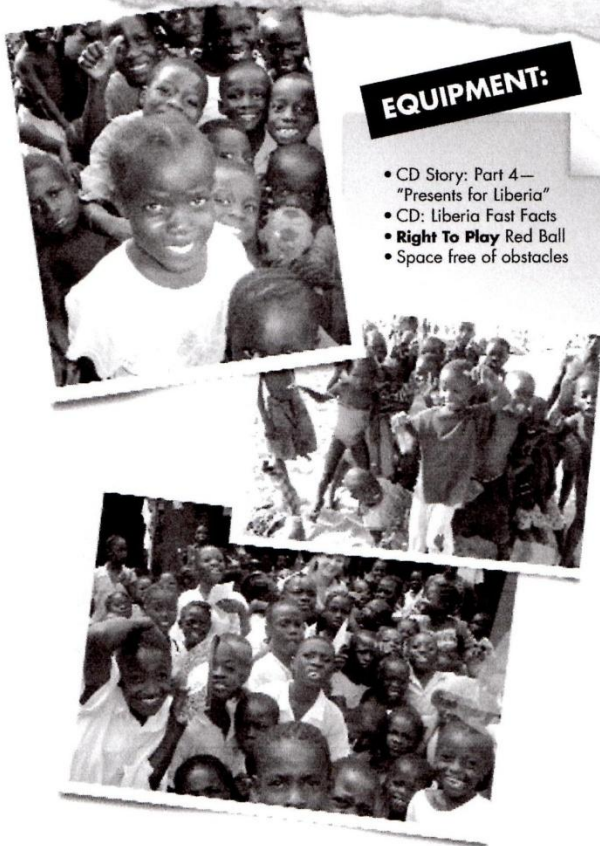
## GOALS:

- Appreciate the importance of volunteerism
- Learn about NGOs' work to help people in need all around the world
- Value the benefits of non-competitive play

Blue Peace Ball  
Yellow Spirit Ball

## EQUIPMENT:

- CD Story: Part 4— "Presents for Liberia"
- CD: Liberia Fast Facts
- **Right To Play** Red Ball
- Space free of obstacles



## GET THE BALL ROLLING:

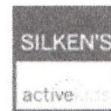
Read the story and review the Liberia Fast Facts. Now it's time to learn about the benefits of being a volunteer.

- 1 Explain that the concept of volunteerism is important to the success of every society. Create a definition of volunteerism and write it on the blackboard.
- 2 In this game, players are divided into two teams. The game begins with volleying the Red Ball from one side of the play space to the other. (If a net is available, use it.) The player who scores first must then run over to the other team and volunteer to help them. Similarly, when the opposing team scores a point their team member runs to the opposite team to volunteer.
- 3 Team sizes may get very lopsided, so call out, "Do I have any volunteers?" at which time any number of players can run across to the other side. Set a time limit prior to the start of the game.

**POST GAME WRAP-UP:** Ask the students, "Who won?" What did it feel like scoring for your own team, then running to the other side to help out your opponents? Is it possible to have a losing team when everyone volunteers?



**SILKEN'S ACTION TIP:** A group of Etobicoke, Ontario churches created a community basketball program that has resulted in a 30% drop in local crime. Find ways to contribute to the safety and well-being of your community through play! Visit [www.silkensactivekids.ca](http://www.silkensactivekids.ca) for more information and great ideas!



# FORMER LIBERIAN REFUGEE GIVES BACK

To volunteer means to work without benefit to one's self—without pay, rewards, or gifts. **Christopher Zigbuo** learned the benefits of volunteering through his work with **Right To Play**. Not only did he realize the importance of sports and games to the development and healing of the refugee children in Camp Kola, he also was able to share these gifts with the children in his own country now that civil war has ended.

NAME: \_\_\_\_\_

Make a list of all the chores you do (e.g., cutting the grass, doing the dishes). Are you always cheerful when doing them? How are chores different than volunteering? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Make a list of all the ways you volunteer in your home and community (e.g., litter pick-up, walking your elderly neighbour's dog). \_\_\_\_\_

\_\_\_\_\_

Tell about a time you were of service to someone and how it felt. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What would happen if no one volunteered? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

There are many organizations, such as **Right To Play**, that are doing great things for people, animals, and the environment. After doing some research, choose one volunteer organization to describe to the class. If possible give the organization a call and see if they will send you some materials.

**My Organization:**

\_\_\_\_\_  
\_\_\_\_\_

**Organization's Goal:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Description of the lesson “Former Liberian Refugees Give Back”

Instruction Date: Thursday October 5, 2010 Time: 12:32pm – 1:55pm

### *Goals of the lesson:*

The first and third goals were a focus of the lesson, however the second goal was not a focus.

### *Equipment:*

- The story “Case of the Missing Red Balls” and the Fast Facts for Liberia were not read or distributed
- The Right To Play Red Ball was not used; it was replaced by a volleyball
- A space free of obstacles was available. The game was played on the grass in the schoolyard
- Additional materials used included bean bags, which were used to outline the volleyball court, and a white sheet that students held-up and used as a net.

### *Activity (volleyball):*

As already mentioned, the story and Fast Facts were not read prior to the lesson.

- 8) Ms. Jacobs had the students describe and discuss what volunteerism/volunteering meant to them, but the students did not come up with a specific definition. The students’ responses were written on the board. Ms. Jacobs asked the students the following questions:
  - Can you tell me how this word relates to you? What does it make you think of?
  - Why are some people willing to volunteer? Why is volunteering important?
 This took place in the classroom and lasted about 15 minutes. The game was demonstrated by Ms. Jacobs and one of the students at the front of the class before going outside.
- 9) Part two was completed as outlined; however no net was available. The class was divided into two teams of 12 players. Bean bags were used to outline the play area. For the first half of the game there was no net. For the final half of the game Ms. Jacobs had students volunteer to hold up a white sheet, which acted as a net. At first the students held the net up high, blocking each team’s view of the other team. Then, the students lowered the net, to roughly tennis net height. The activity lasted approximately 25 minutes.
- 10) Part three was completed as outlined; however no time line was stated. After the activity Ms. Jacobs ask for volunteers to collect and return the equipment to the classroom.

### *Post-game wrap-up:*

The post-game wrap-up took place back inside the classroom. Ms. Jacobs asked the following questions (similar to those outlined):

- Who won the game?
- What was the purpose of the game?
- Are you winning by being a volunteer?
- How did those in the center (holding up the net/sheet) feel?

*Written worksheet:*

The text at the top of the page was not read. All of the questions were completed individually over 10 minutes; with the exception of the last question (designing a t-shirt), which was omitted.

**EVERYONE'S VOICE IS IMPORTANT**

**GOAL:**  
Emphasize the importance of every voice being heard

**EQUIPMENT:**

- Right To Play Red Ball
- Watch or clock for timing
- Space free of obstacles

Blue Peace Ball  
Black Body Ball

### GET THE BALL ROLLING:

- 1 Divide students into three groups.
- 2 Without talking, ask the groups to arrange themselves in order by age. Time this.
- 3 Reorganize students into three new groups.
- 4 With only one group member allowed to talk, have the groups arrange themselves in order by age. Time how long this takes.
- 5 Reorganize students into three new groups.
- 6 With all group members allowed to talk have the groups arrange themselves in order by age. Time how long this takes.

**POST GAME WRAP-UP:** Which shuffle took the most amount of time? the least? Why is the ability to communicate important? Identify and discuss historical examples of when communication, or lack of it, might have affected a situation (e.g., first contact between Europeans and Natives). Can the class think of more recent situations where lack of communication affected potential outcomes?

#### **OVERTIME—ELIMINATION DODGE BALL:**

- 1 Clear a large space or move the students into the gymnasium.
- 2 Divide students into two opposing teams. Teams stand at opposite ends of the playing court or gym. Define a clear line between the two teams. The referee tosses a ball into the mid-

- dle and whichever team catches the ball first begins the game.
- 3 Players throw the ball at the opposing team. If a person gets hit by the ball below the shoulders, he/she is “out” and must stand off to the side. He/she may no longer participate in the game. A member of his/her team may catch the ball or pick up a rolling ball and throw it back at the other team. The game continues until all players are out.

**OVERTIME—DOCTOR DODGE BALL:** This game is played the same as Elimination Dodge Ball with one main difference: when a player is hit below the shoulders with a ball, they are not “out.” They sit down on the court. One student is designated as a “secret doctor” at the beginning of the game. The doctor can “cure” the players who are sitting on the sidelines by touching them on the head. Of course, if the doctor gets hit below the shoulders, he/she must sit down, too.

To end the game, the referee blows the whistle twice to indicate that players who are hit by the ball from then on must now stay seated. The game continues until all the players on one team are sitting down.

**POST GAME WRAP-UP:** Which game was more fun for everyone? Why?

# RIGHTS AND RESPONSIBILITIES

Through the United Nations, countries have worked together to outline **rights** that they feel every child must be able to access. These 54 Conventions on the Rights of the Child relate to everything from education, nationality, health care, and play. Visit the resource link at [www.righttoplay.com/teachers](http://www.righttoplay.com/teachers) to find more information on UNICEF. For every right there is a corresponding **responsibility**. Responsibilities are positive actions that we all have the ability to take. They differ according to the abilities of the individual. Ten of the 54 Conventions on the Rights of the Child are listed in the chart below. Complete the chart.

NAME: _____		
Child's Right	Child's Responsibility	Adult's Responsibility
To survive and develop healthily.	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Go to bed on time</li> <li>• Eat healthy foods</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage activity</li> <li>• Set regular bed-times</li> </ul>
To believe what we want as long as it does not stop others from enjoying their rights.		
To meet together and join groups or organizations as long as it does not stop other people from enjoying their rights.		
To be educated. Discipline in schools should respect human dignity.		
To protection from work that is dangerous.		
To reliable information in mass media. Television, radio, and newspapers should provide information that we can understand and should not promote materials that can harm children.		
To privacy. Laws should protect us from attacks against our way of life, our good names, our families, and our homes.		
To play and relax, and join in a wide range of activities.		
To protection from dangerous drugs.		
To get and share information as long as it is not damaging to self or others.		



**SILKEN'S ACTION TIP:** Teachers, principals, and 35,000 children in Saskatoon, Saskatchewan start every day with a half-hour long community walk. Start a community walk in your school and watch it grow! Visit [www.silkensactivekids.ca](http://www.silkensactivekids.ca) for more information and great ideas!



## Description of the lesson “*Everyone’s Voice is Important*”

Instruction Date: Thursday October 12, 2010 Time: 12:32pm – 2:00pm

### *Goals of the lesson:*

The goal was a focus of the lesson.

### *Equipment:*

- The Right To Play Red Ball was not used
- A watch was available for timing
- A space free of obstacles was available. The activity was done in the classroom.

### *Activity (organizing each other by age):*

- 11) Ms. Jacobs divided the students in to four groups (two groups of six and two groups of seven).
- 12) The students were instructed to arrange each other by age without speaking or using sign language. This was timed. Ms. Jacobs stopped the activity after the first group finished (28 seconds)
- 13) Students were then reorganized into four new groups.
- 14) This time students were instructed to arrange each other by age, but they were allowed to use and form of communication except for speaking. This was timed. Ms. Jacobs stopped the class after the first group was finished (50 seconds)
- 15) Students were then reorganized into four new groups.
- 16) This time students were instructed to arrange each other by age, but this time all students were allowed to speak. This was timed. Ms. Jacobs stopped the activity after the first group was finished (60 seconds)

### *Post-game wrap-up:*

Ms. Jacobs asked the following question:

- If you had to predict which would have been the quickest which form of communication would you have chose?

### *Overtime – Elimination Dodge Ball:*

This activity was not played.

### *Overtime – Doctor Dodge Ball:*

This activity was not played.

### *Post-game wrap-up:*

This activity was not completed, because the activities were omitted from the lesson.

### **Description of “*Everyone’s Voice is Important*”**

*Written worksheet:*

The text at the top of the page was not read. All of the questions were completed individually over 25 minutes.

## Appendix E: Focus group interview guide

	Social Responsibility Outcomes			
Students	Positive Relationships	Teamwork & Cooperation	Communication	Social Justice
<p><b>Focus Groups</b></p> <ul style="list-style-type: none"> <li>Cost effective method used to gain insight into unobservable behavior, thoughts, feelings, interpretations, and past events</li> <li>Will gain information into the participants' experiences of the learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Did you enjoy the <i>Playbook</i> lessons? What did you like? What didn't you like?</li> <li>During the <i>Playbook</i> lessons did feel that the class was friendlier than your regular classes? Why or why not?</li> <li>Did you make any new friends during the <i>Playbook</i> lessons or talk to others that you don't usually talk to? Describe.</li> </ul>	<ul style="list-style-type: none"> <li>During <i>Playbook</i> lessons were there times where you had to work together as a team/cooperate to achieve a goal? Did you enjoy working in a team? Why or why not?</li> <li>Did you have any arguments with your group members? If so, how did you handle them?</li> <li>Do you feel that you cooperated more or less than in your regular classes? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Were there times where communicating clearly was important? What forms of communication did you use (non-verbal, speaking, listening, reading or writing)? Describe.</li> <li>Did you have any communication problems? If so, what was the problem and how was it handled?</li> </ul>	<ul style="list-style-type: none"> <li>Let's talk about some of the things you learned about people in other countries. What are some of the things you learned about other countries from the <i>Playbook</i>?</li> <li>Can you think of anything you learned about their lives that is different from your life in Canada?</li> <li>What did you learn about the "rights" of people in other countries? Can you think of any difference between their rights and your rights?</li> </ul>
<p><b>Participant Observation</b></p> <ul style="list-style-type: none"> <li>Used to gain insight first hand into how the participants move and interact during <i>Playbook</i> lessons</li> <li>Will gain information on the learning environment and course content</li> </ul>	<ul style="list-style-type: none"> <li>Does the lesson involve group interaction? If so, how are the students interacting with one another?</li> <li>Have new relationships been made? Describe.</li> </ul>	<ul style="list-style-type: none"> <li>Are the students working in groups? Describe.</li> <li>Are they working together effectively? Why or why not?</li> <li>Are there any signs of conflict? If so, how are they dealing with it?</li> <li>Are there students who look uncomfortable working in groups? What are they doing? How are their actions affecting the group?</li> </ul>	<ul style="list-style-type: none"> <li>Does the activity require communication between the students? If so, what form?</li> <li>Are they communicating effectively? Describe.</li> <li>Is there anyone who is reluctant to communicate? How are their actions affecting the group?</li> </ul>	<ul style="list-style-type: none"> <li>What are the children's reactions to the content of the lessons?</li> <li>What comments do they make during the activities/discussion?</li> <li>Are the students able to answer the discussion questions? Describe.</li> <li>Are they showing any sign of empathy? How?</li> </ul>

<p><b>Lesson Materials and Samples of Student Work</b></p> <ul style="list-style-type: none"> <li>▪ Lesson materials provide information about what learning outcomes were reinforced</li> <li>▪ Student work is used to examine the learning outcomes</li> <li>▪ Can augment the data collected by observation and focus groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does the learning activity promote positive relationships? If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does the learning activity involve group work? What kind?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What forms of communication are important in this lesson?</li> <li>▪ What do they need to communicate?</li> <li>▪ How well are they communicating?</li> <li>▪ Is the task too difficult for them? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What was the topic of the lesson?</li> <li>▪ Do the students' writings reflect knowledge/recognition of social justice issues?</li> <li>▪ Do the students show interest in helping? Why or why not?</li> </ul>
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Appendix F: Teacher interview guide

Teacher	Social Responsibility Outcomes			
	Positive Relationships	Teamwork & Cooperation	Communication	Social Justice
<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>Cost effective method used to gain insight into unobservable behavior, thoughts, feelings, interpretations, and past events</li> <li>Will gain information into the participants' perceptions of need satisfaction, motivation, and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Did you the students enjoy the <i>Playbook</i> lessons? What did they like? What didn't they like?</li> <li>During the <i>Playbook</i> lessons did you perceive the class to be friendlier than your regular classes? If so, how?</li> <li>Did the students make any new friends during the <i>Playbook</i> lessons or talk to others that they didn't usually talk to? Describe.</li> </ul>	<ul style="list-style-type: none"> <li>During <i>Playbook</i> lessons were there times where the students had to work together as a team/ cooperate to achieve a goal? Did they enjoy working in a team? Why or why not?</li> <li>Did the students have any conflicts? If so, how did they handle them?</li> <li>Do you feel that they cooperated more or less than in your regular classes? Describe.</li> </ul>	<ul style="list-style-type: none"> <li>Were there times where communicating clearly was important? What forms of communication did the students use (non-verbal, speaking, listening, reading or writing)? Describe.</li> <li>Did they have any communication problems? If so, what was the problem and how was it handled?</li> </ul>	<ul style="list-style-type: none"> <li>Did the students seem to enjoy the topics of the lessons? Why or why not?</li> <li>Do you think the students were empathetic to the people they learned about? If so, how did they communicate this?</li> <li>Did the students ever point other instances in school where things were unfair?</li> </ul>
<p><b>Participant Observation</b></p> <ul style="list-style-type: none"> <li>Used to gain insight first hand into how the participants move and interact in physical education</li> <li>Will gain information on the learning environment and course content</li> </ul>	<ul style="list-style-type: none"> <li>Has the teacher created an environment which supports the development of positive relationships? If so, how?</li> <li>Has the teacher interfered with the development of positive relationships? If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>Has the teacher created an environment which supports the development of positive teamwork/cooperation skills? If so, how?</li> <li>Has the teacher interfered with the development of teamwork/cooperation skills? If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>Has the teacher created an environment which supports the practice and improvement of communication skills? If so, how?</li> <li>Has the teacher interfered with the development of communication skills? If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>Has the teacher taught the lesson well enough that the students can clearly understand the topic of discussion? If not, describe.</li> <li>Is the teacher able to answer the students' questions? Why or why not?</li> <li>Is the teacher asking questions for the students to discuss/answer? If so, what questions?</li> </ul>

	<b>Playbook Sustainability</b>			
<b>Teacher</b>	<b>Acceptability</b>	<b>Effectiveness</b>	<b>Feasibility</b>	<b>Adaptability</b>
<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>▪ Cost effective method used to gain insight into unobservable behavior, thoughts, feelings, interpretations, and past events</li> <li>▪ Will gain information into the participants' perceptions of need satisfaction, motivation, and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you believe the <i>Playbook</i> is a resource that your school/district and others would endorse? Why?</li> <li>▪ Before implementation did you feel that your students will benefit from this program?</li> <li>▪ Are your beliefs aligned with the lessons in the <i>Playbook</i>?</li> <li>▪ Did you find the program difficult to implement? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What did you think of the instructional strategies? What didn't you like?</li> <li>▪ Do you feel that your interest toward the program was maintained since the start?</li> <li>▪ (answers to social responsibility related questions will be used to help address perceived effectiveness)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Did you have all of the resources necessary to implement the lessons effectively (money, equipment, etc)?</li> <li>▪ Would training have been beneficial? Did you think of contacting anyone for help?</li> <li>▪ What would help to improve this program so that you could sustain it?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Will you continue to use this resource?</li> <li>▪ Do you feel that you could adapt these activities to a variety of classes? Future classes? Different grades?</li> <li>▪ Could you use these lessons more than once during an academic year? How?</li> </ul>
<p><b>Participant Observation</b></p> <ul style="list-style-type: none"> <li>▪ Used to gain insight first hand into how the participants move and interact in physical education</li> <li>▪ Will gain information on the learning environment and course content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does the teacher look comfortable with the material? If not, why?</li> <li>▪ Does the teacher seem engaged? How is this affecting the students?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has the teacher's interest/motivation changed since the start of the program? If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are any materials missing? If so, what?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How has the teacher adapted the program? Are they incorporating their own material into the lessons?</li> <li>▪ Were the core principals/goals of the lesson changed?</li> <li>▪ How long did the lesson take to implement? Was there time left over or not enough?</li> </ul>

## Appendix G: Teacher Journal Question Guide:

Lesson taught: \_\_\_\_\_

**Part 1****Questions regarding the effectiveness of the *Playbook*:**

The purpose of this section is to help me understand some of the background factors that may influence the *Playbook*'s effectiveness (e.g. ease of implementing the lessons and availability of resources).

- 1) Acceptability of the lessons:
  - a. Why did you choose this lesson?
  - b. Prior to teaching this lesson, did you believe that this lesson would benefit your class? If so, why and how? Was it beneficial after all?
  - c. Did you find the lesson difficult/easy to teach? Why or why not?
  - d. Did you make any changes in the lesson as you progressed through it? Describe the change(s) and why you made it?
  
- 2) Adaptability:
  - a. How did you adapt this lesson to meet the needs/interests of your students?
  - b. Did you integrate this lesson with the curriculum? If so, how? Or did you teach the lesson as an add-on? If so, why?
  
- 3) Feasibility:
  - a. Did you have all of the materials required to teach the lesson effectively? If not, what could you have used?

**Part 2****Questions regarding the perceived development of socially responsible behavior:**

The purpose of the following question is to provide insight into the effectiveness of the lesson at promoting socially responsible behavior. As you have a greater understanding of the children's relationships and personalities, you may notice behavior changes that I may not have picked up on.

- 1) Did you perceive any changes in the following areas of your students' behavior? Specific examples?
  - a. Building positive relationships:
  - b. Developing cooperation and teamwork skills:
  - c. Improved communication:
  - d. Recognition of or advocate against social injustice:

## Appendix H: Observation protocol

Time:

Date:

Location:

Who is present:

Length of Activity:		
Observation Cues	Descriptive Notes	Reflective Notes
<p>What lesson is being taught?</p> <p>Do they seem to be enjoying the class?</p> <p>What kinds of organizational practices are evident? (roles, authority, rules)</p> <p>What is unique in the setting?</p> <p>How am I being perceived?</p> <p>Any other questions from Appendix E and F...</p>		

## Appendix I: Pseudonyms and abbreviations

### Abbreviations:

British Columbia (BC)

Career and Health Education Class (CHEC)

Cooperative Learning (CL)

Course Materials (CM)

- Number 1-4 indicates which lesson the example is from

Focus group (FG)

- Number 1-3 indicates which focus group the quote was from, the individual participant is not indicated

Participant observation session (OB)

- Number 1-4 indicates which participant observation the quote is from

Physical Education (PE)

Sport Education (SE)

Sport for Peace (SFP)

Students Written Work (SWW)

- Number 1-4 indicates which lesson the example is from

Teacher interview (TI)

Teacher journal entry (TJ)

- Number 1-4 indicates which journal entry question the quote was taken from, the participant is not indicated

Teaching Personal and Social Responsibility (TPSR)

### Pseudonyms:

Teacher of the class: Ms. Jacobs