

Adult Education Lesson Plan for *Clifford's Sports Day*

Name of Activity: Help Your Child Be a Good Sport **Students Participating; size of group:** Parents and adult family members; any size group, with a minimum of two persons needed for role playing.

Lesson Goal: The learners will promote their children's growth and development by learning skills in guiding and mentoring their children's sportsmanship.

Learning Objectives/Skills: The learners will be able to:

- a) Organize and relay spoken language effectively as they —
 - Identify and describe attributes of good sportsmanship.
 - Describe specific problems they have experienced regarding their children's sportsmanship.
- b) Attend to spoken and written information presented on teaching sportsmanship, and integrate it with their experiences in order to generate a solution for guiding their children's sportsmanship.
- c) Pursue generated solutions by role playing a scenario involving teaching sportsmanship.

Environmental Adaptations, Time & Materials Needed:

The following activities can be adapted to different situations; however, a room with circular seating, space for small groups to role play, and a chalkboard or poster paper nearby would be ideal. The activities will take approximately 30 minutes depending on students. The following materials will be needed:

- Large chart listing guidelines for teaching children to be good sports. You can base your guidelines on those used in programs the children already attend, or you may want to use our [Guidelines for Teaching Sportsmanship](#).
- One or more copies of the book, *Clifford's Sports Day*.
- Pre-planned notes about possible scenarios for role play.

Procedure/Description of the Activity:

1. Discuss situations in which adults need to use coaching or mentoring skills: workplaces, community organizations, and child rearing. Seek input about experiences in those roles, pointing out ones that were successful.
2. Transition the conversation toward helping our children learn sportsmanship. Ask participants for their ideas about what behaviors make one a good sport. List these ideas on chart paper or on a board.
3. Refer to the focus book, *Clifford's Sports Day*, explaining that this book provides a great opportunity to discuss following rules and being a good sport. If participants are unfamiliar with the book, read through it pointing out that Clifford is also learning to be a good sport.
4. Begin with a discussion of the kinds of problems that arise when children play group games. Affirm parents' concerns and experiences. Prompt input regarding one or more of these kinds of situations: helping children learn to take turns, encouraging children to try even when the task is difficult, and helping children deal with not winning. You may want to note that when the children participate in the Early Childhood Education activity (three-legged race), they will need to take turns.
5. Explain that there are things we can say and do to help children learn sportsmanship: coaching and mentoring. As an example, today we will learn how to handle (one or more of) these common situations:
 - Trying even when the task is difficult
 - Dealing with not winning
 - Taking turns
6. Refer to your chart, or our [Guidelines for Teaching Sportsmanship](#), and discuss the items listed there. Emphasize the importance of praising children's efforts to make even small improvements. Point out that it takes lots of reminders and praise over time to change children's habits.

7. Discuss one or more specific situations, giving examples of using the guidelines as you discuss each one. Select situations and solutions that are most appropriate considering issues that the learners raised earlier.

8. Assign participants to small groups to act out scenarios (for example, a child is going to play softball and has trouble hitting the ball, or a child gets angry when she misses in jump rope and won't play any more; a child gets upset when her team doesn't win, or gets mad when she loses a board game). In each group, someone should act out the child's role, another should be the parent, and a third person should be an observer to give feedback. Reverse roles so that each person gets to practice the parent role.

9. Discuss success of role plays, affirm participants' efforts to follow guidelines, and encourage participants to work on using them with their children. Refer to the list generated earlier about what makes a good sport. Encourage learners to continue to use their coaching and mentoring skills as they teach their children these sportsmanship behaviors.

Assessment:

For Informal Assessment

Objective	Participant's Names										Comments	
	/ / / / / / / / / / / /											
a) Organize and relay spoken language effectively.												
b) Attend to spoken and written information presented on teaching sportsmanship; and integrate it with their experiences in order to generate a solution for guiding their children's sportsmanship.												
c) Pursue generated solutions by role playing a scenario involving teaching sportsmanship.												

Reflect on the Activity:

1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home Ideas: Encourage parents to try the techniques at home and to report back on how they work. Also encourage parents to think about using this approach to deal with other problems they experience with their children's sportsmanship and social interactions.

Literacy Area(s)* Addressed:

<input type="checkbox"/>	<i>The Power and Pleasure of Literacy</i>	<input checked="" type="checkbox"/>	<i>The Literate Environment</i>	<input checked="" type="checkbox"/>	<i>Language Development</i>
<input type="checkbox"/>	<i>Phonological Awareness</i>	<input type="checkbox"/>	<i>Phonemic Awareness</i>	<input type="checkbox"/>	<i>Types of Text</i>
<input type="checkbox"/>	<i>Letters and Words</i>	<input type="checkbox"/>	<i>Vocabulary</i>	<input type="checkbox"/>	<i>Knowledge of Print</i>
<input checked="" type="checkbox"/>	<i>Building Knowledge & Comprehension</i>	<input type="checkbox"/>	<i>Reading Comprehension</i>	<input type="checkbox"/>	<i>Motivation</i>
<input type="checkbox"/>	<i>Fluency</i>	<input checked="" type="checkbox"/>	<i>Multiple Literacy</i>		

* from National Center for Family Literacy's *Building Strong Readers* and *Learning to Read and Write*