

# CRITICALLY INFORMED DIALOGIC LESSON PLAN

**Class:** ETHN 3024: Intro to Critical Sport Studies

**Module 1:** How Sport, Environment, and Identity are Embodied

## **Lesson Focus and Goals:**

- To understand how the body, sport, and environment interact with each other through a Developmental Systems framework to create a socio-cultural-political identity.

## **Materials Needed:**

- Journal/Word Document
- Writing/Word Processing tools

## **Learning Objectives:**

- Students will reflect/journal about how one's values were nurtured in the sporting environment
- Students will discuss the intersection of one's values and socio-cultural-political identity

## **Structure/ Activity: Rotating Fishbowl**

- This activity takes place after an introduction to Developmental Systems Theory and how the individual, sport, and cultural environment interact with each other to produce an "Athlete".
- Class will gather around in a circle with three chairs in the middle, representing the fishbowl.
- Three students who have participated in the same sport will sit to talk about their experiences in that sport (i.e., how they got started, who encouraged them, what it takes to succeed).
- Observing students will take notes on any coded language from the sport experiences.
- After 5-10 minutes, three students from another sport will take the spots in the middle.
- With 30 minutes left in class
  - Students will self-organize into a proportionate number of groups respective to higher (e.g., body, sport, social environment, etc.) and lower (e.g., masculine, feminine, team, individual, technical, contact, etc.) order themes that students expand upon after the fishbowl activity.
  - Students will rotate between themes/tables, writing down and discussing the notes and questions left at each theme/table.

\*This activity is repeatable as the course moves on from sport introductions to interrogations on the structures each sport maintains.

## **Assessment:**

- For homework, students will journal about the themes from each table and how they reflect on their own experiences. Discussing the absence of a theme is just as important as its presence.
- Time will be made to facilitate discussion/sharing of each other's reflections in the next class.

## **Formative Assessment:**

- Students should be able to connect two or more socio-cultural-political interactions between their identity and sport, or ask for assistance from their classmates in how to connect the intersections of sport.