

Q Wunder Lesson Plan - Know Yourself: Being a Good Winner

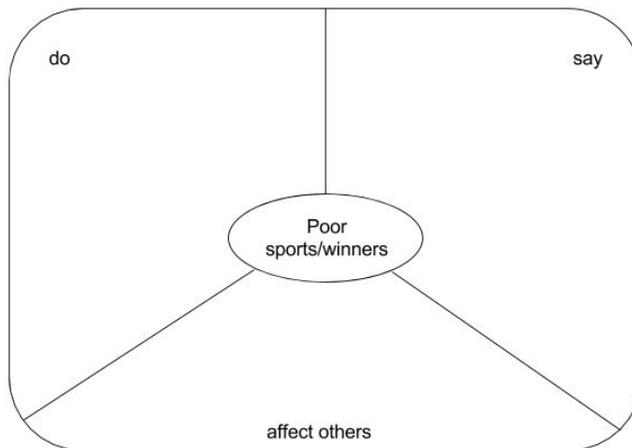
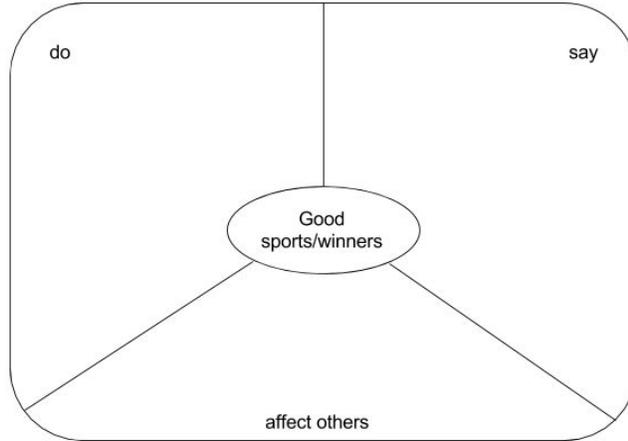
Time length: 35 minutes

Lesson Topic	The importance of being a good winner
Social and Emotional Learning (SEL) Competency  (See <a href="#">CASEL 2017</a> : 5 Competencies)	<p><b><u>Social Awareness</u></b> The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <ul style="list-style-type: none"><li>❖ Perspective-taking</li><li>❖ Empathy</li><li>❖ Appreciating diversity</li><li>❖ Respect for others</li></ul> <p><b><u>Self-awareness</u></b> The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</p> <ul style="list-style-type: none"><li>❖ Identifying emotions</li><li>❖ Accurate self-perception</li><li>❖ Recognizing strengths</li><li>❖ Self-confidence</li><li>❖ Self-efficacy</li></ul>
Lesson Objective	By the end of the lesson, students will be able to describe the characteristics of a good sport/winner, and contrast those to the characteristics of a poor sport/winner. Students will also understand how these winners’ behaviors affect others by reflecting on their experiences and the experiences of others.
Essential Question(s)	<ul style="list-style-type: none"><li>❖ What does it mean to be a “good sport/winner?”</li><li>❖ What do good sports/winners do and say when they play or when they win?</li><li>❖ How do we affect others when we are good sports? When we are poor sports?</li></ul>
Materials	<ul style="list-style-type: none"><li>❖ “Good sports/winners” and “Poor sports/winners” charts (prepared ahead of time--samples provided in lesson)</li><li>❖ Q Cut-Outs: Good Sports/Poor Sports Rewind Replay Situations</li><li>❖ Markers</li></ul>
Vocabulary	<ul style="list-style-type: none"><li>❖ Show off</li><li>❖ Bragging</li><li>❖ Braggadocious</li><li>❖ Attention</li><li>❖ Humble</li><li>❖ Team player</li><li>❖ Congratulate</li><li>❖ Good sport</li><li>❖ Poor sport</li><li>❖ Positive</li><li>❖ Negative</li></ul>

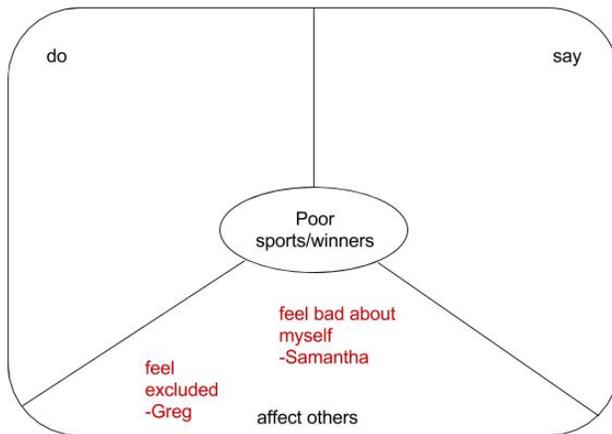
Suggested Lesson Activity (including formative feedback opportunities)

**Engage the Learner: - (5 minutes)**

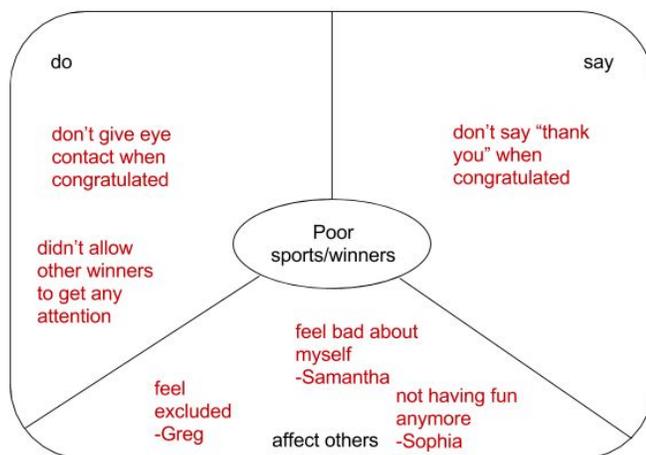
- Pose the following questions: **“Think of a time when one of your friends, brothers, or sisters bragged about something. Maybe they said something like, ‘I’m the best at baseball,’ or ‘I’m the smartest.’ How did it make you feel? Did it make you want to be around them or did it make you want to distance yourself from them?”** Pause for think time. Have students share their experiences with braggadocious people and how it made them feel. **“It sounds like you have had some not-so-fun experiences with people who have a lot to learn about being a good winner.”** Post the “Good Sports/Winner” and “Poor Sports/Winner” posters up for the class to see (see below).



- Point to the section titled “affect others” on the “Poor Sports/Winners” poster. Based on student responses from the question about how they felt when their siblings bragged, add some of the students’ experiences in this section (leaving room for additional ideas throughout the lesson) and tagging the experience with the person who shared it (see sample below). In this way, we can build confidence and self-awareness by valuing their thinking. Now say, **“What I hear you all saying, is that when others are poor sports/winners, it makes us feel bad.”**

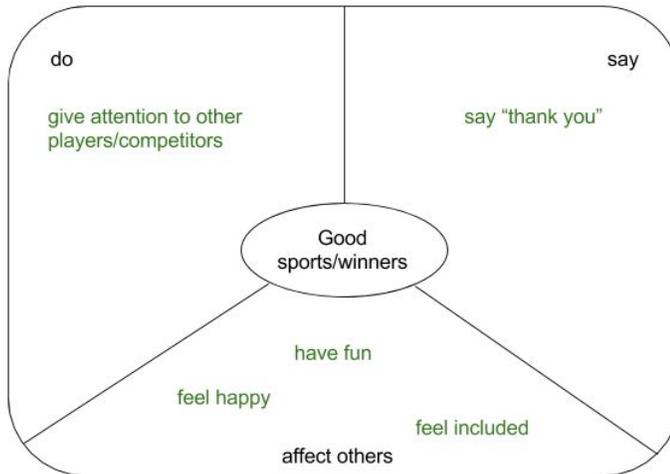


- Now say, ***“We are going to watch a video that will help us clarify what we SHOULD and SHOULDN’T DO when we win. You’re going to see Q make some poor choices and show an example of what it means to be a poor sport or winner. I want you to listen for what Sofia has to say about being a good sport or a good winner.”***
- **Play the video**
- **Pause the video at 2:35:** Now ask the students, ***“Sofia was pretty upset about how Q behaved. What kind of winner was Q?”*** Pause for some think time, and then have students share out. Ask students, ***“What makes you say that? What did Q do (or not do)? How did his behavior affect others?”*** After giving some partner share time, now say, ***“Let’s put those ideas on our “Poor sports/winners” chart. Are there some partners who would like to share their ideas with the class?”*** As students share their thinking, add their statements to the sections of the “Poor sports/winners” chart in the section where they best fit. As students share their examples, you might want to ask them which section of the chart they should be placed, under the “say” portion or the “do” portion. Encourage students to recall all of the details from the clip with Q being a poor sport: he didn’t say ‘thank you’ when congratulated, didn’t give eye contact, and didn’t want the other winners to get any attention (see example below). As students recall these details, add them to the examples of what “Poor sports/winner” do. You might consider having some quick drawings next to the words you write to help your emerging readers connect words to their meanings. Then ask the students, ***“What did Sofia say she felt when Q acted this way?”*** Guide students to see that Sofia said that “it didn’t feel so fun anymore” and what she meant by that.



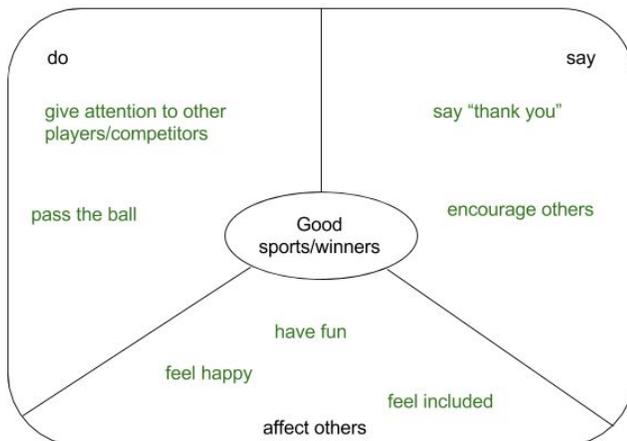
- Say, ***“We are going to watch a “replay” of the same event, but this time, Q is going to show us some examples of what it means to be a ‘Good sport or winner.’ See if you can notice what he does this time. We’ll be adding your ideas to the ‘Good sports/winners’ chart afterward. So, be ready to share!”***

- **Resume video at 2:35**
- **Pause video at 3:31:** Say, ***“Q really changed his behavior during that replay! What kinds of things did you notice Q do and say? How did he affect others THIS time?”***  
Pause to give some think time and then allow students to share their thinking, adding ideas to the “Good sports/winners” chart. Invite students to share some additional ideas for things you can do/say when you are being a good sport/winner.



**Interact with the Concept: - (20 minutes)**

- Say, ***“We are going to watch another part of the video, and I’d like you to pay careful attention to the soccer game situation. Look for evidence of being a “good sport” and being a “poor sport.”***
- **Resume the video at 3:31**
- **Pause the video at 5:41:** Tell students, ***“So, let’s look back at our “Good sports” and and “Poor sport” charts. From this video, what are some things we can say good sports and poor sports say and do? How do they affect others?”***
- Invite students to partner share and recall the soccer situations. After giving some partner sharing time, invite students to share their thinking and add those ideas to the “good sports” and “poor sports” charts. You might consider having some quick drawings next to the words to help your emerging readers connect the words to their meanings.





- Say, ***“If you recall, earlier in the video, Sofia does a ‘replay’ and allows Q to correct his behaviors and be a better sport. We are going to have some time to ‘role play’ different situations. I’ll provide the situation, and I’d like you to act out (say/do) what a poor sport would in that situation. Then we will ‘rewind’ and have you act out (say/do) what a good sport would do in that situation. Let’s get started.”***
- Using the “Good Sports/Poor Sports Rewind/Replay Situations” cards, model what you’d like your students to do by acting like a poor sport for “winning a baseball game.” For this modeling, you might say something like “Our team would NEVER have won if it wasn’t for me!” and “No, you cannot hold the trophy!” and pretend to pose for pictures. Then freeze and say, ‘rewind’ mimicking the reversal of all of your movements. Follow up with your modeling of a good sport in this situation. Perhaps this can include saying things like: “Gosh, thanks (while providing eye contact) we really couldn’t have won without \_\_\_\_ (give a name of a student in the class).” You might also add something like “Can I take your picture with the team trophy? You really did a great job!”
- After modeling this ‘Rewind/Replay’ pull another card from the “Good Sports/Poor Sports Rewind/Replay Situations” cards and have the whole class work with their partner pairs. Have each person in the pair act out what a poor sport would do or say in that situation. As you watch the partners act out these scenarios, take note of a partner pair that does a good job of being creative and including some things you didn’t already model for the class. Ask one person from that partner pair to demonstrate their “poor sport” replay for the class.
- Now switch gears to the “good sport” ‘rewind’ and remind students of some of the things good sports say and do. Have the partner pairs work together to practice acting out the scenario as good sports, and repeat the process of allowing one person to demonstrate their ‘Rewind/Replay’ for the class.
- Repeat this process with the other “Good Sports/Poor Sports Rewind/Replay Situations” cards.
- **Resume the video at 5:41 and play until the end**

**Reflect and Close:** - (10 minutes)

- Say to students, ***“At the beginning of this lesson, we watched Q be a pretty poor sport/winner. Sofia was able to “rewind” the situation so that Q could replay the situation and fix his behaviors. Does this happen in real life? Are we able to actually rewind and do something differently a second time?”*** Ask students what they think. Guide students to the understanding that the things we say and do cannot be rewound, and so it is important that we have good sport habits. In doing so, we can respond appropriately the first time. We can also learn from previous behavior, apologize if we say the wrong thing, and try to make it right next time. Then ask the following questions about being a

	<p>good sport/poor sport and allow for a wrap-up discussion to review and reflect:</p> <ul style="list-style-type: none"><li>❖ What does it mean to be a “good sport/winner?”</li><li>❖ What do good sports/winners do and say when they play or when they win?</li><li>❖ How do we affect others when we are good sports? When we are poor sports?</li></ul> <p><b>Extend the lesson:</b> <i>(optional) - (10 min.)</i></p> <ul style="list-style-type: none"><li>● After role-playing with the “Good Sports/Poor Sports Rewind/Replay Situations” cards the students may have found some additional examples of things good sports/winners or poor sports/winners say and do. Have the students share some additional ways they can be good sports/winners (or poor sports/winners), and add these ideas to the charts.</li></ul>
Notes	