

PlaySport Athlete Videos Facilitators' Guide

Topic: Participation in physical activity
Athlete: Mary Spencer
Division: Senior (Grades 11-12)

About PlaySport

PlaySport is an online activity-based resource which was initially developed by Ophea in 2005. In 2014, with the help of funding from the Government of Ontario, the resource was enhanced and relaunched in English and French. The enhanced resource contains linkages to the Health and Physical Education curriculum and the TORONTO 2015 Pan Am/Parapan Am Games.

PlaySport can help children and youth develop an understanding of and competency with skills and strategies associated with physical activities and a wide range of sports. The activities in PlaySport can provide experiences for participants to help them build physical literacy, health literacy and the skills for healthy active living. Designed for educators, recreation providers, coaches and physical activity promoters, PlaySport uses a participant-centered approach, grounded in the Teaching Games for Understanding (TGfU) model.

PlaySport includes:

- A searchable database of downloadable activity cards with step-by-step instructions
- Access to animations and/or illustrations for each activity
- Linkages within each activity to the Ontario Health and Physical Education (H&PE) Curriculum
- Connections within each activity to the Canadian Physical Activity Guidelines
- Athlete videos which highlight some of Canada's top athletes and the connection between physical activity and the development of living skills



Pan Am/Parapan Am Kids Program

PlaySport is a part of the Government of Ontario and TORONTO 2015 Pan Am/Parapan Am Kids Program that supports learning and participation before, during and after the TORONTO 2015 Pan Am/Parapan Am Games to help every kid be a Pan Am/Parapan Am Kid. This program includes four resources to help educators make the most of heightened participant interest and engagement. PlaySport is one of these four resources in which children and youth can learn about and participate in different sport/parasport, recreational and cultural activities before, during and after the TORONTO 2015 Games. In addition to PlaySport, the Pan Am/Parapan Am Kids Program also includes the following resources for elementary students:

Kids 'n Play

A resource that connects kids of all abilities to the fun and excitement of the TORONTO 2015 Games through physical and cultural activities and healthy living lessons.

My Personal Best

An online tool to monitor and assess physical literacy knowledge, set individual goals and motivate children and youth to achieve their personal best.

Activity Day Kit

A kit with 13 activity cards that relate to healthy living and sports/parasports that were featured in the TORONTO 2015 Games, plus a Pan Am/Parapan Am banner and a guide that explains how to set up an Activity Day.

For more information and to directly access these resources, visit ppakids.ophea.net/.

About Athlete Videos

As part of the PlaySport initiative, athlete videos have been developed which feature some of Canada's top athletes to discuss the connections between physical activity and other facets of healthy living, including the development of living skills.

Living skills are a component of the [Ontario Health & Physical Education curriculum](#) and include personal, interpersonal, and critical and creative thinking skills that are essential to student achievement.

Through use of these videos, participants will learn about:

Personal Skills:

- Taking responsibility for their own learning.
- Developing an understanding of their own strengths and areas that need improvement in school and at home.
- Applying adaptive, management, and coping skills to respond to challenges.
- Taking responsibility for their own actions and choices.

Interpersonal Skills:

- Communication, relationship and social skills.
- Showing respect for others.
- Appreciating similarities and differences in each other.
- Identifying and creating a support network where they can build positive relationships with friends, family and trusted adults.

Critical and Creative Thinking Skills

- Reflecting on an outcome of a decision and identifying things that went well and what could have been done differently.
- Gathering necessary information from a variety of reliable sources to make an informed choice.
- Transferring learning about the importance of being physically active into their own lives and finding activities and/or sports that will promote healthy active living.
- Drawing conclusions and evaluating procedures to reach a specific goal.

How to Use Athlete Videos

The PlaySport Athlete Videos can be used at school, in the community and at home. Use the following tips and strategies to help enhance use and impact of the videos.

Integration of the videos into your Health & Physical Education Program.

These videos are a great tool to be integrated into an H&PE program. The Living Skills component in the Ontario Health & Physical Education curriculum teaches students the personal skills, interpersonal skills and critical and creative thinking skills they need for healthy active living. Each athlete shares a personal story that can be used to enhance students' understanding of who they are and help them connect positively and productively with their personal life at home and at school. When introducing a game category from the TGfU model, these videos can be a great way to showcase a non-traditional sport that can be played at a recreational and/or elite level. In health education, you may also want to integrate these videos to help students develop an understanding of factors that contribute to healthy development and healthy living. Each of the athlete's stories not only support the importance of health knowledge but also connecting it to real life.

Celebrate participants of all ability levels.

The series of the videos are also a great tool to enhance the knowledge, understanding, and awareness for people who live with a special need and/or disability. These athletes share personal stories of their struggles and triumphs of growing up with a special need and provide an authentic glimpse of how they have embedded healthy active living into their own lives.

Use small or large groups to provide opportunities for meaningful discussions through the provided guiding questions.

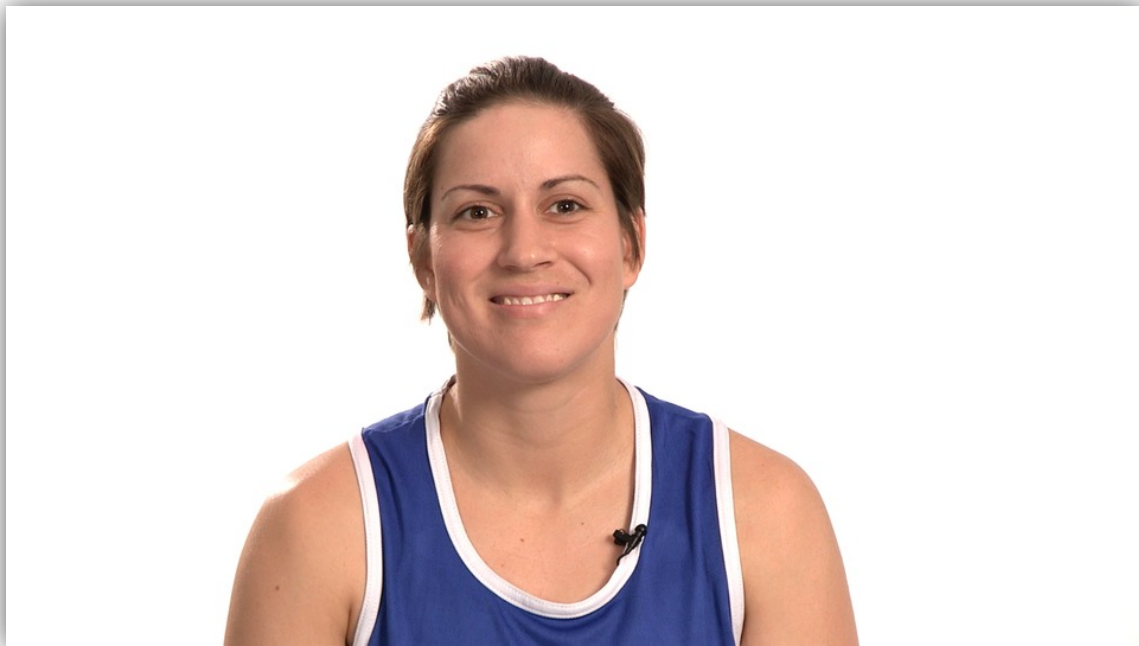
The guiding questions provided for each video help participants to connect their personal experiences to the topics that are addressed by each athlete. The questions are divided into three categories: Before Video, During Video, and After Video. Each category of questions provide participants with the opportunity to develop higher order thinking skills where they can learn to reflect and evaluate how the messages relate to their personal lives.

Video Guide: Mary Spencer

Division: Senior (Grades 11-12), Topic: Participation in physical activity

Athlete Bio

Mary Spencer is one of Canada's premier boxing champions, holding eight national titles, five Pan American titles and three world titles. She entered the Olympic stage at the London 2012 Games when women's boxing debuted and won gold when women's boxing was unveiled at the 2011 Pan Am Games. A proud Ojibway athlete and a CIBC Team Next mentor, Spencer has been named the "one to watch" by the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS).



Video Summary

This video features Mary Spencer, who is of First Nations heritage, and is one of Canada's top boxers. Mary believes that being active doesn't just mean playing a sport. She emphasizes that being active includes being able to get out, move and explore what an individual likes and doesn't like to do. This video is a great tool to help participants see the benefits of being and staying physically active in a variety of ways.

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Curriculum Connections

Consider using the video as a teaching tool to highlight the following curriculum connections. Note that this list is not exhaustive, and further learning opportunities may arise during the task.

Grade 11 HALE:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;

A1.2 describe the holistic benefits of lifelong participation in physical activity, and demonstrate an understanding of strategies they can use to continue to be physically active throughout their lives

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living

A2.2 describe strategies that can be used to set and achieve effective short-term personal physical activity goals as well as effective goals related to lifelong wellness and active living

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Grade 11 Health for Life:

Determinants of Health:

- analyse the role of individual responsibility in enhancing personal health
- analyse the social factors that influence personal health.

Personal Factors

- describe the interrelationship of physical, social, and mental health in enhancing personal health
- describe the heredity factors that influence personal health (e.g., a family history of an illness such as diabetes, breast cancer, cardiovascular disease, or mental illness; body shape and size)
- analyse how various lifestyle choices (e.g., decisions pertaining to nutrition, physical activity, and smoking) affect health
- implement a personal plan for healthy living

Social Factors

- describe how family, peers, and community influence personal health
- describe the influence of culture on health (e.g., foods eaten, methods of treating illness, gender roles)

Health Promotion

- describe how to reduce the risks and/or delay the onset of chronic diseases in adulthood (e.g., cardiovascular disease, cancer, arthritis, diabetes)
- demonstrate an awareness of the contributions that individuals can make to the health of others

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Grade 11 Health for Life:

A1. explain how personal factors and individual health practices or behaviours influence personal health

A1.1 explain how heredity influences personal health

A1.2 demonstrate an understanding of resilience and its impact on personal health, and explain how personal factors contribute to the development of resilience

A1.3 explain how personal health practices, health knowledge, and healthy behaviours and attitudes contribute to the protection and improvement of an individual's health

A2. explain how social factors influence personal health

A2.1 explain how a strong social support network contributes to better personal health, and describe ways of enhancing their personal social networks

A2.3 explain how sex, gender identity, and social and cultural background can influence health

B1. demonstrate an understanding of the concept of personal wellness, the factors that influence it, and ways of maintaining and enhancing it

B1.1 identify the dimensions of wellness, and describe how they relate to each other and how an understanding of their interrelationship can be used to enhance personal health

B1.2 describe the factors that contribute to personal wellness and support healthy living

B2. demonstrate the ability to develop and implement a personal wellness plan

B2.2 identify ways of overcoming challenges that might inhibit making changes to health-related behaviours

Grade 12 HALE:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;

A1.2 describe physical activity facilities that are available and accessible to a wide range of users in their local community, and assess the potential of these facilities to support lifelong participation in physical activity

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living

A2.2 evaluate the effectiveness of various physical activity and fitness programs, approaches, and types of fitness equipment for achieving specific personal physical activity and fitness goals

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Grade 12 Introductory Kinesiology:

A2. demonstrate an understanding of the individual and social benefits of participation in physical activity and sport and the factors that enable and constrain participation.

A2.1 describe factors that influence participation in physical activity and sport

A2.2 analyse the role of social and cultural factors (e.g., sex, racial and ethnic background, socioeconomic status, age distribution, range of abilities within the population) in determining access to physical activity and sports programs

A2.3 describe the benefits of school and community physical activity and sports programs for themselves and for society

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Questions for Participants

The leader can use the following guiding questions to help viewers refine their thinking before, during and after watching the video. Before Video questions help participants get ready to watch the video by introducing the topic. During Video questions help guide the participants' thinking in relation to the topic. After Video questions provide an opportunity for participants to reflect on the topic.

Before Video:

- Canada's Guide to Physical Activity recommends children and youth to be physically active for at least 60 minutes a day. Describe some activities that you have participated in so far today that contribute to 60 minutes of physical activity.
- Have you ever stayed indoors for a long period of time? Have you ever sat in front of the TV or computer for an extended period? Describe how your body felt?
- How do you feel after you go for a walk? Go to the park? Participate in a full period of physical education? What differences do you notice from your long periods seated?

During Video:

- In the video, Mary talks about why physical activity is important to her. Whether she is playing a sport, or just being outside moving she talks about day to day benefits. Identify some of the benefits she describes.
- Mary talks that the importance of staying active doesn't just mean playing a sport. Different people like different types of activities. List some physical activities that you enjoy doing that are not sports.

After Video:

- Mary says that she continues to be active outside of boxing too. She recommends to "Get outside and get moving. See what you like to do." How would it be beneficial for your health to find a variety of ways and activities to be active?
- Mary learned through boxing that setting goals has helped her overcome obstacles. Describe some benefits of having goals in school? At home? For healthy active living?