

# Carousel Players

Presents

## ***THE BIG LEAGUE***

*By James Durham*  
Study Guide

By Bev Haskins



This delightful, action filled play, full of hockey know-how is about much more than how to play the game.

As three friends, Tommy, Bobby and Deke compete for a place on the 'big league' team, they learn about teamwork, friendship, sportsmanship and how to solve their own problems. Tommy has another challenge - dealing with his father Ian who used to be so supportive of Tommy's every move and now can find nothing but fault. Find out what is going on and how Tommy deals with it.

You can download this study guide, find additional puzzles, games, movies and books for students that link to this play and Olympic sports at [www.carouselplayers.com](http://www.carouselplayers.com)

# Carousel Players

Carousel Players is an award-winning professional theatre for young audiences committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 15 in schools, theatres and other venues. We ensure that our performances, theatre school and classroom programs are affordable for all children regardless of their socio-economic status or situation.

## Our Activities

Throughout our 35 year history, over 2 million students, teachers and families have seen our productions. We regularly perform in schools across Ontario, and frequently tour to theatres in London, Toronto and Orangeville and festivals in Ottawa, Vancouver, Winnipeg, and Calgary. Our award-winning plays have toured as far away as England and Japan. Carousel Players offers Saturday theatre school classes, March Break programs and summer drama programs to youth aged 5 to 14. Every year we host student co-op placements and internships for young professionals.

## Our History

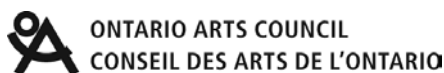
Carousel Players is a non-profit charitable organization that began in 1972 by Desmond Davis, a Professor of Drama at Brock University in St. Catharines. Des and his wife Faye came to Canada in 1970 from Australia where both had gained considerable experience in professional theatre and created a theatre to serve youth in Niagara. The name for the company is inspired by one of Canada's oldest carousels in nearby Port Dalhousie where you can still take a ride for just a nickel. Other artistic leaders of the company include Duncan McGregor (1977 to 1990), Pierre Tetrault (1990 to 1998), Kim Selody (1999 to 2006) and Pablo Felices-Luna (2007 to present).

## Carousel Players Staff

Pablo Felices-Luna, Artistic Director  
Jane Gardner, General Manager  
Jason Woodgate, Production Manager  
Donna Vandecoevering, Accounts & Tour Manager  
Allen McCreath, Outreach Coordinator

**Special Thanks to the May Court Club of St. Catharines for their generous contribution for our study guides**

Thank you to our supporters



City of St. Catharines

# ***THE BIG LEAGUE***

by James Durham

Directed by **Pablo Felices-Luna\***  
Set and Costume Design by **Michael Greves**  
Lighting Design by **Bradley A. Trenaman**  
Study Guide by **Bev Haskins**  
Stage Management by **Kirsti Bruce\***

## ***THE CAST***

Tommy	Jeff Giles*
Bobby	Jenn Buffett*
Deke & Ron McKleen	James Allport*
Ian and Don Berry	Paul Wilson*

\* members of Canadian Actors Equity Association

**Playwrights' Notes:** Special thanks to my son Ethan for telling me that it bothered him when I shouted from the stands while he played hockey, and so showing me the path to being a good hockey parent, and in doing so giving me the seed of the play. Leslee Silverman the Artistic Director of Manitoba Theatre for Young People, originally commissioned *The Big League*, with funding by The Manitoba Arts Council. It has been produced by Carousel Theatre in British Columbia. A re-working of the script for older audiences was commissioned for Carousel Players and Roseneath Theatre - that script was produced by Quest Theatre in Calgary.

**James Durham (Playwright)** has worked primarily as an actor in theatre of young people, performing to over a half a million children in Manitoba in various productions over the last twenty years, including eight years with Mimeworks Mime and Story Theatre Troupe. His other plays include *Franklin, My Old Man, and Cruel and Unusual Punishment*. *The Big League* is James Durham's first play for young audiences. James is currently working on a play about Youth Gangs called *Wannabe*. He is a graduate of the University of Winnipeg with a B.A. in Theatre.

Carousel Players is a not-for-profit charitable organization, a member of the Professional Association of Canadian Theatres, and an engager of artists under the Canadian Theatre Agreement who are members of the Canadian Actors' Equity Association. We are proud members of the St. Catharines Downtown Association, the St. Catharines - Thorold Chamber of Commerce, Theatre Ontario, and St. Catharines and Area Arts Council.

## ***BEFORE THE PERFORMANCE***

Before seeing any theatrical performance, discuss with your class the importance of proper conduct and behaviour as an audience member. For example, listening rather than talking, and proper show of appreciation - clapping and when to do it. You may want to compare different ways of showing appreciation for different venues (at a hockey game and in a theatre).

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## **MINISTRY OF EDUCATION CURRICULUM OUTCOMES**

The following Ministry of Education Curriculum Outcomes can be demonstrated to a greater or lesser degree depending on how many activities you try and the depth to which you explore them. The Outcomes listed here are relevant for all grades in the division with more depth needed for the higher grades.

The following lists represent a range of junior/intermediate outcomes. See your grade guides for specific details.

### **THE ARTS**

#### **DRAMA/DANCE**

- Describe and interpret works of drama using appropriate vocabulary
- Demonstrate an understanding of the motives of the characters in drama productions
- Represent and interpret main characters by speaking and writing in role
- Explain the importance of research in producing effective dramatizations (for example, people in history)
- Explain the significance of the materials, props, costumes, and symbols used in drama
- Recognize and use criteria for evaluating the quality of a drama performance
- Identify different theatrical venues and their effect on modes of presentation
- Identify performance techniques that have an effect on the audience's emotions and senses and evaluate their use in a performance
- Evaluate the overall effect of a performance analyzing the key elements

#### **INQUIRY/RESEARCH SKILLS**

- Use appropriate vocabulary to describe their inquiries and observations
- Ask pertinent questions to gain information and facilitate research
- Locate relevant information from a variety of sources
- Communicate information using oral presentation and written notes

### **LANGUAGE ARTS**

#### **WRITING**

- Generate, gather and organize ideas and information to write for an intended purpose
- Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas
- Determine whether the ideas and information gathered are relevant, appropriate and adequate for the purpose and be prepared to do more research if necessary

#### **CHOICES INTO ACTION**

- Demonstrate the skills and knowledge necessary to manage their own behaviour
- Identify the variety of characteristics, skills, competencies, qualities, and talents of others
- Demonstrate their understanding of using skills to build positive relationships

### **PHYSICAL EDUCATION/HEALTH**

#### **ACTIVE PARTICIPATION**

- Demonstrate respectful behaviour towards the feelings and ideas of others
- Identify and follow the rules of fair play in games and activities and support the efforts of peers

## ***FROM THE DIRECTOR***



I did not grow up in a hockey-loving environment, so I did not understand the passion many Canadians feel for the game. Eventually, I made the connection and recognized that fervour. Soccer takes centre stage in Peru, and no other sport gets my compatriots fired up like it. The line is drawn between those who love soccer and those who know better than to say they don't. As I continued my life in Canada, I learned to appreciate, at first, and later enjoy a game that still puzzles my parents whenever they come to visit.

So, *The Big League* is about hockey and we love hockey in this country. Is that why we are touring the show? No. James Durham's play is about a young man who loves his father but who has to stand up to him. The game of hockey gives us a context to tell that story. It also provides us with an exciting theatrical device for the play. But what I really want to see is Tommy realizing that he is losing his friends and being brave enough to do something about it. I want to cheer for him. He has figured out that he can try to make the team and still have fun; he has chosen to stay in the present and let the future come to him. In order to do that, he has to come to an understanding with his dad. That is the kind of smart, courageous behaviour that I hope to instil in my own children, whether they participate in sports, arts or any other activity.

## ***AFTER THE PERFORMANCE***

### ***WHAT DID YOU THINK? (discussion)***

Do this activity as soon after viewing the play as possible, preferably the same day. Facilitate an open discussion about their views and feelings after seeing the play. Encourage each person's opinion as valid and ask for justification of their views. Focus on how the play made them feel or think, and what devices the theatre company used to accomplish this. Talk about the use of only a few people to play many roles and how well that worked. Be prepared to ask and answer questions as the discussion progresses.

*The following activities are divided into two main sections:*

### ***Everything About Hockey Sportsmanship***

## ***EVERYTHING ABOUT HOCKEY***

### ***MIMING THE MOMENT (drama technique)***

Using hockey or any sport, divide the class into groups of 3-5 and ask them to create a series of mime snapshots that show a sequence of events in a game where the outcome is clearly demonstrated in the final picture. Work with changing from one mime pose to the next by staying in role and moving in role. Work with timing, change the sequence so everyone moves together. Older students might add one line or word of speech to each snapshot.

### **HOCKEY NOSTALGIA (research)**

Do some research and match up the following two lists. Match up the Hockey Hall of Fame Player and his Birthplace.

- A. Borje Salming
- B. Johnny Bucyk
- C. Frank Brimsek
- D. Hobey Baker
- E. Charles Gardiner
- F. Thomas Dunderdale
- G. Joseph H. Hall
- H. Stan Mikita
- I. Bernie Parent

- 1. Montreal, Quebec
- 2. Karvna, Sweden
- 3. Edinburgh, Scotland
- 4. Skolce, Czechoslovakia
- 5. Wissahickeon, Pennsylvania
- 6. Bebella, Australia
- 7. Edmonton, Alberta
- 8. Eveleth, Minnesota
- 9. Staffordshire, England

Match up these old teams to their city.

- A. Pirates
- B. Scouts
- C. Maroons
- D. Rockies
- E. Eagles
- F. Nordiques
- G. Jets

- 1. Quebec
- 2. Montreal
- 3. Colorado
- 4. Pittsburgh
- 5. St. Louis
- 6. Winnipeg
- 7. Kansas

### **HE SHOOTS, HE SCORES (writing, performing)**

Work with a partner and write a sportscaster report of a play in a sports game. Perform your sports cast - like a radio broadcast. Can you make everyone believe that they are really at the game?

### **BOLSTERING YOUR MORALE (creativity)**

Tommy and Deke have a ritual they use before every game. They punch their hockey gloves together and do a head butt with their helmets. Teams and individual players often have cheers or little routines they do to bolster everyone's morale and determination before a game. Working in pairs or groups, have your class create a bolstering ritual for a team or pairs of players. Any sport can be used.

### **THE DEBATE CONTINUES (language, research)**

Every year when the hockey season is upon us, someone opens the debate again about whether or not hockey should have any violence (fighting) allowed. In little league, the debate is often about body contact or no body contact. Divide your class into two groups and have them prepare a debate either on the NHL or little league. Encourage use of research to find information to back their case. Hold the debate using organized debating routines.

### **CREATE AN AWARD (creativity, art)**

Think of all the different types of awards that are given out for hockey and other sports. Discuss the shape, composition, and colour of different awards. Think about other awards that could be given out in your class. For example academics, athletics, congeniality, citizenship, outstanding performance. Have each student design and make an award for some predetermined award. Ask them also to come up with the criteria for receiving this award (this might be done in groups or whole class). Carry this through to finding recipients and presenting the awards.

### **WRITE AN AWARD STORY (creative writing)**

What would you find out or hear about if the trophies could talk? Get creative and write a story from the trophy's point of view. Did it get dropped and dented, forgotten and left some where, never have a moment alone because it had guards protecting it? Possible titles could look like **Why I Love Being the.... My Most Memorable Moment... Ouch - that Hurts.**

### **A PERSONAL STORY (writing)**

In an open forum setting discuss aspects of a sport your students participate in and what they like and dislike. Ask them to write a story about one thing that happened to them during a sports activity (good or bad, serious or funny). If they do not play an organized sport, ask them to think about games on the playground or other hobbies they may be involved in, or if necessary, to write a story about a friend or relative playing a sport. The stories can embellish the truth in the interest of art but should be based on a true story.

**EXTENSION: Turn this into drama.** In groups of 4 or 5 the students share their stories with the group by reading them or orally telling them. Through consensus the group, decide on one story to work on dramatically. Using a series of tableaux where at least one line of dialogue is used in each picture, perform the story. (Names can be changed to protect the innocent)

Send us your ads!



### **ADVERTISING (creativity, design and presentation)**

Ask students to name different media.... television, radio, magazines, billboards, book marks, posters. Divide the class into groups and ask each group to come up with an aspect of hockey they will advertise. For example - encouraging more girls to play. Create and present their ads to the class.

### **THE GROWTH OF WOMEN'S SPORTS (research and oral presentation)**

Students will work in groups to prepare a presentation of their choice demonstrating the growth of the involvement of women in one of the following: hockey, basketball, soccer, rugby or football. Their work can discuss the state of the sport at given times historically in regard to women and how and why it is changing, as well as the future predictions for women in this sport. Present your findings in whatever way you choose.

### **PARENT'S CORNER (brainstorming, problem solving, role-playing)**

Parents play a major role in their children's hockey involvement. Brainstorm together ideas about parental involvement under the following headings. What do parents do and need to be aware of? Gas, Food, Schedules, Contacts and Resources, Budget, Knowledge, Skills.

Children often come home and tell their parents things that upset them. Create some possible scenarios like the following. Then, in groups of 2 or 3, ask the students to decide who needs to discuss the problem and to role play that happening. Decide on a sequence of events.

*My son just told me that the coach told the whole team that they did bad at their last game. I wonder what was really said in the locker room?*

*My daughter has come home from practice lately and been talking about name calling and backstabbing on her team. It may be only petty stuff, but may need to be addressed before it gets out of hand. Is she being overly sensitive or is something more serious happening?*

*My mom comes out to all my hockey games and screams and yells at all the other players, even ones on my own team. The refs have warned her several times, and I have asked her to stop, but nothing seems to be working. What can I do now?*

### **SPORTS BODY BASICS (physical education)**

Before any physical activity it is a good idea to warm-up properly. The work out should be hard enough to produce a light sweat. Warm-ups help increase mobility of muscles and joints and get the heart and lungs ready for action. Use your curriculum guides for specific details about exercises in the following areas.

LOOSEN UP - begin with slower movements and progress to moving more quickly. Increase the movements from small to large. Neck, Shoulder, Trunk, Knees.

STRETCH - Shoulders and Sides of Trunk. Front of Legs, Inside of Legs, Back of Legs and Lower Back, Inside of Leg and Hip Stretch.

### **CREATE YOUR OWN TEAM (creative planning, art)**

Ask each student to create their own, brand new hockey team. Name the team. Decide the location where the team will play. Prepare a radio commercial that will advertise your team. Choose your team colours and design a logo and a team shirt. Create a poster to advertise your team.

### **CREATE A HOCKEY DICTIONARY (language arts)**

Using a newspaper or books on hockey, make up a dictionary list of hockey words and expressions. Write or find a definition of each. Present your dictionary in alphabetical order. Do this with a partner. Who can find the greatest number of words?

### **TAKE A TRIP (research)**

The Hockey Hall of Fame and Legends of Hockey are both in Toronto. Go to: [www.hhof.com/index.html](http://www.hhof.com/index.html) and plan a trip for your class.

### **NATIONAL TEAMS (research, geography)**

Ask the class to research how many national teams there are and where they are located. Using a large wall map of the world, find these countries and place markers to connect them. (Canada, Czech Republic, Finland, Germany, USA, Slovakia, Sweden, Russia).

EXTENSION: Working in groups name all the North American NHL teams. Draw or find pictures of the team logos and locate their cities of origin on a map. Make this a team contest to heighten the excitement of doing this activity.



### **WHO AM I? (research)**

Assign groups to research the answers to the following riddles. Discuss how they might go about doing research with this kind of information. As in the *National Teams* activity - make it a team contest. Plan your strategy to use all team members effectively.

- I am a four-time winner of the Vezina Trophy. I am a three time NHL First Team All-Star. I am a Calder Trophy winner. I am the NHL's all-time shootout leader. I am a goalie. (**Terry Sawchuk**)
- I am the first player to score 1000 career points. I am a six time winner of the Hart Trophy. I am known as "Mr. Hockey". I am the only player to appear in the NHL in five different decades. I wore jersey number 9. (**Gordie Howe**)
- I am a two-time winner of the Conn Smythe Trophy. I am the most memorable player to wear the number 4. I am an eight-time winner of the James Norris Trophy. I am the most valuable player of the 1976 Canada Cup Tournament. (**Bobby Orr**)
- Many consider me the greatest hockey player of all time. My nickname was the "The Great One". I played for four different NHL teams. (**Wayne Gretzky**)
- I am known as "Jake the Snake." I am a winner of the Hart Memorial Trophy. I was the winner of the Vezina Trophy seven times. I am the first goalie to wear a mask regularly. (**Jacques Plante**)
- I am a six-time winner of the James Norris Trophy. I played in 19 consecutive All Star games. I played 20 seasons with the Boston Bruins. I won my first and only Stanley Cup the same year I retired from the NHL. (**Ray Bourque**)
- I am a member of 6 Stanley Cup teams. I am a Cornell graduate. I am an author and a lawyer. I am a goalie who wore two different masks. (**Ken Dryden**)
- I am a Vezina Trophy winner. I am one of two players to have their jersey retired by the team. I am known as "Eddie". I am a fan favourite in Madison Square Garden. (**Ed Giacomin**)
- I am a 6 time winner of the Art Ross Trophy. I am a two time winner of the Stanley Cup. I have spent my entire career in Pittsburgh. I wear the number 66 proudly on my jersey. (**Mario Lemieux**)
- I am the first player to score more than 50 goals in one NHL season. I am a 10 time NHL First Team All-Star. I am a 2 time winner of the Hart Trophy. I am the "Golden Jet." (**Bobby Hull**)

Do you see some other research ideas here? What is the James Norris Trophy? What is the Hart Memorial Trophy? Why is it called the Stanley Cup?

### **SPORTSMANSHIP**

#### **SPORTSMANSHIP POSTER (art, problem solving, peer mediation)**

Working in small groups with large poster board, ask each group to create a collage of examples of good sportsmanship. These pictures can be student drawing or magazine cut outs. Or, if you have a digital camera - pictures taken in and around the school printed out on regular paper. Make sure the pictures are not just about sports but all kinds of other examples of good sportsmanship in everyday life. Discuss why certain drawings or pictures were included.

EXTENSION: Place the posters somewhere in the school or classroom in an area that can be designated as a "peer mediation" area. When students have personal or group conflicts ask them to go to the mediation area, reflect on what they see there and come up with ways in which they can resolve the conflict.

### **CODES OF CONDUCT (brainstorming, writing)**

- Everyone involved with a sports team (or any team) have rules and responsibilities and codes of conduct that they need to adhere to in order for the team to be as successful as possible in many ways.
- Working in groups, assign each group one of the following groups of people that are involved with a team. Ask each group to come up with 5 to 8 rules and codes for proper conduct for that group of people.
- You can then open each group's ideas up for general discussion until the class agrees by consensus. Or, each group can pass their ideas to another group. As a new rule is passed, the group looks at what is written. For the rules they're not sure about and those they disagree with - they can add anything they think is missing. Keep passing the rules around until all groups have seen every page and then work from whole class consensus.

GROUPS - coaches; student athletes; spectators; parents of players; officials (refs); league.

### **THE SPORTSMANSHIP CHALLENGE (strategy, planning, team building, simulation)**

#### **MATERIALS**

4 hula hoops per team (teams of 6 or less), gymnasium or comparable outdoor space.

#### **INTRODUCTION**

Discuss times and places where working together as a team is/was absolutely necessary for success (think personally and nationally/globally/historically).

#### **SET UP**

- Divide students into groups of 6 or less. Use an area about the size of a volleyball court with start and finish lines marked.
- Behind the starting line students are asked to imagine they are in a sinking ship.
- Across the finish line is an island.

#### **OVERVIEW**

- Students, in their groups, are in a sinking ship. They may only use life boats (hula hoops) to get to the island.
- The object is to get all the people off the boat as quickly as possible and into the lifeboats. Give the groups a few short minutes to plan a beginning strategy.

In true brainstorming fashion suggest that each person in the group needs to come up with an idea before they decide on one. (You may need to let them try out their original ideas, then call time and discuss what was working and was not working and let them go back to the planning board).

#### **RULES**

- They may only step in the hoops and pick up hoops, but only those that are empty. Hoops cannot be dragged or tossed.
- Teams may take any number of passengers on the lifeboat but if any passenger steps out of the hoops all the people in that lifeboat must go back to the ship.
- Teams may step out of the lifeboats only when they have reached the island, but they may not throw the hoops back to the ship.

#### **CONCLUSION**

At the end of the activity discuss the types of behaviour that were helpful and the ones that were not.

### **DEBATE/DISCUSSION (writing, performing)**

If you could only win one award which would you rather have the best player award or the sportsmanship award? Have this role playing debate/discussion between two players, two parents, parent and coach, player and parent, player and coach.

Why is good sportsmanship important?

### **GOOD SPORTSMAN TAG (team building, physical activity, planning)**

#### **MATERIALS**

- A gym or large outdoor playing area.
- 4 large cones to mark out a penalty box.
- 2 cones to mark out the boundaries of an island.
- 4 objects to act as treasures.
- Attach these 4 signs to the “treasures”. The 4 signs say: 1. Follow the rules. 2. Do your best. 3. Include everyone. 4. Respect your opponent.



#### **SET-UP**

3 students are chosen as ‘defense’. They stand in the centre of the gym and guard the 4 treasures. The rest of the students stand behind the safety line from one side of the gym to the other and about 5-10 feet wide marked by 2 cones at either end. On the far left corner of the gym there will be a 5 x 10 ‘penalty box’, marked out by 4 cones.

#### **RULES**

- The object of the game is for the students to get the 4 treasures and bring them back behind the starting line where they are safe.
- The three ‘defense’ people or ‘taggers’ try to prevent others from getting the treasures.
- During the play anyone behind the starting safety line is safe and cannot be tagged.
- Students may talk to one another as they choose to plan strategies. The three taggers may also confer to strategize.
- When one of the centre 3 tags another player that player must go to the penalty box.
- A player in the penalty box can be freed by another player who must successfully run to the penalty box and give them a high five hand slap. Both players then get a free walk back to the starting point (note: they cannot re-enter the tag game from the penalty box, but must walk back and start fresh).
- The game is won if the rescuers can retrieve the treasures and bring them safely back to the safety zone in a specific time allotted by the teacher. Try shortening the time on repeated plays of this game.

#### **CONCLUSION**

- Discuss strategies that worked for the rescuers and for the defense people.
- Taking out personal names, discuss defense tactics that worked or examples of non-sportsmanlike behaviour.
- Discuss how much more difficult that made the rescue and how the rest of the players could overcome those obstacles in a positive manner.

#### **EXTENSION**

Discuss or write about one or all of the 4 play fair rules that represented the ‘treasures’. Talk about times you did and/or didn’t remember to heed one of them. What happened?

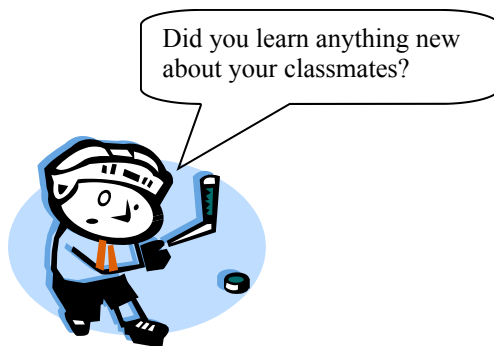
### ***YOUR CLASSROOM AS A CIRCLE (problem solving, team building)***

The shape of a circle is very conducive to open and honest sharing of ideas. Create time in your busy school schedule to do some circle work with your class to talk about or listen to whatever is on their minds. Please note that this should not only be done when there is some sort of 'problem'. You do not want to give students the idea that calling the circle means there is trouble.

Before any honest sharing can really take place certain circle agreements need to be reached and adhered to. Here are some suggestions for those agreements:

- There is no leader. Someone (a teacher) facilitates the process, asks questions to guide the thinking of the whole group and is an equal member of the group.
- Use a talking piece (any object that can comfortably be held in your hands and that is significant to the class) For example you can use a smooth stone.
- When someone is holding the talking piece, no one else speaks, interrupts the speaker or offers help that is not requested.
- The talking piece is passed in a clockwise motion from the first speaker around the circle as many times as needed. Everyone can hold the piece in silence for a moment if they do not want to speak and then pass it on.
- What is said in the circle stays in the circle. Everyone agrees to not discuss matters from the circle outside of the circle, either with each other or with people outside the circle.
- It is agreed that what is spoken about in the circle does not have to be resolved or fixed at that time.
- The circle is for letting everyone have an equal voice.
- When you are not talking you are actively listening. There is no judgement of what the speaker is saying - no facial expressions, no nodding or shaking of heads. Everyone is allowed to have the floor only to be heard, not judged or agreed with.
- At any time anyone in the circle can call for an open discussion on a topic or ask for suggestions.
- No one takes their time with the talking piece to comment on what someone else said.
- Everyone speaks from their heart and their own experiences.

*The key idea of classroom circles is to build community by setting aside structured circle time to allow your students to talk safely about any topic they need or want to talk about. Topics need not be school related. (For more details on calling a circle practices call Bev Haskins, the creator of this study guide at 905-563-8520).*



### **GOAL SETTING (talking, writing journaling)**

Tommy, Deke and Bobby all had personal goals they were trying to achieve in their lives. Ask your students to work on setting a personal goal for themselves that they would like to achieve by the end of the school year. Have them work with the following questions in order to set realistic plans for their goals.

- What kind of 'work' will it take to achieve your goal?
- What might you have to give up/sacrifice for now in order to make time/space for this in your life?
- Why would this be a good thing for you to do?
- What things might you need to be careful of not doing as you work to achieve your goal?
- Who else will need to be involved in order for you to reach your goal? How will you achieve this?
- What will success look/feel/ be like?
- When/how will good sportsmanship be important to remember on your path to this goal?

There are several major issues that this play raises, that would be good for you to allow your students to explore in a safe manner. Questions arise such as: when is it important to please your parents? When, if ever, might you challenge that? What happens when you disappoint or hurt a friend (physically or emotionally)? How can you deal with a parent who is always angry? These can be handled in several different ways. Here a few suggestions:

Use the classroom circle as outlined above and pose a specific question for all students to answer.

Ask them to write about or journal (dear diary) about a personal situation, how they feel about it, how it happened, and what they might do about it.

Have a *Question & Answer* box in your classroom that students can write out personal problems or questions anonymously. You can pick examples and open up a discussion.

### **SPORTSMANSHIP CHECKLIST FOR KIDS**

Sportsmanship is the ability to:

- Win without gloating
- Lose without complaining
- Treat your opponents and the officials with respect

The following is a checklist that your students can use whenever they are in a situation that requires good sportsmanship and fair play. Help them to evaluate themselves honestly. You might also want to send this list home to parents so they can help their child keep track outside of school hours.

- I abide by the rules of the game
- I try to avoid arguments
- I share in the responsibilities of the team/group
- I give everyone a chance to play according to the rules
- I always play fair
- I follow the directions of the coach/leader
- I respect the other team's efforts
- I offer encouragement to my teammates
- I accept the judgement calls of the game officials/leaders
- I end the game smoothly

What do you think of Tommy's way about getting on the team initially?



## **FOOD FOR THOUGHT....AND DISCUSSIONS**

The following are from a web connection at [www.packypayfair.com/past\\_quotes.cfm](http://www.packypayfair.com/past_quotes.cfm) There are many more where these came from. Use these quotes on sportsmanship to stimulate thought and discussion in your classroom.

*This is a monumental, humongous fight we have on our hands, and the win-at-all costs mentality is the No.1 obstacle that stands in our way. We need to restore an honourable place for second, third, and even last.* **Russell Gough**

*One man practicing good sportsmanship is far better than 50 others preaching it.*  
**Knute Rockne**

*A good coach will make his players see what they can be rather than what they are.*  
**Ara Parashegian**

*Kind words can be short and easy to speak. But their echoes are truly endless.* **Mother Teresa**

*We cannot fail to win unless we fail to try.* **Tom Clancy**

*Coming together is a beginning; keeping together is progress; working together is success.*  
**Henry Ford**

*Improve your performance by improving your attitude.* **Unknown**

*It is not only for what we do that we are held responsible, but also for what we do not do.*  
**John Baptiste Moliere**

Sports Illustrated for Kids: Hockey Scorers and Goalies: The NHL's Biggest Stars Dave Luecking

Check out [www.collectionscanada.ca/hockey/kids/024003-3500-e.html](http://www.collectionscanada.ca/hockey/kids/024003-3500-e.html) for many more titles



## **RESOURCES**

### **HOCKEY WEBSITES**

**[www.hhof.com/index.html](http://www.hhof.com/index.html)** (Hockey Hall of Fame and Legends of Hockey)

[www.canadianhockey.ca](http://www.canadianhockey.ca)

**Hockey Hero's Series** by Mike Leonetti - Raincoast books

*The Goalie Mask*

*The Greatest Goal*

*Gretsky's Game*

*A Hero Named Howe*

*Number Four, Bobby Orr*

Novels by Gordon Korman - Scholastic Canada

*All - Mars All-Stars*

*The Chicken Doesn't Skate*

*Cup Crazy*

*Blind Date* by David Poulsen [Coolreading.com](http://Coolreading.com)

*That's Hockey* by David Bouchard

*Hockey Rules: The Official Illustrated Kids Guide to the NHL Rules*

by Dan Diamond Somerville House

### **BOOKS ON SPORTSMANSHIP/FAIR PLAY**

*Raising Good Sports in an In-Your-Face World* by George Selleck

*The Rudy in You: A Guide to Building Teamwork, Fair Play and Good Sportsmanship for Young Athletes, Parents and Coaches* by Phillips, Ruettiger, & Leddy

*Don't Give Me That Attitude: 24 Rude, Selfish, Insensitive Things Kids Do & How to Stop Them* by Michele Barba

### **FICTION**

Matt Christopher Collection includes.....

*Cool as Ice*

*Penalty Shot*

*Face Off*

*The Hockey Machine*

*Wingman on Ice*

*Body Check*

*Ice Magic*

as well as a host of other titles on other sports.....

*Keystone Kids* by John Tunis



## Additional resources supplied by Julia Place

Can you come up with any other games? Send them to us!



### FAMILY SPORTS MOVIES

Air Bud  
Angels in the Outfield  
Bend it like Beckham  
The Big Green  
Cool Runnings  
Like Mike  
Little Giants  
Mighty Ducks  
The Sandlot

### ONLINE GAMES

Visit [www.sikids.com/games/](http://www.sikids.com/games/) to play football, hockey and baseball games  
Visit <http://en.beijing2008.com/funpage/> - the official 2008 Beijing Olympics website  
Visit [www.ltta.ca/student\\_zone](http://www.ltta.ca/student_zone) to play a variety of math and language games.

### MATCH THE SPORT WITH THE PROPER EQUIPMENT

<u>SPORT</u>	<u>EQUIPMENT</u>
Baseball	goggles
Hockey	boat
Basketball	gloves
Volleyball	oars
Tennis	bat
Football	racket
Table Tennis	ping pong ball
Rowing	puck
Sailing	football
Swimming	volleyball
Boxing	hoop

### SUMMER OLYMPICS WORD SCRAMBLE

Alselab                      Xbogni                      Yccilgn                      Inniste  
Vginid                      Cfnenig                      Gnails                      Rsocec

**Answers:** baseball, diving, boxing, fencing, cycling, sailing, tennis, soccer,

### WINTER OLYMPICS WORD SCRAMBLE

Lgue                      Itblohani                      Ocsrstoncruy                      Depsegastikn  
Uigcrnl                      Iskmipgnju                      Ciednancg                      Ceieyokhc

**Answers:** luge, curling, biathlon, ski jumping, cross country, ice dancing, speed skating, ice hockey

Carousel Players Invites your Feedback

# THE BIG LEAGUE

Date: \_\_\_\_\_

School: \_\_\_\_\_ Board: \_\_\_\_\_

Your Name & Position: \_\_\_\_\_ Grade: \_\_\_\_\_

We would appreciate your comments on the content of the program. Was it:  
Appropriate? \_\_\_\_\_ Relevant? \_\_\_\_\_ Entertaining? \_\_\_\_\_

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Did you find the advance material appropriate? \_\_\_\_\_ Relevant? \_\_\_\_\_

Reaction of the students to the play:

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General comments:

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Suggestions for Future Performances:

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Please return to: Carousel Players  
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By Fax: (905) 682-9313 By E-mail: [info@carouselplayers.com](mailto:info@carouselplayers.com)

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Send us your drawings or a photo of your class creations and we will display  
them on our website: [www.carouselplayers.com](http://www.carouselplayers.com)