

Lesson Title: Exploring Cultural and Gender-Diverse Sports Through “47,000 Beads”

Grades: K - 5

Subjects: English Language Arts, Physical Health Education, Social Studies, and Visual Arts

CMEC Curricular Connections: See Appendix at end of document

Time: 45 minutes

Lesson Objectives:

- Students will understand and appreciate cultural and gender diversity in sports.
- Students will develop an awareness of different sports played around the world.
- Students will engage with the themes presented in “47,000 Beads” by Koja Adeyoha.

Lesson Materials:

- “47,000 Beads” by Koja Adeyoha.
- Images or props representing diverse sports.
- Large world map or globe.
- Whiteboard and markers.
- Small beads for a hands-on activity (optional).

Lesson Delivery / Learning Sequence:

Pacing

Introduction:

5 minutes

1. Begin with a brief discussion about sports the students enjoy or know about. Write their responses on the whiteboard.
2. Introduce the concept of cultural and gender diversity in sports, explaining that people around the world enjoy various sports. For example, you may choose to draw information from an article about how gender diversity is expressed in other sports around the world. After reading the article aloud to your students, you may emphasize that sports are for everybody, regardless of sexual orientation and gender identity.

3. Share a few images or props representing different sports from diverse cultures to spark curiosity. Make sure to include a few examples of Indigenous sports such as powwow, lacrosse, slahal, Arctic sports, canoe racing, etc. When students pique curiosity ask them about their own experiences with sports, and their own experiences in their country of origin and validate their stories to help affirm the concept of gender diversity in sports.

Reading and Discussion:

15 minutes

1. Read "47,000 Beads" by Koja Adeyoha to the class.
2. Pause periodically to discuss the themes related to cultural and gender diversity in the story.
3. Ask open-ended questions to encourage students to share their thoughts and observations. For example, stop at page 8 and ask your students, "What do you think is happening in Peyton's heart?", "Why do you think Peyton doesn't want to wear their jingle dress?" At the end of page 27 ask your students, "Did Peyton's family and the powwow community accept them for being their true self?", "How do you think Peyton felt when their community accepted them, not as a boy or as a girl, but as Peyton in her 47,000 beads?"

World Map Exploration:

10 minutes

1. Show the students a large world map or globe.
2. Point out different countries and briefly mention a popular sport from each region.
3. Discuss how people from various cultures have unique sports that they enjoy. For example, you may decide to share that the Indigenous peoples of North America created Lacrosse and that many other Indigenous cultures around the world celebrate cultural and gender-diverse sports such as the Inuit blanket toss, Maori waka ama (canoe racing), Amazonian huka-huka (Indigenous wrestling), Navajo traditional games, and Australian Aboriginal Women's netball.

Hands-On Activity:

10 minutes

1. Provide each student with a small set of beads.
2. Ask them to create a bracelet or necklace using the beads, symbolizing diversity.

<p>3. Emphasize that each bead represents a unique aspect of sports and culture.</p> <p>Conclusion:</p> <ol style="list-style-type: none"> 1. Have students share their beaded creations with the class. Have them explain the symbolism of their beads, and how it ties to their specific experiences of culture, sports, or both. 2. Summarize the key points about cultural and gender diversity in sports, while emphasizing the importance of being yourself while practicing culture and sport. 3. Encourage students to appreciate, be curious about, and respect different sports and the people who play them. <p>Assessment:</p> <ul style="list-style-type: none"> • Participation in discussions and activities. • Observations of students' engagement with the book and the hands-on activity. 	<p>5 minutes</p>
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Homework/Assignments

- Assign a simple reflection task, such as drawing a picture or writing about their favourite sport or a sport they learned about during the lesson.

Notes:

- Ensure that the content of “47,000 Beads” is age-appropriate for the grade level. If necessary, you can adapt the discussion and activities accordingly.
- Moderate Extension for Grades 4 - 5: Discuss the inequities in funding disparities between men and women in categorized sports.
- Extending Extension for Grades 4 - 7: Discuss why gendered categorized sports even exist. Who created them and why? Then discuss the inequities in non-binary categorized sports.

Critical Thinking and Problem Solving	Innovation, Creativity, and Entrepreneurship	Learning to Learn / Self-Aware & Self-Directed	Collaboration	Communication	Global Citizenship and Sustainability
Solves meaningful, real-life, complex problems	Contributes solutions to complex social, economic, and environmental problems	Learns the process of learning (metacognition) (e.g., independence, goal-setting, motivation)	Participates in teams, establishes positive and respectful relationships, develops trust, acts cooperatively and with integrity	Communicates effectively and respectfully in different contexts in oral and written form	Understands ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies, and countries
Takes concrete steps to address issues	Enhances a concept, idea, or product through a creative process	Believes in the ability to learn and grow (growth mindset) and monitors progress in learning	Learns from, and contributes to, the learning of others	Asks effective questions to acquire knowledge	Acts responsibly and ethically in building sustainable communities
Designs and manages projects	Takes risks in thinking and creating	Develops personal, education, and career goals and perseveres to overcome challenges to reach them	Co-constructs knowledge, meaning, and content	Communicates using a variety of media	Recognizes discrimination and promotes principles of equity, human rights, and democratic participation
Acquires, processes, synthesizes, interprets, and critically analyzes information to make informed decisions (critical, digital, and data literacy)	Formulates and expresses insightful questions and opinions to generate novel ideas	Self-regulates in order to become a lifelong learner	Assumes various roles on the team	Selects appropriate digital tools according to purpose and audience	Recognizes the traditions, ways of knowing, and histories of Indigenous peoples, appreciates their historical and contemporary contributions to Canada, and recognizes the legacy of residential schools.
Engages in an inquiry process to solve problems	Tests hypotheses and experiments with new strategies or techniques	Reflects on thinking, experience, values, and critical feedback to enhance learning	Addresses disagreements and manages conflict in a sensitive and constructive manner	Listens and shows empathy to understand all points of view	Contributes to society and the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable and ethical manner
Sees patterns, makes connections, and transfers learning from one situation to another, including real world applications	Makes discoveries through inquiry research	Cultivates emotional intelligence to understand self and others	Networks with a variety of communities/groups	Gains knowledge about a variety of languages including Indigenous languages, and understands the importance of the diversity of languages in Canada	Engages in local, national and global initiatives to make a positive difference
Connects, constructs, relates, and applies knowledge to all domains of life such as school, home, work, friends, and community	Demonstrates initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes	Adapts to change and shows resilience to adversity	Respects a diversity of perspectives and recognizes different sources of knowledge, including Indigenous ways of learning	Voices opinions and advocates for ideas	Learns from and with diverse people and develops cross-cultural understanding
Analyzes the functions and interconnections of social, economic, and ecological systems	Pursues new ideas and shows leadership to meet a need in a community	Manages various aspects of life: physical, emotional, (relationships, self-awareness), spiritual, and mental well-being	Uses a rich variety of technology appropriately to work with others	Creates a positive digital footprint	Participates in networks in a safe and socially responsible manner
	Leads and motivates with an ethical entrepreneurial spirit	Acquires movement skills for exercise and understanding of how and why to engage in exercise activities			
		Develops identity in the Canadian context (e.g., origin and diversity) and considers connection to others and the environment			
		Takes the past into account to understand the present and approach the future			
Student Descriptors	Student Descriptors	Student Descriptors	Student Descriptors	Student Descriptors	Student Descriptors
Students will solve meaningful, real-life, complex problems by taking concrete steps to address issues and design and manage projects.	Students formulate and express insightful questions and opinions to generate novel ideas.	Students learn the process of learning (metacognition) (e.g., independence, goal-setting, motivation) and believe in their ability to learn and grow (growth mindset).	Students participate in teams by establishing positive and respectful relationships, developing trust and acting co-operatively and with integrity.	Students communicate effectively in different contexts in oral and written form through a variety of media.	Students understand the ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies, and countries.
Students will engage in an inquiry process to solve problems as well as acquire, process, interpret, synthesize, and critically analyze information to make informed decisions (i.e., critical, digital, and data literacy).	Students contribute solutions to complex economic, social, and environmental problems or to meet a need in a community in a number of ways including: enhancing concepts, ideas, or products through a creative process, taking risks in their thinking and creating, discovering through inquiry research, and by hypothesizing and experimenting with new strategies or techniques.	Students self-regulate in order to become lifelong learners and reflect on their thinking, experience, values, and critical feedback to enhance their learning. They also monitor the progress of their own learning.	Students learn from and contribute to the learning of others by co-constructing knowledge, meaning, and content.	Students communicate using the appropriate digital tools and create a positive digital footprint.	Students take actions and responsible decisions that support quality of life for all, now and in the future.
Students will see patterns, make connections, and transfer what they have learned from one situation to another, including in real-world applications	Students demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes and motivate others with an ethical entrepreneurial spirit.	Students develop their identity in the Canadian context (e.g., origin and diversity) and consider their connection to the environment. They cultivate emotional intelligence to understand themselves and others. They take the past into account to understand the present and approach the future.	Students assume various roles on the team, respect a diversity of perspectives, and recognize different sources of knowledge, including Indigenous ways of learning.	Students ask effective questions to acquire knowledge, listen to understand all points of view, voice their own opinions, and advocate for ideas.	Students recognize discrimination and promote principles of equity, human rights, and democratic participation.
Students will construct, relate, and apply knowledge to all domains of life such as school, home, work, friends, and community.		Students develop personal, educational, and career goals and persevere to overcome challenges to reach goals. They adapt to change and show resilience to adversity.	Students address disagreements and manage conflict in a sensitive and constructive manner.	Students gain knowledge about a variety of languages, including Indigenous languages, and understand the cultural importance of language.	Students recognize the traditions, knowledge, and histories of Indigenous peoples, appreciate their historical and contemporary contributions to Canada, and recognize the legacy of residential schools.
Students will analyze the functions and interconnections of social, economic, and ecological systems.		Students develop movement skills for exercise, understanding of how and why to take part in movement activities for exercise, and positive attitudes about healthy and active living.	Students network with a variety of communities/groups and use an array of technology appropriately to work with others.		Students learn from and with diverse people, develop cross-cultural understanding, and understand the forces that affect individuals, societies, and nations
		Students manage various aspects of their life: physical, emotional (relationships, self-awareness), spiritual, and mental well-being.			Students engage in local, national, and global initiatives to make a positive difference.
					Students contribute to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner.