



Unit 7: The Whitecaps

Who are the Whitecaps?

Featured teams: 1979 Whitecaps [M], 1989 86'ers, 2004 Whitecaps [W]
Lesson Plan | Suggested Grades: 4-8

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Lesson Plan



Featured Athletes:
Bob Lenarduzzi,
Bruce Wilson,
Domenic Mobilio,
Andrea Neil

Objectives:

Students will:

1. In small groups, research the lives of their assigned Whitecaps player:
2. Use the information they have gathered to create a poster explaining why their assigned player is inducted into the BC Sports Hall of Fame.
3. Use the information they have gathered to prepare answers for a dramatized talk show, during which the students portray their assigned Whitecap being interviewed by a reporter (portrayed by the teacher)

Required Materials

1. Computers with internet access (for conducting research)
2. Pencils and paper/notebooks (to compile and organize research)
3. Pencil crayons, markers (if students draw their images)
4. Scissors and glue (if students print their images from the internet)
5. Large pieces of white paper (for the poster – one per group)
6. Popsicle sticks (optional – to create “face mask” for use during interview)

Opening (10 minutes)¹

1. As a class, discuss the concept of a “Hall of Fame” – what is it (generally), different types (sports, music, etc), who or what can be in a hall of fame etc.
2. Ask students if they are familiar with the BC Sports Hall of Fame. Briefly discuss the Hall and the people who could be involved with the Hall.
 - For reference, Honoured Members (individuals named to the BC Sports Hall of Fame) in the Athletes category must satisfy the following criteria:
 - “Any athlete (able bodied or an athlete with a disability) who has attained a high level of excellence and brought recognition or honour to British Columbia sport on a national or international level in relation to participation in open level sport(s) competition.”
 - Source: <http://www.bcsportshalloffame.com/inductees/nominate/> (Scroll down the page to click on the nomination form. This also includes information on the other categories that Honoured Members could also be designated as, including Team, Builder, and Media)
3. Ask students if they are familiar with the Vancouver Whitecaps. Explain to students that there are currently three Whitecaps teams (1979 Men, 1989 Men, and 2004 Women) and 4 players (Bob Lenarduzzi, Domenic Mobilio, Bruce Wilson, and Andrea Neil) who have been inducted into the BC Sports Hall of Fame.
4. Explain to students that they will be taking on two roles for this project:
 - First, they will work in small groups (or pairs – teacher’s choice) to create a poster, with written and visual components, that explains why their assigned player was inducted into the BC Sports Hall of Fame.
 - The specific criteria for this poster are listed in the next section of the lesson plan.

1 - NOTE: These time allocations are approximate, and have been estimated to fit into a class period of 45 minutes total. Please adjust the times to better suit your class if necessary.

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- Second, each group will also be expected to prepare for a short, “talk show” type presentation, during which they will be expected to portray their group’s assigned Whitecap, who is being interviewed by a local Vancouver reporter (the teacher). Once the group has completed their poster, the teacher will then give them the list of questions that will be posed during the talk show. The group must then prepare answers to those questions using the research they have already conducted.
 - The interview questions, which are listed below, are intentionally similar to the questions the students are required to answer for their poster, in order to enable the students to proceed directly to the next part of the assignment (instead of having them conduct additional research).

Classroom Activity (110 minutes)

- Before creating groups and assigning players, review the instructions/criteria for the poster assignment with the students:
 - Each group will create one poster that focuses specifically on their assigned athlete. The poster must include the athlete’s name, multiple images of the athlete (hand drawn or printed off from the computer), and written, full sentence answers to the following questions/objectives:
 - Where was your athlete born?
 - How/why did this athlete decide that they wanted to play soccer?
 - When did they play for the Whitecaps? Did they play for any other teams (ex: Canadian National team)? Note: the current Vancouver Whitecaps team was also known as the Vancouver 86ers from 1986 to 2000.
 - What were some of their major accomplishments as a soccer player (either with the Whitecaps or on another team, such as the Canadian national team)?
 - Why was your athlete named to the BC Sports Hall of Fame as an Honoured Member - Athlete?
 - Locate at least one inspirational statement that your athlete said (or that was said about your athlete). Note: it may be useful to review the term ‘inspirational’
 - It could be useful to have these questions written on the board for students to refer back to.
 - The exact formatting of the poster is up to the students, but they must include all of the above components.
 - They should finish their research BEFORE beginning work on the poster.
- Divide students into pairs or small groups (3-4 people), and assign each group a Whitecaps player – Lenarduzzi, Mobilio, Wilson, or Neil.
- Explain to students that they will be using the computers to conduct their research, and provide them with the following links as places to start their research:
 - BC Sports Hall of Fame and Museum: <http://www.bcsportshalloffame.com/>
 - Vancouver Whitecaps official site: <http://www.whitecapsfc.com/>

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- Canada's Sports Hall of Fame: <http://www.sportshall.ca/>
 - The Soccer Hall of Fame and Museum (Canada): <http://www.thesoccerhalloffame.ca/home.aspx>
4. Ensure that students know their groups and assigned Whitecap, as well as pencils and paper to write down their findings.
 5. Once students have completed their research, they can obtain a piece of large, white paper and begin work on their poster.
 - Evaluating the research/drafts of the written components before they are put onto the poster is at the teacher's discretion.
 6. Students then work on finishing their poster until all of the above criteria have been met. Once each group has finished their poster, give each group the list of interview question:
 - Where were you born?
 - How did you know that you wanted to play soccer professionally?
 - When did you play for the Whitecaps? Have you played for any other teams (ex: Canadian National team)?
 - What do you think were some of your most memorable accomplishments as a soccer player (either with the Whitecaps or on another team, such as the Canadian national team)?
 - How do you feel about being inducted into the BC Sports Hall of Fame?
 - OPTIONAL: During the interview, read the inspirational quote(s) about the athlete out loud. Ask the group members to explain why this quote is meaningful to them. This part can either be done with the students still portraying their Whitecap, or as themselves.
 7. Students then work together to answer these questions, using the research that they have already conducted, in the first person.
 - When distributing the interview questions, remind students that they will be portraying their Whitecap, so their answers should be in the first person format (ex: "I feel that...", "I remember that game..." and so on).
 8. Once they have compiled their answers, students should then take some time to rehearse saying the answers out loud.
 - OPTIONAL: At this time, distribute popsicle sticks and glue to each group. Students then either print off a photo of their Whitecap's face, or draw it on a piece of paper. They then use the glue to attach the image to the stick, creating a "face mask" of their player. This mask would then be used during the interview – the student portraying the player would hold up the mask while speaking. The number of masks created (one per group member or one per entire group) is also entirely at the teacher's discretion.
 9. It is at the teacher's discretion as to whether:
 - All students in the group should speak or if there should be one student who answers all of the questions.
 - Students should have their answers memorized or if they can refer to a piece of paper.

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10. Once all groups have finished preparing for the interview, gather all groups together. Arrange a group of chairs at the front of the classroom to serve as the “interview set.” If possible, display each group’s poster on the wall behind them during their interview. Use the set of questions that was distributed to the students to guide your “interview” of the “Whitecaps player.”
- While each group is being interviewed, the other groups should be listening at their desks, and be ready to go when the teacher calls on them.

Conclusions and Reflections (5 minutes)

1. After all of the interviews have been completed, engage the students in a class discussion about the Whitecaps players and the interview format. Discuss with students: based on what they have researched/heard via interviews, how does their Whitecaps player meet the description of a BCSHOF’s Honoured Member - Athlete?
 - It may be useful to review the BCSHOF’s definition for “Honoured Member – Athlete”:
 - “Any athlete (able bodied or an athlete with a disability) who has attained a high level of excellence and brought recognition or honour to British Columbia sport on a national or international level in relation to participation in open level sport(s) competition.”
2. Additionally, consider asking the students for feedback on both parts of the project – the poster and the interview.

Evaluation

1. Did the student group complete their poster on time?
2. Did they include all of the required information in both the poster and the interview?
 - Evaluation/assessment of the written work is at the discretion of the teacher (punctuation, sentence structure, etc).
3. Was the group prepared for their “interview”?
 - Did they have answers for all of the questions?

Adaptations and Extensions

Adaptations for Grades 1-3

- Provide students with information about the players, instead of asking them to conduct their own research. Students then use that information to answer the questions.
- Shorten and/or revise the number of required questions for students to answer.
- Read through the BC Sports Hall of Fame online biographies for at least one of the players (Lenarduzzi, Mobilio, Wilson, or Neil). Then answer the questions together as a class (written or orally). Students can then create a visual representation of that Whitecap, using the class generated answers to complete their poster.

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Adaptations for Grades 9-12

- Instead of assigning each group a Whitecap's player, ask students to choose a different individual from the BCSHOF's Honoured Members list and answer the same questions about that athlete.
 - The BCSHOF has a complete list of its Honoured Members on their website at <http://www.bcsportshalloffame.com/inductees/inductees/>
- In their group, students choose an athlete who is NOT an Honoured Member. They then research that athlete, and use the information they find to create a poster (with visual and written components) that argue why their athlete should be considered for induction to the BCSHOF as an Honoured Member.
- Older students could also use their research to write a report on their Honoured Member (or potential Honoured Member), instead of making a poster.

Extensions (all grades)

- Each group creates a short skit about their athlete, using details from their research. It could be dramatic or comedic, but should include answers to all of the aforementioned questions. All students in the group should participate, and if possible, the poster should also be included.
 - Students are not allowed to reuse the "interview/talk show" concept from this lesson plan. Instead, they should try to use another scenario (ex: a team practice, fans meet the athlete on the street, etc).

Further Connections with the BC Sports Hall of Fame

- Consider taking photos of the students with their posters and sharing them with the BC Sports Hall of Fame.
- Consider recording the interviews and sharing them with the BCSHOF
- Consider sending the posters (or photocopies of them) to the BCSHOF

Curricular Links:

Grade 4 PLOS

English Language Arts

- **A1** Use speaking and listening to interact with others
- **A2** Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences
- **B2** Read fluently and demonstrate comprehension of grade appropriate information texts
- **C1** Write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions
- **C4** Create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic

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Lesson Plan

Grade 5 PLOS

English Language Arts

- **A1** Use speaking and listening to interact with others
- **A2** Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences
- **B2** Read fluently and demonstrate comprehension of grade appropriate information texts
- **C1** Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions
- **C4** Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic

Grade 6 PLOS

English Language Arts

- **A1** Use speaking and listening to interact with others
- **A2** Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences
- **B2** Read fluently and demonstrate comprehension of grade appropriate literary texts with some specialized language
- **C1** Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions
- **C4** Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic

Grade 7 PLOS

English Language Arts

- **A1** Use speaking and listening to interact with others
- **A2** Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences
- **B2** Read fluently and demonstrate comprehension of grade appropriate information texts with some specialized language and some complex ideas
- **C1** Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions
- **C4** Create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas and relevant to the topic

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Grade 8 PLOS

English Language Arts

- **A1** Interact and collaborate in pairs and groups
- **A2** Express ideas and information in a variety of situations and forms
- **B2** Read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with some complexity of ideas and form
- **B9** Interpret and analyse ideas and information from texts
- **C4** Create thoughtful representations that communicate ideas and information