



Marsha Forest Centre

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PLAYFAIR TEAMS (Elementary)

A DISABILITY – SOCIAL JUSTICE – INCLUSION STRATEGY

PlayFair Teams is a student leadership opportunity focused on Disability – Social Justice – Inclusion. Despite the focus on disability as an issue of social justice, PlayFair Teams is not a special education program. It is an all-student program designed to bring interested students together in equity to address issues of social justice and disability.

Equity is an important point as most programs for students with disabilities are based on a giver – receiver relationship between typical students and students with disabilities. So long as we depend on a relationship based in a charitable approach, equity will not be achieved. Students with disabilities will spend their school years on the fringes of school society. PlayFair Teams emphasizes that Team members are equal in contributing to the Team from their abilities and needs.

PlayFair Teams was developed by the Marsha Forest Centre of Toronto. You may have heard of Circle of Friends. That, and other strategies designed to support students with disabilities being used world-wide, come from the Marsha Forest Centre. People around the world are learning that social justice requires that we develop positive programs designed to include those with disabilities fully in society.

There is no cost involved in starting a PlayFair Team. A Teacher Advisor is needed in the same way that a teacher is needed to coach a school team, or to lead any other co-curricular program. The specific role of a PlayFair Team is to develop an activity, for instance, a presentation, which informs Team members of issues of Disability – Social Justice – Inclusion. The Team conducts its activity in the school to inform themselves, other students, and their teachers of issues of Disability – Social Justice – Inclusion. Informing others, the dynamic driving PlayFair Teams, reaches out to students and teachers in other schools, even to informing the students' families and others in their community. Reaching out is limited only by the creativity and energy of the students involved.

The Marsha Forest Centre provides guidance on initiating a PlayFair Team, a Teacher Advisor Manual, an interactive CD-ROM resource, and a cap and t-shirt uniform for each PlayFair Team member. Additional guidance is provided as needed, though the school takes ownership of the Team as it continues from year to year. A PlayFair Team website is available for Teams to communicate with each other and to share information on activities.

PlayFair Teams is in the early stages of being introduced to schools following a lengthy pilot phase. A number of Greater Toronto Area school at the elementary and secondary levels have begun Teams. Teams also have begun in Illinois, New Zealand, and Bahrain. A basic aspect of PlayFair Teams is that students can join a Team at the elementary school level and continue as a PlayFair Team member through the secondary school level. The sooner students begin to learn about Disability – Social Justice – Inclusion and the longer the learning, the better.

Does PlayFair Teams have an effect on the students involved? During our pilot phase we collected data on an elementary school audience attending a PlayFair Team presentation. Data also was collected from secondary students on their experiences as PlayFair Team members. We are pleased at the strength of student learning from both experiences. Data analysis provides evidence-based support for the value of PlayFair Teams. The data and reports from teachers and school administrators indicate that PlayFair Teams alters the relationship between typical students & their peers with disabilities, and that there is school-wide effect that goes beyond Team members.

As you are an elementary school, we have attached the analysis of the elementary student response. It seems that young students watching a skit prepared by elementary level students understand the messages underlying the skit. Their responses touched on many issues of Disability – Social Justice – Inclusion.

RESEARCH – BASED EVIDENCE ON PLAYFAIR TEAMS

The following research provides evidence on the responses of a Grade 3-4 student audience to PlayFair Teams skits on Disability – Social Justice – Inclusion. Students observed a 20-minute presentation developed by a similarly aged PlayFair Team from another school. Following the presentation students completed a 4-item evaluation form. Teachers explained to students that there would be no teacher-led discussion of the skits. The objective was to find out what students felt they had learned without interpolation by teachers.

The 4 questions were:

- After watching the skits, what do you think PlayFair Team means?
- Did you enjoy the skits? Circle Yes or No. Why?
- What do you think one main message of the skits would be?
- What is one thing that you have learned from watching the skits?

Data analysis was based on a qualitative approach to grounded material, specifically the constant comparative method, to develop categories of response.

From their responses on the 4-item evaluation form completed following the PlayFair Team presentation, it seems that the Grade 3-4 audience members learned a great deal. Analysis of comments resulted in 12 categories of response. All indicated that the audience understood the focus of message the Team was presenting, that people should accept and respect difference in others.

Perhaps the most interesting finding was that the great majority of those completing the evaluation form felt that they had learned from the

presentation. Though a few students said that they has learned little, mostly due to difficulty in hearing the presenters in the gymnasium setting, most said that they had learned something of value. Often this was expressed simply, "Yes, because it teaches us a great lesson how to play fair." Others among the 8 to 10 year old audience were more articulate in noting what the lesson was, for example, "It teaches kids to not think of someone differently" and "I learned you shouldn't bully others because of how they look."

Details of responses are provided in the following pages.

Those who developed PlayFair Teams acquired valuable information on the strategy. It is clear in the responses that students as young as 8 years can teach each other important values with regard to differences as exemplified through disabilities. There was strong indication that students, after watching the presentation, felt personal responsibility to accept, respect, and include others. It was obvious that the students know that their peers with disabilities are treated unfairly. It was equally obvious that the students also know what should be done to create a positive, mutually respectful community for all.

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GRADE 3-4 RESPONSE CATEGORIES TO WATCHING PRIMARY GRADE PLAYFAIR TEAM SKITS

- **Overall Learning from the Skits**
- **Valuing Individual Equality**
- **Accepting Difference**
- **Including Others**
- **Not Bullying Others**
- **Treating Others Fairly**
- **Doing Unto Others**
- **Helping Others**
- **Being Nice and Kind**
- **Being Friendly**
- **Respecting Others**
- **Teamwork**

Notes:

1. Language and spelling are as written by the students. Where language/spelling is unclear, clarification is provided.
2. The skit may be accessed through the Marsha Forest Centre website.

OVERALL LEARNING FROM THE SKITS

GRADE/AGE

3/8

- Because (the skits) were a lttel bet (bit) funny and you learn something new.
- Yes, because it showb (showed) us bisobities (disabilities).
- It techis (teaches) a lessen.
- I liked it because it teaches you something.
- Because they teach a Lesson.
- I liked it because it teached us some lessons.
- I enjoyed the skits because it tells you something.

3/9

- I enjoyed it because it teaches us a lessoans.
- Because it teaches you a lesen.
- I enjoyed it because it tought me things.
- It teaches Kids to not think of someone differently.
- It tech me suthing (something).
- It teachis you important lisins (lessons).

4/9

- They were good skits hand (had) good massages (messages).
- I learned that we should help each other.
- I enjoyed the skits because it taught me a lesson.
- I have learned to treat everyone fairly.
- It taught me not to be a bully and help each other.
- I learned you shouldn't bully others because of how they look.

4/10

- I enjoyed it because I like the meaning of it.
- Because it taught us to be nice and kind to people who look like their diffren.
- Yes, because it teaches us a great lesson how to play fair.
- Yes, because everybody play with people who had prombles (problems).
- Yes, because it teach me to play fair.
- Yes, because we learned a lot of things.
- Because it is grate shows you how you would feel if you block (broke) your leg that way.
- I liked it because it sends a message.
- It showed how we should be fair to people who are disabled in any form. I like it dosit (doesn't) matr (matter) if Blind or have a broke leg people wel (will) be frind stel (still).

Because it teaches you whoever you are your still the sam (same).

VALUING INDIVIDUAL EQUALITY

GRADE/AGE

3/8

- I liked it because it taught (taught) us how it may feel to be bullied.
- Everyone is just as smart (smart) as everyone else but they learn in a different way.
- It doesn't matter if you're big or small you still should help them.
- To feel good about yourself even if you're different.

3/9

- I learned that everybody has feelings.
- That if you don't know people to still help them.
- That people with disabilities are normal like everyone else.
- Just because they're different doesn't mean they're stupid just try helping.
- Not to feel bad about myself just because I'm different.
- You can do many of the things people do even if you're different.
- You should be proud to be who you are.
- I think it means it doesn't matter what you look like or whatever it matters what's in you.
- Just because someone is disabled doesn't mean they're useless.

4/10

- I think the main point is that playing fair is always right.
- I learned that it doesn't matter if she/he is popular or not. It's okay to just be someone's friend just like that.
- That just get around problems with your friends if they have a disability and change the games a little.
- I have learned, when I see a person that is blind whether it's a boy or girl, I help them play, and when they fall you help, and that is what I learned from watching the skits.
- No one is different you are all the same.
- The main thing is when you're in special Ed do not feel that you're dumb you get extra help.
- I learned to stand up to bullies.
- Make people happy not sad.
- I learned that it doesn't matter who you are to do something.
- If someone is disabled they are still people like you.
- How it feels when everyone is hurt. Don't get mad easily. It really means to play fair.
- I think it means to be fair and share with people while playing and be nice.
- If you are disabled or need special classes they shouldn't be treated differently!

ACCEPTING DIFFERENCE

GRADE/AGE

3/8

- Don't goug (judge) someone because there different.
- You shuden't (shouldn't) treat others bad because their different.

3/9

- To help pzople (people) tat (that) arz different, bacuse you no that's right.

4/9

- I learned you shouldn't bully others cause of how they talk.
- Not to think of people differently jut becacaus they need more help than you.
- Even though some people are different, other people shouldn't treat them differently.

4/10

- Hple (help) people that are dfert (different).

INCLUDING OTHERS

GRADE/AGE

3/8

- People will always help if you want like your blind and you can play they will help you play.

3/9

- I think one main message it doesn't (doesn't) matter what you are will still (still) play with you and not make fun of you.
- It means to never bully someone and never leave someone out.

4/9

- It was nice of them to ask the girl (playing the blind girl) if she wanted to play with them.
- To play with someone even if they are different.
- I think the main message is always let people join you play and never exclude people from games.
- I learned that excluding people from your game is very mean.
- That people could play people that have disabilities.

4/10

- Never care if the person has a disability you should still make them feel (feel) good by playing with them.
- That even if a friend of yours has a disability to not let him or her not play the game.
- It means when people get hurt, you help them and like people are blind, you help them because they can't see and also you could help the person who's blind, you hold her and said "I will help you play."
- It means that if people are different they can play to you don't exclude them.
- It means to have fun and how (who) cares if you're a blind (blind) or have a broken leg let them play and have fun.
- Try to call others when their alone.
- Yes I enjoy the skits because it is a good thing that everyone help each other.
- Like if there's someone having fun its only fair if your having fun to.
- Let very body play blind (blind) or hurt.

NOT BULLYING OTHERS

GRADE/AGE

3/8

- I learned not being bullying others.
- Don't bully other people.
- To not bully or push people around because they have a disability.

3/9

- Not to bully.
- To never bully someone.
- Don't bully our (other) kids.
- Bullying is wrong.
- Not to bully.

4/9

- The play fair Team means to not bully others and to treat everyone fairly.
- It means to stop picising (picking) on people.
- It show kids not to pick on people can't do stuff that you can.
- Don't listen to bulllys.
- You should not make fun of each other.
- Play fair, don't bully.
- I think the play Fair Team means when you should not bully others.
- It tought (taught) me not be a bully.

4/10

- To don't bully anyone with a disability or some thing else because we are all different.
- I think it is a team that means don't bully people that have disabilities because they have feelings too and it's mean to bully.
- Don't be a bully!
- I think it meant that "don't let bullies bother you".

TREATING OTHERS FAIRLY

GRADE/AGE

3/8

- To never make fun of people that go to special ed because they are just as important as the rest of us.
- Don't tease (tease) people that have divactys (disabilities).
- Don't tease (tease) other people just because your different.
- To not make fun of different people.
- You sudent (shouldn't) be man to somebody that's different.

3/9

- Even if people look funny don't make fun of anyone.
- It doesn't (doesn't) matter if your different we wont make fun of you.
- Tell us resons (reasons) we should not make fun of kids.
- Treat others fairly. Don't make fun of people that are different.
- When people are blind or in a wheelchair don't laugh at them.
- Just because (because) someone is different don't teas (tease) them.
- To not jud (judge) anyone badly with a disability.
- Don't be mean be fair.
- To not to make fun of to help her/him.
- Don't make fun help.

4/9

- Not to make fun of other people that are different.
- I think the main message would be not to make fun of each other.
- Not to say something about people with disabilities.
- Don't make fun of others if they go to specil-ed.

4/10

- Even if somebody is in a wheelchair or has disabilities you shouldn't treat them diffent (different).
- I learned that you should never make fun of someone with a disability.
- Not to be mean to people.
- Not to laugh at people if there blind.

DOING UNTO OTHERS

GRADE/AGE

3/8

- Do onto others as you will have them do onto you.
- Do unto others as you would have them do unto you.
- Treat one a other as they treat you.

3/9

- Treat others as you want to be treated.
- Treat others as you want them to treat you.
- Treat everyone the way you want them to treat you.
- Troet (treat) every but (body) the same.

4/9

- Treat other good so they would treat you good.

4/10

- Treat other people like you want to be treated.

HELPING OTHERS

GRADE/AGE

3/8

- I have learned from the skits that you have to help people when they are hurt.
- To help even though they are blind (blind) or in a wheelchair.
- I enjoyed it because it is always good to help other people.
- To help people when there (they are) hurt or broken parts of your body.
- I learned to help other people.
- Helping others.

3/9

- If people have disabilities (disabilities) help them.
- When somebody needs help you could help him.

4/9

- I think one main message of the skits is helping people.
- Helping them who are needed to be helped.
- I think it is help people .
- I learned that you should help others.
- The main message was helping people.
- Help people with disabilities.
- I learn that they should help each other.
- When someone is hurt, help or call someone.

4/10

- It means when people get hurt, you help them and like people are blind, you help them because they can't see.
- I learned about (about) this is to help people.
- Help people play when they are blind or handicapped.
- I think the main message is to help each other and make them feel good.
- I learned to help each and other person.

BEING NICE & KIND

GRADE/AGE

3/8

- Being kind.
- Be nice.
- To be nice to people and be good.
- To be nice and to help each other.

3/9

- Play fair be kind to others.
- Be kind to different people.
- It means playing fairly, being nice to others.
- I did enjoy the skit because some people were nice to others.
- To be kind to different people.
- To be nice a help different people.
- To be nice.

4/9

- To be nice to people with disabilities.
- I learned to play fair and to be nice even if there different
- Because it show how to be nice and fair.

4/10

- It taught us how to be nice and kind to people who look diffren.
- Being nice to others always.
- Don't be mein to people how (who) are blied (blind).
- Be nice to others the way want to be.
- Treat others the way you want to be treated.

BEING FRIENDLY

GRADE/AGE

3/8

- It means people play together and to be friends.
- It was (was) people play together to be friends.
- Be very friendly.
- Being friendly to others.
- Be nice and play with friends.
- I like it dosit (doesn't) Matr (matter) Blind or have a boke (broke) let people wel (will) be Frind Stel (still).
- They say to be nice and play with friend.

4/10

- I enjoyed the skits because it's about friendship
- Because they showed friendship.

RESPECTING OTHERS

GRADE/AGE

3/8

- Never to bose (boss) people.
- They should respect the children.
- Respect is the biggest thing for a play.

4/10

- Be respectful to your teammates (team mates)
- Not to say stof (stuff) about people you doun't no (know).
- Repecke (respect) people.
- To treat people fair weather (whether) their (they are) disabled or need special classes.

TEAMWORK

GRADE/AGE

3/8

- It showed us to work as a team.
- The message was to do team work.

3/9

- That how it is a team work to help them feel better.

4/9

- I think the main message is working together.

4/10

- I learned that teamwork is better.
- I think it means that this team works together and shows that things must be fair.
- Because they showed team work.