

ReelEducation

LESSON: Four Quarters of Silence

Film length: 18 minutes

Lesson Length: 60 minutes

Grades 9-12

ReelAbilities
FILM FESTIVAL
TORONTO

 **Ontario**
An EnAbling Change Project
with the Government of Ontario

Rick Hansen
Foundation
School Program



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Lesson Title: Four Quarters of Silence

Learning Objectives:

- Reflect on similarities and challenges of people with and without a disability
- Understand that everyone has strengths and challenges
- Use problem-solving to identify creative solutions to barriers
- Understand that sport is powerful way to foster inclusion
- Identify ways to make physical activity accessible and inclusive

Synopsis:

This short film follows the journey of the Texas School for the Deaf (TSD) Rangers. The film profiles the school's head football coach, players, and the athletes' parents. You will find out that "deafness is not a weakness, but a strength." The game teaches life lessons on and off the playing field.

Curriculum Connections:

- Grade 1-3, Language - media literacy, writing, oral communication

Film Length: 18 minutes

Resources:

FILM LINK: <https://vimeo.com/261206953>

Time: 60 Minutes

Before Viewing

Tell students: You are going to be viewing a film about high school football teams. These teams all come from the state of Texas however there is one team that plays in the league that is different from all the rest. As you view the film, think critically about the strengths and positive attributes this particular team has over the rest.

Before viewing ask student if they know what a “snap count” is in football and its importance. A snap count determines when the center should snap the ball to the quarterback. A snap count is often changed from play to play to keep the defence from being able to anticipate the snap and get a faster start. Snap counts often can hide changes to offensive plays, as well as give directions to players regarding the alignment of the defence.

A snap count is a useful tool for a quarterback in keeping the defence off-balance. A team that becomes too predictable with its snap count gives the defence a chance to take off immediately upon the snap of the ball; this gives an advantage to the pass rush and forces the offensive line to react more quickly. To combat this, teams will change the snap count on almost every play.

After Viewing

1. Students complete a Timed Journal

After the film has been played, set a timer for a short period (2-4 minutes) and have students write down any thoughts that come to mind about what they’ve seen.

Discussion Questions:

1. Describe the TSD school community.

All students are Deaf, come from all over the state, travel to go to school and go home on weekends, a “melting pot”, many different backgrounds and ethnicities.

2. How does the TSD Ranger team adapt the snap count? What strategies does the team use that hearing teams do not?

They use a drum to trigger the snap count so players feel the vibration, and use sign language to communicate.

3. What is the effect of the snap count on the other team?
They usually don't have any idea what it is for.
4. What other differences do you notice about this game?
The cheerleaders have no vocal cheers, the anthem is signed and not sung, play on the field is much quieter, differences between the two locker rooms.
5. What coaching techniques and play strategies are the same for all teams?
Both teams look for inconsistencies, look at alignment of plays, and give details on how to move as a team.
6. The movie tells us that the hearing teams hate losing to TSD Rangers. Why would that be?

Learning Activity

1. Divide students into groups with chart paper and markers.
2. Tell students that the movie gives us messages about what football teaches the TSD Rangers.

As a group brainstorm life lessons learned as outlined in the movie.

Suggestions :

- Work hard
 - Inspiration
 - Leadership
 - Hope
 - Overcoming challenges
 - Success in life
 - Camaraderie
 - Setting goals
 - Respect
 - Physical fitness
 - Team work
 - Building confidence
 - Overcoming adversity
 - Becoming adaptable
3. Bring students together to share their lists.

4. **Ask students:** Which of those would be the same for every football team? Which of those would be different or slightly different?
5. Ask students to return to their groups and create rules or procedures for the TSD school to take part in another team sport. What procedures or ways of play would need to change to play this sport?
6. Bring student groups together to share their ideas.

Wrap Up:

Ask students: What important messages come from this movie? How can these messages apply to their own life?

Take away message: The TSD Rangers are like other students in many ways, but they have differences and adapt the way they do things to take part in the same activities. We all may have challenges that can be addressed with ingenuity and hard work.

Enrichment:

1. Research other sports and teams that are comprised of players who are Deaf. Generate a report, presentation or brief.
2. Research other sports and teams that are comprised of players with other physical disabilities. Generate a report, presentation or brief.

RESOURCES:

Rick Hansen Foundation School Program lesson connections

Rick Hansen Foundation School Program has free resources for teachers via the **Abilities in Motion** page, too! Register for free [HERE](#) to see the following lesson plans:

- Abilities in Motion Toolkit: Secondary - Inclusive Society
- Abilities in Motion Toolkit: Secondary - Investigating Accessibility
- Abilities in Motion Toolkit: Secondary Project - Get Outdoors
- Abilities in Motion Toolkit: Secondary Project - Let's Get Physical
- Abilities in Motion Toolkit: Secondary Challenge - Sports for Everyone

Deaf Culture Centre

Canadian Deaf Sports Association

Ontario Association of the Deaf

