



Breaking Down Stereotypes And Reducing Discrimination

Social Studies
Lesson Plans
Grades 9 – 12



Breaking Stereotypes and Discrimination

In 1875, English poet William Ernest Henley wrote *Invictus*, a poem that has long served as inspiration for those facing adversity or challenges in their lives. The word *Invictus* means “unconquered”.

I AM is the motto for the Invictus Games and is inspired by the last two lines of *Invictus*: “I am the master of my fate: I am the captain of my soul.” “I AM” reflects and defines the Invictus Games’ core purpose: to provide a platform for personal achievement, to compete not just against each other, but against oneself.

The Invictus Games Vancouver Whistler 2025 (IG2025) will bring together over 500 wounded, injured, and sick military service members and Veterans from around the world on a courageous journey of recovery through the healing power of sport. Learn how their experiences at the Games have transformed their lives and helped them in their quest to be “unconquerable.”

Objective

Students will be able to understand common stereotypes of military veterans and analyze how people with disabilities are discriminated against. Students will examine the power that the Invictus Games has to reduce discrimination.

Target Audience

This package is for students in grades 9-12. This lesson would be suited for a Social Studies or History class.

Teacher Note

There is no need to assess everything in this package as students will demonstrate their understanding through synthesizing the information in the final assignment.

When taking photos of your student’s work, make sure there are no student identifiers in the picture.

IG2025 would like you to be part of the Invictus community and post your student’s work on Instagram (@invictusgames25) with the hashtag

#ShareYourIAM

This activity is on the last page of this document.



Teacher Notes



Introduce The Invictus Games (20 mins)

1. Introduce the Invictus Games by showing the “Heart of Invictus” trailer (1.55 mins) at <https://www.youtube.com/watch?v=BeJuxMYhmEc>
This allows students to experience the competitors’ capabilities and passion as well as the excitement of the Games.
2. Give students **“The Invictus Games: Student Information Handout”**. Either go over the handout with the class or have them read it independently.
3. Ask students to go back to the handout and **highlight or underline three things that stood out for them**. It could be things they have further questions about, things that surprised them or things that inspired them.
4. Have them **discuss in small groups one thing** they highlighted/underlined. They should read the phrase to the group and explain why this grabbed their attention.

Analyze Stereotypes and Discrimination

This unit is best taught when teacher and students work together to go through the handouts. Scaffolding happens when students make meaningful and personal connections to the material. Give time for class and small group discussions as well as time for personal reflections.

The Videos

For the first viewing, show the videos to the class all the way through without stopping so students can see the big picture. On the second viewing, stop the videos when you want to emphasize inspirational moments. Show the class your thinking as you make personal connections to the material. Ask the students to think of their own connections and have them share those in small groups. You can also stop and start the video to discuss the questions on the handouts and give students time to write their answers.

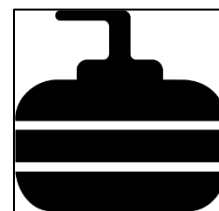
Gradual Release Model of Instruction

Utilize the “I do, we do, you do” strategy when going through the handouts. The “you do” part doesn’t always have to be independent work. Let small groups or partners work through each question so that student discussion is a key part of this unit. Alternatively, you could divide the work and have small groups teach the information to the class. Choose a variety of strategies to make the readings relevant for the students.

THE INVICTUS GAMES STUDENT INFORMATION HANDOUT

Watch "Heart of Invictus" Trailer (1.55mins)

<https://www.youtube.com/watch?v=BeJuxMYhmEc>



Overview

The Invictus Games Vancouver Whistler 2025 celebrates the unconquered human spirit of military service members and Veterans who are wounded, injured, or sick. From February 8 – 16, 2025, over 500 of these heroes will travel from up to 25 different nations to Vancouver and Whistler for the first-ever Winter hybrid Games. These service members will compete in 11 different sports to support their journey of recovery with their family and friends cheering them on from the sidelines.

'Invictus' means unconquered and embodies the fighting spirit of the participants, as well as their motivation to move on with their lives, and to not let themselves be defined by their struggle.

This 7th edition of the Games will be held on the traditional territories of the Liłwat7úl (Lilwat), xʷməθkʷəyəm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations. The Invictus Games Vancouver Whistler 2025 are working closely with the Nations to ensure they respond to Canada's Truth & Reconciliation Commission Calls to Action and to ensure Indigenous protocols are respected in all aspects of the Games.

Inspiration Through Poetry

In 1875, English poet William Ernest Henley wrote *Invictus*, a poem that has long served as inspiration for those facing adversity or challenges in their lives. The word Invictus means "unconquered".

I AM is the motto for the Invictus Games and is inspired by the last two lines of *Invictus*: "I am the master of my fate: I am the captain of my soul." I AM reflects and defines the Invictus Games' core purpose: to provide a platform for personal achievement, to compete not just against each other, but against oneself.

The Invictus Games provides a platform for the injured, and sick military service members and Veterans from around the world to embark on a courageous journey of recovery through the healing power of sport. Learn how their experiences at the Games have transformed their lives and helped them in their quest to be "unconquerable."

Want to learn more about the transformative powers of the Invictus Games and feel the emotion, strength and perseverance of the competitors?

Watch "Heart of Invictus" on Netflix

Invictus Games: Breaking Stereotypes

Name: _____

Instructions:

1. Discuss: What helps break down stereotypes? **Record** everything your group discusses below.
2. After you have exhausted all your ideas, Google **how to break down stereotypes**. Share with your group and add new ideas below.

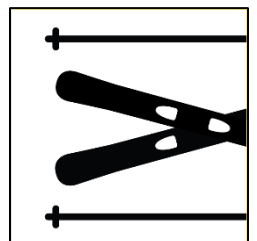
Watch the video, "Vets Get Real About Military Stereotypes" (2.05 mins)

<https://www.youtube.com/watch?v=pyiwwtue9IE>

Watch the video, "Veterans Talk About the Military-Civilian Divide" (4.17 mins)

<https://www.youtube.com/watch?v=nJUKxmsqz8>

3. After watching the two videos, make notes about the stereotypes discussed among these Veterans. You might have to watch these videos a couple of times or stop and start them so you can make specific and detailed notes.



Invictus Games: Breaking Stereotypes (page 2)

Name: _____

Watch the video, "Heart of Invictus Official Trailer" to learn about this event.

(1.55 mins) <https://www.youtube.com/watch?v=rQ3DkBUrEPk>

Watch the video, "What We Do" to see what effects the games have (1.14 mins)

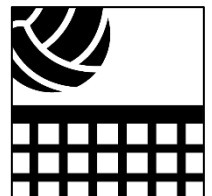
<https://www.youtube.com/watch?v=4OJOV-eoOS0>

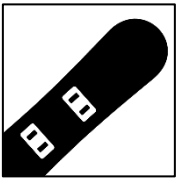
4. Make notes about what stands out for you that breaks the stereotype of the wounded soldier. It isn't explicitly stated but look back at your ideas from #1 & 2 and find specific evidence in the videos. Again, you may want to watch the videos a few times or stop and start the video.

Watch the video, "Meet Luke McCallum - Invictus Games Vancouver Whistler competitor for Team Australia" (1.43 mins)

<https://www.youtube.com/watch?v=tdIBZILPclM>

5. There are several things that Luke says that demonstrate how he is breaking down stereotypes. Record these statements below.





DISCRIMINATION Discussion & Research

Name: _____

- 1. Discrimination is what can happen when there are stereotypes.** In a small group of 3-4 people, create a definition for the word discrimination and write it below.
2. Many groups in society suffer from discrimination. One group is people with disabilities. In your group, brainstorm and record every visible disability you discuss. Number as you go, and the point is to develop as many ideas as possible.
3. Brainstorm a list of invisible disabilities and number as you go.
4. Go to the resource called, "**What we did and what we learned: Monitoring Disability Rights**" on the Canada Human Rights Commission website at http://www.chrc-ccdp.gc.ca/resources/publications/what-we-did-and-what-we-learned-monitoring-disability-rights#section_4_2
5. **Scroll to Section 4.2 Guiding Principles for Monitoring.** Your teacher will tell your group, what subsection you are to research. Circle or highlight the section your group was assigned (skipping section A: Participation) and each person follows the direction in the brackets.
 - B) Accessibility & Barriers:** Read through all the explicit types of barriers people with disabilities face. On the following page, discuss and list 5 of the most significant obstacles people with disabilities encounter. Be specific.
 - C) Equality and Non-Discrimination:** Read through all the explicit types of discrimination. On the following page, discuss and list 5 of the most significant experiences people with disabilities encounter. Be specific.
 - D) Intersectionality:** Read about the different parts of people's identity and how they explicitly encounter discrimination. On the following page, discuss and list 5 specific ways people experience discrimination based on their social identity. Be specific.



DISCRIMINATION Discussion & Research (page 2)

Name: _____

6. My subsection is (circle one) Accessibility, Equality, or Intersectionality. Below is my *specific* list of the 5 most significant ways people experience barriers or discrimination.

7. With your group, reach a consensus on the 3 most significant barriers discussed in your subsection and record in the table. You will teach the class about your information and will record what other groups teach you.

Accessibility People who cannot access systems like a non-disabled person can.	Equality People who are not treated the same as non-disabled people.	Intersectionality People who are mistreated due to their social identities (gender, race, age, etc.).

Putting It All Together

Name: _____

Invictus Games competitors are the men and women who have come face-to-face with the reality of making a sacrifice for their country. They are the mothers, fathers, husbands and wives who have put their lives on the line and have suffered life-changing injuries. These people are the embodiment of everything the Invictus Games stands for. They have been tested and challenged, but they have not been overcome. They have proven they cannot be defeated. They have the willpower to persevere and conquer new heights. The Games shine a spotlight on the sacrifices these men and women made serving their country, and their indefatigable drive to overcome. The Invictus Games is about much more than just sport – it captures hearts, challenges minds and changes lives.

<http://www.invictusgames2017.com/the-invictus-games-story/>

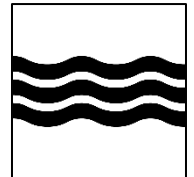
“Revealing stereotypes may be a powerful intervention to decrease discrimination...”

From <https://www.weforum.org/stories/2019/02/how-revealing-stereotypes-can-influence-bias-and-discrimination/>

You are working for a Marketing Firm, and **tasked with creating an advertisement for the Invictus Games** that also has a social message. Use the information that you learned about stereotypes of veterans, how Invictus Games helps to break these stereotypes, and how this can reduce discrimination for people who have disabilities.

You want to include the following information:

- Stereotypes of Veterans and the discrimination they may face.
- Evidence from Invictus Games that dispute the stereotype of the wounded warrior thus reducing discrimination.
- Why everyone should come see Invictus Games and a call to action to break stereotyping and discrimination.



As this is an advertisement, you want to have an **eye-catching headline** and **text that is descriptive (use action verbs) and persuasive**

- Use images that you find online or that you draw yourself.
- Body copy that is written as short paragraphs or bullet points.
- A headline that visibly stands out on the page and makes people want to read your ad/social message.

You can create your public service message/advertisement on a poster board or 11 x 17 paper.

WHAT IS YOUR "I AM" STATEMENT?

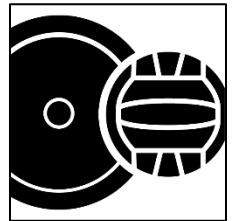
1. To learn about the **I AM campaign**, watch the following videos.

I AM Invictus | Share your I AM Official Launch Video | Invictus Games Vancouver Whistler 2025 (1.52 mins) at

<https://www.youtube.com/watch?v=kCgEViA3TxI>

Invictus Games launches "I AM" campaign ahead of 2025 Vancouver Whistler event (2.05 mins) at

<https://www.youtube.com/watch?v=aJ5Q13XHjzk>



2. Watch Competitors Discuss Their "**I AM**" Stories

Robert Pullen Is Changing His Life Through the Invictus Games (3.21 mins)

<https://www.youtube.com/watch?v=PhzbcgkpYmo>

Erika Moore Is a Proud Invictus Games Competitor (2.36 mins)

<https://www.youtube.com/watch?v=9M042mbpQ6k&t=6s>

Jeff Becker is Ready for the Invictus Games Vancouver Whistler 2025 (3.41 mins)

https://www.youtube.com/watch?v=soWz8M_8PDQ

3. Think about everything you have learned in this unit, and what you have seen in the videos above. What resonates with you? What do you relate to? **What is your I AM statement?**

On the following page, use a Sharpie and make your I AM word(s) large, so it stands out when your teacher takes a photo of your work to post on Instagram.

AMI

