

TEACHERS ACTIVITIES



Theme:

Goals are important in sports; athletes set goals and work hard to reach them in spite of the obstacles.

Topics For Discussion:

Discuss why physical fitness is important for good health.



Invite students to share their experiences with being on a team. In order for the team to be effective and successful, what kinds of behaviors are necessary for team members?



Ask students to describe their feelings when they play a game or a sport. Are their feelings the same before, during, and after a game? Is winning necessary in order to enjoy participating in a sport or game?



Discuss the question: "Who can play a sport?" Is it necessary to be a "good" athlete to participate in sports?

Curriculum Extension Activities:

Brainstorm a list of sports with the class. Classify the sports into different categories, such as indoor-outdoor, team-individual, type of equipment, etc.



Have the class conduct a survey of favorite sports of everyone at their grade level and graph the results. Instead of working with the large number of sports which would likely result from such a survey, have the students identify a number of sports (5-7) that they think would be mentioned most often. Use just these sports as a "forced choice" for survey respondents. After the students have collected their data, they can make the graph and display it in a hallway or other area for all to see.

Work with the physical education teacher to select a game that the entire class knows how to play. Invite students to imagine that someone who had never played the game before wanted to learn how to play. Have students write the directions for playing this familiar game.



Have an "Athlete's Day" in the classroom. Contact a local high school, college or university athletic department to see if students (both male and female) who participate in different sports would be willing to visit the classroom and talk about their particular sport, discuss how they train, and demonstrate some of their special equipment.



Pantomime movements from different sports, e.g., dribbling and shooting a basketball; pitching, catching, and batting a baseball; bowling; skiing; skating with a hockey puck, trying to score a goal; kicking and protecting a soccer ball; swinging a golf club, serving and hitting a tennis ball, and many others.



Have students research the Olympics. What sports are included in the Olympics? How do the Winter Olympics and Summer Olympics differ? How do athletes qualify for participation in the Olympics? What are the Special Olympics? Students may wish to visit these two World Wide Web sites for information:

<<http://www.andrew.cmu.edu/~mmdg/Almanac/>> ("Olympic Almanac")

<<http://www.aafla.com/pubs/olyprim.htm>> ("Olympic Games Primer")



Start a "Good Sport" graffiti board in the classroom. Display a sheet of bulletin board paper on which students write examples of good sportsmanship that they have seen on the playground, in the school gym, at a sporting event, etc. Review the board weekly and discuss the items that have been posted there.



Involve parents in a Sports-in-the-News "homework" activity. Prepare a take-home sheet that contains a list of sports that are often reported in newspaper articles and television sportscasts. The class should decide on the sports that are listed on this sheet. (Leave a space for "other sports" at the bottom.) Send the sheet home with instructions for parents to survey the newspaper or watch a TV sportscast with their child every night for a week, marking a tally by any sports on the list that are reported. Have students return the sheet to school and compile the data as a group. Discuss which sports are reported on most often and why.

Have students design a sports collage by cutting and pasting pictures of participants and sports equipment from newspapers, magazines, and catalogs.



Sports Pages is a collection of poetry. Obtain a copy of the book and read some of the poems to the class. Arnold Adoff arranges the words in his poems in unique ways. Show the poems to the students so they can see the freedom that poets have with words. Discuss the difference between poems and stories.

SUPPLEMENTARY BOOKLIST:

BUNNIES AND THEIR SPORTS
by Nancy Carlson (Viking)

FRANK AND ERNEST PLAY BALL
by Alexandra Day (Scholastic)

TEAMMATES
by Peter Golenbock, illus. by Paul Bacon (Harcourt Brace)

NEVER FEAR, FLIP THE DIP IS HERE
by Philip Hanft, illus. by Thomas B. Allen (Dial)

ALBERT THE RUNNING BEAR'S EXERCISE BOOK
by Barbara Isenberg, illus. by Diane De Groat (Clarion)

OLD TURTLE'S SOCCER TEAM
by Leonard Kessler (Greenwillow)

RED DOG BLUE FLY: POEMS FOR A FOOTBALL SEASON
by Sharon Bell Mathis (Viking)

RUNNING A RACE: HOW YOU WALK, RUN, AND JUMP
by Steve Parker (Franklin Watts)

THE MUD FLAT OLYMPICS
by James Stevenson (Greenwillow)

THE FIELD BEYOND THE OUTFIELD
by Mark Teague (Scholastic)

PLAYING RIGHT FIELD
by Willy Welch, illus. by Marc Simont (Scholastic)

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