KEEP ON TICKING

Introduction
- Students will be able to identify where the pulse is and how activities affect pulse rate.
- Display a picture of a coloured heart; e.g., see student activity.

Learning Activities
- Read—*What's That Noise!* by Michele Lemieux
- Ask the students to show you where their hearts are. Explain that our hearts are about the size of our fists.
- Ask the students to put their hands on their hearts and tell you what they feel.
- Show the students how to feel their pulses.
- Explain when the heart beats it pushes the blood through the blood vessels. It beats about 122,000 times a day and it pumps 6000 litres of blood per day.
- Ask if they can find their heart beats more easily now or before the activity.
- Explain to the students that when the heart beats it pumps blood through the body. The blood carries nutrients and oxygen to all areas of the body. When we are very active; e.g., running, jumping or skipping our hearts are working and this is good for our hearts and bodies.
- Students can decorate a cardboard tube and then use it to listen to the heart beats of members of their families.
Closure
• Ask the students to share activities that will increase the heart rate.
• Ask the students to share activities that do not change our heart rate.

Assessment Suggestions
• Anecdotal Recording or Checklist
• Student awareness of the benefits of being active
• Assess students' active participation

Materials, Resources, Equipment
• What's That Noise! by Michele Lemieux
• Cardboard tubes
• Diagram of a heart
• Stethoscope if possible

Continuing Lesson Suggestions
• Demonstrate how to use a heart rate monitor.
• Discuss and practice taking pulse at other locations on the body; e.g., neck, wrist.

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KEEP ON TICKING
A WORLD CLASS MENU

Introduction
• Students will plan a healthy menu for a world class athlete competing in an athletic event. The students will need to keep in mind that athletes training in competitive sports and endurance events will require extra energy and fluids in their diets.

Learning Activities
• Review with the students the food groups and serving descriptions from Canada’s Food Guide to Healthy Eating. (A copy of Canada’s Food Guide to Healthy Eating can be obtained from the Dairy Nutrition Council of Alberta to share with the students).
• Review with the students the servings range from each food group; 5–12 servings of grain products, 2–4 servings of milk products, 2–3 servings of meat and alternatives, and 5–10 servings of vegetables and fruits. Emphasize that the servings range addresses the varying energy needs that active people require. Students should know they must plan on including foods from each food group.
• Distribute to pairs or small groups of students a copy of “A World Class Menu.” Have the students work together to plan a healthy daily menu for a world class athlete. Students are encouraged to be creative. Students should keep in mind that athletics officials will be checking to ensure they have met requirements for the four food groups and serving sizes.
• Students may refer to the Food Group Reference Sheet included with “Knowing Your Food Facts” lesson on page 44.

Closure
• Students can exchange their menus with other groups to “quality-check” menus. They will ensure the four food groups are included and the serving sizes are accurate.

Assessment Suggestions
• Students can use the checklist at the side of the menu for a personal assessment.

Materials, Resources, Equipment
• Class copies of Canada’s Food Guide to Healthy Eating from the Dairy Nutrition Council of Alberta.
• Copies of A World Class Menu activity sheet.
• Food Groups Reference Sheet from “Knowing Your Food Facts.”

Continuing Lesson Suggestions
• Bring in a local athlete to talk with the students about the importance of nutrition and to review with the students the menus they have created.
Plan a menu for a world class athlete.

Check that each of your meals contains:

- Grain Products
- Vegetables and Fruits
- Milk Products
- Meat and Alternatives
- Serving Sizes

Our menu offers the following total servings:

<table>
<thead>
<tr>
<th></th>
<th># of servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain Products</td>
<td></td>
</tr>
<tr>
<td>Vegetables and Fruits</td>
<td></td>
</tr>
<tr>
<td>Milk Products</td>
<td></td>
</tr>
<tr>
<td>Meat and Alternatives</td>
<td></td>
</tr>
</tbody>
</table>

A World Class Menu

**Breakfast**

**Lunch**

**Dinner**
RUN THE MATH RACE

Introduction
- Discuss what a race and a relay race is.
- Review the concepts of fair play—it’s okay if you don’t win as long as you tried your best and participated with a positive attitude—and team spirit.
- Create three sets of math question cards on three different colours of paper (enough for each student to have one question in each coloured set). Note: question can be based on mathematics strand being studied.

Learning Activities
- Do a warm up in the gymnasium.
- Divide the class into groups of four or five students.
- Provide one pencil per team
- Instruct the students not to run with the pencil. It must remain with the stationary members of the group and one piece of paper, numbered, for recording answers and the team member’s names.
- Question cards are placed at one end of the gym, with the teams at the opposite end. (Set up a target—a box or a hula hoop—for the third part of the race.) Give each student one bean bag.
- One member runs down, collects one question card and returns to the team.
- The team answers the question and records the answer on the paper provided.
- The next team member takes the question card, runs and returns the card to the pile and selects a new question card, then repeats the previous step.
- The second time around, the students jump/hop down to get their second question.
- The third time, the students each take one try to toss their bean bags into the box or hula hoop and then run to get their last question. Each bean bag in the target counts for five points.
- When all the question cards have been answered and returned to the pile, the teams jog around the gymnasium.
- The teacher checks answers and awards five points to each team for every correct answer and five points for each bean bag in the target.
- Rotate the questions. Repeat the game. Total the scores.
Closure
- Cool down with stretches.
- Have a class discussion to reflect on the game: What was fun? What wasn’t fun and why? What were some of the team’s challenges? What ideas would make the game better or more challenging?

Assessment Suggestions
- Create an observation checklist based on these assessment considerations:
  - participation
  - positive attitude
  - team spirit
  - good sportsmanship

Materials, Resources, Equipment
- a pencil for each team
- one math problem for each student (on coloured paper)
- gymnasium or similar setting
- paper for each team for recording answers.

Continuing Lesson Suggestions
- This lesson could be used for review for any unit or subject.
PLAY FAIR

Introduction
- Students will work together to create a list of play fair rules/guidelines.
- Suggested Reading(s): *Franklin Plays the Game* by Paulette Bourgeois.
- Discuss fair play and what it means to the students. Chart the students’ examples.
- This lesson could be used as a way to set up fair play expectations in physical education class or the classroom at the beginning of the year.

Learning Activities
- Depending on the students’ age level and needs, this activity could be done as whole class or in small groups of four or five students.
- Give each group a piece of chart paper and felt pens and explain that in their groups they will:
  - brainstorm and record the kinds of behaviours that make up fair play
  - highlight their best three ideas
  - present their ideas to the class
- The teacher records the best ideas on chart paper.
- As a class, decide on five common ideas to create a class code of fair play.

Closure
- Record five class-selected ideas on chart paper. Allow the students the opportunity to decorate this and sign it to show their commitment to the class code of fair play.

Assessment Suggestions
- Create an observation checklist of group participation.

Materials, Resources, Equipment
- *Nelson Language Arts – And Who are You?* (Instruction Writing – Make A Flipbook).
- *Swimmy* and *Frederick*. Leo Lionni.
- *Franklin Plays the Game*. Paulette Bourgeois.

Continuing Lesson Suggestions
- continue with The World’s Children at Play activity on page 30.

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THE WORLD’S CHILDREN AT PLAY

Introduction
- Students will learn sidewalk games that children from around the world play. Students will create their own sports or athletics-based game. This lesson links with the Play Fair activity on page 29.
- Discuss the importance of instructions and where we see instructions; games, recipes, material lists, crafts.
- Review keywords: first, second, third, next, then, after that, finally.
- Discuss where we start when we write instructions to a game. Make games with instructions available for the students to observe and discuss.

Learning Activities
Activity 1
Read for motivation: Sidewalk Games Around the World.
- Students can work in small groups of two to four or individually, depending on student needs.
- Students are assigned a country; this can be linked to other activities, such as World Sports or Meet an Athlete research activity.
- Students read about the game and country, then summarize briefly the country information, game instructions and materials.
- Students display the country and game on a poster that is bright and colourful, easy to read, including step by step instructions for the game, then create any materials or bring from home materials necessary to play the game.

Closure
- Invite a younger class of students to come and participate in games from around the world.

Assessment Suggestions
- Create an observation checklist based on group participation.

Learning Activities
Activity 2
Motivation: a global athletics event such as the 8th IAAF World Championships in Athletics.
- Supply the students with library and appropriate Internet resources on the events, their background, instructions and rules.
- Students choose one athletics event and create a board game based on that event.
Games should include: (see Student Activity page that follows)
- list of materials
- instructions
- game board
- game pieces; e.g., dice, play pieces, cards.

information about the event that would teach the players about the event/sport

Closure

Students play classmates’ games and fill out Peer Evaluation of Sports Game page. They also fill out Self-Assessment of Sports Game that follows.

Assessment Suggestions

Create an observation checklist based on group participation and group self-assessment.
Create a rubric based on the following criteria:
- instructions are clear
- bright, colourful, neat board
- all parts of game completed
- educational: does the game provide a learning experience about the event or sport?

Materials, Resources, Equipment

Nelson Language Arts – And Who are You? (Instruction Writing – Make A Flipbook).

Continuing Lesson Suggestions

Games could be linked to physical education where the students write instructions for a running, jumping or throwing game.

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STUDENT ACTIVITY

WRITING INSTRUCTIONS AND CREATING A SPORTS GAME

Name: __________________________

1. What sport is your game going to be about? What important information will you include?

________________________________________________________________________

________________________________________________________________________

2. What is the goal of the game? How do you win?

________________________________________________________________________

________________________________________________________________________

3. Rules? Special Instructions?

________________________________________________________________________

________________________________________________________________________

4. Special Places on the game board.

________________________________________________________________________

________________________________________________________________________

5. How do you move or travel around your game? (dice? cards?)

________________________________________________________________________

________________________________________________________________________

6. Game pieces?

________________________________________________________________________

________________________________________________________________________

7. Board shape and design?

________________________________________________________________________

________________________________________________________________________
SELF-ASSESSMENT OF SPORTS GAME

Name: ____________________________
Name of Game: ____________________

The best part about this assignment was …

I would like the teacher to pay close attention to …

If I had more time I would …
PEER ASSESSMENT OF SPORTS GAME

Name: _________________________
Name of Game: ____________________
Created by: _______________________

The best part about this sports game was …

I was confused about …

Positive suggestions …
CULTURAL AWARENESS FESTIVAL

Introduction
- Students will be encouraged to create art forms from other countries for display purposes and audience viewing at a multicultural talent show.

Learning Activities
- Each class prepares an arts project to be displayed at a Cultural Awareness Festival.
- Classes can decide if they would like to perform as a group and then prepare for the event.
- Organizer designs an application form in which individuals or groups can submit a request to perform for the event.
- Examples of submissions include:
  - Dance, drama, song, instrumentals, martial arts, artwork.
- Invite the students to submit an application.
- Create a program indicating times, location, and type of performance.
- Slot performances into schedule in five to ten minute intervals in various locations throughout the school; e.g., gym, art room, music room, library, hallways.
- Return to the applicants a confirmation of their time and location prior to the event.
- Invite special guests to perform and share their talents; e.g., caricature artist, balloon artist, magician, musician.
- Prepare programs and have them available at front entry.
- Invite parents and community members, even a nearby school.

Closure
- Culminate the event with a gathering of everyone in one central location for a multicultural performance from a local group.
- Group participation in dance and singsong.

Assessment Suggestions
- Written response in Language Arts Journal communicating thoughts about the events and the students’ participation.
- Group discussion about events and ideas about how to improve next time.
- Parent survey of event, suggestions for improvement

Materials, Resources, Equipment
- Organized program plan
- Letter of application for performance
- Audio visual equipment or instruments needed at locations throughout the building.

Continuing Lesson Suggestions
- Adapt the idea for classroom use only.
- Students can perform individually and in groups for their classmates and/or parents.
- Include an eating area and refreshment stand for an evening event. Invite the parents and ask them to donate cookies and snacks.
- Sell the art displayed as a fundraiser for the school.
On ___________ (date), from 6:30 to 8:30 p.m., our school will be hosting a Cultural Awareness Festival showcasing the arts from various countries. Students are invited to submit an application if they would like to perform that evening. Students may perform individually or in small groups. All performances must reflect a cultural theme. Suggestions include dance, visual arts, drama, poetry, choral speech and instrumental pieces.

Special guests for the evening include ________________________________.

Please have your application submitted by early next week.

Programs will be available at the front entry.

See you there!

Request to Perform:
Name __________________ Grade ________________________________
Type of performance ________________________________
Length of performance ______ (not to exceed 10 min)
Special requests for equipment and space ________________________________
Parent signature ________________________________

Confirmation Notice:
Name ________________________________
Performance ________________________________
Time slot ________________________________
Location ________________________________
TEAM WORD WEBBING

Introduction
- The purpose of this activity is to provide a team building experience and an opportunity for the students to work toward a common goal. The students will explore key concepts/themes and related ideas necessary for a successful 8th IAAF World Championships in Athletics.

Theme Suggestions:
- Friendship
- Cooperation
- Communication
- Fair Play
- Teamwork
- Strength
- Pride
- Families
- Winning/losing
- Sportsmanship
- Excellence
- Perseverance
- Community support
- Goal setting

Learning Activities
- The teacher will choose a story or variety of stories to read aloud to the students that captures a range of themes or perspectives on a game, variety of games or competition. Following the story, brainstorm as a class a list of key themes that relate to the 8th IAAF World Championships in Athletics.
- Divide the class into groups of four to five students. Give each student in the group a different coloured pen or marker and give the team one large piece of chart paper. Each team receives a key theme word, or they may choose their own. Teams will brainstorm the main concepts and minor concepts as they relate to their theme. Word webbing is a powerful tool in concept development and exchange. The different coloured markers allow for individual accountability. Some students may see more connections, some go for details, others are main idea people. The students need to be reminded of the need to take turns, praise one another and help one another as they work toward a common goal.

Closure
- The group will come together as a whole class to present their ideas. Following their presentation, the class may contribute ideas to extend the group’s web. Discuss how it is beneficial to have a World Championships in Athletics competition take place in your community.
Assessment Suggestions
- Students will complete the Team Building assessment. As a group, discuss ways to improve teamwork. The teacher can also use the evaluation.

Materials, Resources, Equipment
- chart paper
- four different coloured markers for each group

Continuing Lesson Suggestions
- Students will apply the brainstorming information. In a learning log they can write a one paragraph essay on the value of having the World Championships in Athletics event take place in their community.
TEAM BUILDING ASSESSMENT

Group Names: _____________________ Date: ________________

I shared in my group today. 🙆‍♂️Surname

I encouraged others in my group. 🙆‍♂️Surname

I used people’s names. 🙆‍♂️Surname

Others shared with me. 🙆‍♂️Surname

I felt encouraged by people in my group. 🙆‍♂️Surname

Others in my group used my name. 🙆‍♂️Surname
ACTIVE ATHLETE ART

Introduction
• Using coloured geometric shapes, the students will create a picture of an active person.

Learning Activities
• Discuss what it would look like to be active or be in action.
• Students may cut out pictures from magazines/newspapers of active people and/or athletes.
• Discuss the shapes you would use to recreate your active person; e.g., circle for head, rectangle for arms, oval for body.
• Discuss how to show the bending of body parts to imply movement.
• Model on a felt board or magnetic board how to arrange the shapes to create the active person, being sure to illustrate good use of colour, size, variety, gluing (remind students to not glue until all shapes are organized into the desired shape).
• Challenge the students to use a colour pattern in their projects.

Closure
• Display the student projects.

Assessment Suggestions
• An observation checklist could be used to assess overlapping, motion depiction, colours, variety of shapes, and following directions.

Materials, Resources, Equipment
• Coloured paper and/or coloured shapes (pre-cut for younger students)
• Magazines and newspapers
• Felt board or magnetic board

Continuing Lesson Suggestions
• Create a shape picture of the facility where the activity would take place; e.g., soccer arena, baseball diamond.