



SASKATCHEWAN
— SPORTS —
HALL OF FAME

Grades Four & Five

Please pick two activities to do when visiting the Hall of Fame, one in gallery and one to be played on the multisport simulator. We can always work with you to create other programming that fits with your current curriculum needs.



Subject	Learning Outcomes
Arts Education	<ul style="list-style-type: none"> - CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan. - CP4.8 Create art works using a variety of visual art concepts, forms and media. - CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists. - CP5.8 Create art works using a variety of visual art concepts, forms and media. - CH5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts.
English Language Arts	<ul style="list-style-type: none"> - CR4.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, social responsibility and support response with evidence from text and from own experiences. - CR4.3 Listen, summarize, paraphrase, and evaluate what was listened to and draw conclusions. - CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings. - CR5.1 Analyze and respond to a variety of grade-level texts that address identity, community, social responsibility. - CC5.2 Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts. - CC5.3 Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.
Health Education	<ul style="list-style-type: none"> - USC4.1 Assess what healthy eating and physical activity mean for pre/adolescence. - USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations. - USC5.1 Analyze personal eating practices. - USC6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

Mathematics	<ul style="list-style-type: none"> - SS4.2 Demonstrate an understanding of area of regular and irregular 2-D shapes by: <ul style="list-style-type: none"> o Recognizing that area is measured in square units. - SP5.2 Construct and interpret double bar graphs to draw conclusions. - SS5.2 Demonstrate understanding of measuring length (mm) by: <ul style="list-style-type: none"> o Selecting and justifying referents for the unit mm. o Modelling and describing the relationship between mm, cm, and m units.
Physical Education	<ul style="list-style-type: none"> - PE4.1 Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related and to positively affect own level of health-related fitness. - PE4.6 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: <ul style="list-style-type: none"> o utilization level of skill when: <ul style="list-style-type: none"> ▪ hand dribbling ▪ foot dribbling ▪ striking objects with hands and/or short-handled implements (racquets and paddles) o control level of skill when: <ul style="list-style-type: none"> ▪ volleying (to send an object in the air before it comes to rest) ▪ striking objects with long-handled implements (bats, golf clubs, hockey sticks) o progressing-towards-control level of skill when: <ul style="list-style-type: none"> ▪ punting - PE5.4 Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a: <ul style="list-style-type: none"> o utilization level of skill when: <ul style="list-style-type: none"> ▪ volleying (to send an object in the air before it comes to rest) ▪ striking with long-handled implements (bats, golf clubs, hockey sticks) - control level of skill when: <ul style="list-style-type: none"> o punting - PE4.13 Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.
Science	<ul style="list-style-type: none"> - SO4.1 Explore natural and artificial sources of sound in the environment and how those sounds are detected by humans and animals. - SO4.2 Draw conclusions about the characteristics and physical properties of sound, including pitch and loudness, based on observation. - HB5.1 Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body. - FM5.1 Analyze the effects of gravitational, magnetic, and mechanical forces, including friction, on the movement of objects.
Social Studies	<ul style="list-style-type: none"> - IN4.1 Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan. - IN4.3 Determine the influence Saskatchewan people and programs have had on a national scale. - IN5.2 Analyze the evolution of Canada as a multicultural nation.

Subject	Activities: PRE AND POST IN CLASSROOM
Arts Education	<ul style="list-style-type: none"> - Take a look at some teams that are inducted into the SSHF. <ul style="list-style-type: none"> o What did they have to accomplish to be inducted? A lot of these victories are great Saskatchewan sports moments. o Choose one of these great moments and create a piece of artwork depicting this event. Focus on action, showing motion in your picture. This can be started either in Gallery or in classroom and finished with whatever medium you choose back in the classroom.
English Language Arts	<ul style="list-style-type: none"> - As a group research one of the topics included or any other sport related topic that appeals to you. Include any information that may be needed to fully represent the topic including any videos, movies, posters etc. A lot of information can be found in gallery or on our website www.sasksportshalloffame.com. <ul style="list-style-type: none"> o Focus on the connection to Saskatchewan and our residents/inductees who made these events happen. o Use all your information to develop a multimedia report to present to the class. - Fill out the Saskatchewan Sports Hall of Fame Mad Lib after visiting!
Health Education	<ul style="list-style-type: none"> - What do professional athletes eat? Create a table showing breakfast, lunch, dinner and snack options for an athlete. <ul style="list-style-type: none"> o Understand why they have to eat this way and what it does for the body. o Use this outcome to assess your own eating habits and what you can do differently. o Create your own daily meal plan.
Mathematics	<ul style="list-style-type: none"> - Have the children investigate the dimensions and area of their favorite sports field or court as displayed around the SSHF. <ul style="list-style-type: none"> o They then are to graph their field, to scale, using graph paper and correct measurements. o Examples of sports fields to use would be baseball, softball, fastball, football, tennis, basketball and many others. They are limited to the 51 sports in the Hall of Fame! (Some are easier than others!) - Survey the classroom as to what their favorite sports are. <ul style="list-style-type: none"> o Have them create a double bar graph to show the results. o How could the class be grouped for each bar?
Physical Education	<ul style="list-style-type: none"> - Use Sport Medicine Measurements to compare your fitness levels to that of a similar size, shape of student in the classroom. <ul style="list-style-type: none"> o Measure for: <ul style="list-style-type: none"> ▪ Broad jump length – in Hall ▪ Wing span – in Hall ▪ Vertical jump – in class ▪ Push-ups – in Hall ▪ Speed – in class ▪ Sit ups – in Hall - Investigate some games used by early First Nations and Metis cultures. <ul style="list-style-type: none"> o What are those spin off games we play now? o Teach one of these earlier games to the rest of your class (stick pull, one foot high kick, knuckle hop etc.).

Science	<ul style="list-style-type: none"> - Explore sounds at sporting events. Pick 3 or 4 different sports and see how sound affects the game. <ul style="list-style-type: none"> o Make sure you pick different sports like golf, football, soccer, tennis etc. as sounds differ for each. o How does the sound affect the players in the game? o Which sports have louder sound etc? What type of sound makers are permitted? o What is the difference when watching live than watching on TV?
Social Studies (These could overlap in classroom and in gallery)	<ul style="list-style-type: none"> - Pick an indigenous inductee, many of whom are builders in the sport and community. <ul style="list-style-type: none"> o Research their contributions to their sport; locally, provincially and nationally. o Fill out the attached information sheet on your inductee and add anything you find interesting about the inductee. - Research the street names/places in your community. <ul style="list-style-type: none"> o While walking through the Hall of Fame, are any of the names on the sport cards familiar in your community? o Find out the origin behind the names. For example, did you know there are streets named after 118 of our inductees in Regina alone! o Are there any other local buildings, parks etc. named after prominent Saskatchewan athletes? - Pick an inductee that is an immigrant of Canada. <ul style="list-style-type: none"> o Research the country they were from, how is it different from Canada? o How did they make the transition from their country to Canada? o How does their sport and cultural involvement add to the Canada's multicultural nation?

Subject	Activities: IN GALLERY
Arts Education	<ul style="list-style-type: none"> - Create your own logo for a sporting team. <ul style="list-style-type: none"> o Take a look at various First Nations, Metis art concepts in the Hall of Fame. These may be inspired from medals, crests etc. from our special inductees. o Why did they choose the symbols they did? o Create your own logo for yourself or your classroom.
English Language Arts	<ul style="list-style-type: none"> - Pick an inductee <ul style="list-style-type: none"> o Choose one inductee of your choice to write a newspaper article about. Information can be gathered in gallery and then researched more in classroom. o Including pictures in your article is encouraged, either taken at the hall or found online.
Health Education	<ul style="list-style-type: none"> - All-American Girls Professional Baseball Exhibit study <ul style="list-style-type: none"> o Watch 'World War I & the Birth of the League' and answer a worksheet regarding the stereotypes and assumptions placed on women in the 1940s. o Explore how social norms and stereotypes affect and limit certain individuals past and present.
Mathematics	<ul style="list-style-type: none"> - Athlete to Mathlete worksheet <ul style="list-style-type: none"> o The students will be given a scavenger hunt to do various calculations around the hall. o It will include adding, subtracting, multiplying, dividing, rounding and listing factors. The worksheet can be adapted to your class if notified beforehand.
Physical Education	<ul style="list-style-type: none"> - Use the sport simulator to work on ways to skillfully move objects listed above. Sports to play would be basketball, soccer, hockey, baseball, rugby, football. - Use Sport Medicine measurements to compare your fitness levels to that of a similar size, shape of student in the classroom. <ul style="list-style-type: none"> o Measure for: <ul style="list-style-type: none"> ▪ Broad jump length – in Hall ▪ Wing span – in Hall ▪ Vertical jump – in class ▪ Push-ups – in Hall ▪ Speed – in class ▪ Sit ups – in Hall
Science	<ul style="list-style-type: none"> - While playing on the multisport simulator, see if you can hear the sounds from above. <ul style="list-style-type: none"> o How does it affect you? o Do they change when something happens? o What are the sounds you hear? - Experiment with different forces while playing on the multisport simulator. <ul style="list-style-type: none"> o How does shooting a hockey puck change using different surfaces e.g., wood, cloth, floor tile, carpet, shooting surface? o What other forces are at work? o Write a descriptive paragraph outlining these differences.

	<ul style="list-style-type: none"> - Catapult launch experiment <ul style="list-style-type: none"> o Given popsicle sticks, elastic bands and a spoon collaboratively design a catapult. Then record and observe the catapult launch to determine the effects of different forces on an object. o Take observations as you launch lighter and heavier objects. Test different forces, how does this determine how far it will go?
Social Studies	<ul style="list-style-type: none"> - Pick an indigenous inductee, many of whom are builders in the sport and community. <ul style="list-style-type: none"> o Research their contributions to their sport; locally, provincially and nationally. Find out what you can inside the Hall of Fame and then on your own, research more things. o Fill out the attached information sheet on your inductee and add anything of importance. - Research the street names/places in your community. <ul style="list-style-type: none"> o While walking through the Hall of Fame, are any of the names on the sport cards familiar in our community? o Find out the origin behind the names. For example, did you know there are streets named after 118 of our inductees in Regina alone! o Are there any other local buildings, parks etc. named after prominent Saskatchewan athletes?

Subject	Inclusions
Arts Education	
English Language Arts	<ul style="list-style-type: none"> - List of topics for the report. - Pick an inductee sheet - Fun Times at the Saskatchewan Sports Hall of Fame Mad Lib
Health Education	<ul style="list-style-type: none"> - Template for eating like an athlete - Canada's Food Guide https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/print_eatwell_bienmang-eng.pdf
Mathematics	<ul style="list-style-type: none"> - Some sport field dimensions - Mathlete to Athlete Worksheet
Physical Education	<ul style="list-style-type: none"> - Sports Medicine Measurements table
Science	<ul style="list-style-type: none"> - Sport Sounds sheet - Catapult Launcher Experiment
Social Studies	<ul style="list-style-type: none"> - Indigenous Inductees worksheets

Possible Report Topics:

- All American Girls Professional Baseball League
- Sportsman in the Armed Forces
- Women and sport history
- Spectacular sports moments (Saskatchewan-based)
- History of your favorite sport in Saskatchewan
- Indigenous athletes and builders
- Inductees that have immigrated to Canada & the influence of sport on multiculturalism in Canada
- Evolution of sport equipment
- Olympics over the years
- Paralympic & disabled athletes
- Blind sport inductees
- Athletes that have competed at the national level in more than one sport

Saskatchewan Sports Hall of Fame

Name:

Sport:

Birth Place:

Year inducted:

What was their highest level of achievement?

Interesting facts about the inductee:

Saskatchewan Sports Hall of Fame Mad Lib

Can be done in partners or individually! Choose a word for each blank and then fill it in to the story below. Then read your silly story to the class!

Adjective: _____

Noun: _____

Verb: _____

Sport: _____

Sport: _____

Plural Noun: _____

Adjective: _____

Noun: _____

Body part: _____

Adjective: _____

Noun: _____

Verb: _____

Noun: _____

Noun: _____

Noun: _____

Adjective: _____

Noun:

A person, place or thing

Ex. The pink **pig** was running to the **market**.

Ex. Saskatchewan, soccer ball, thunder, mascot, etc.

Adjective:

A word that describes a noun

Ex. The **pink** pig was running to the market.

Ex. nice, beautiful, gross, slippery, etc.

Verb:

A word that describes an action, condition or experience

Ex. The pink pig was **running** to the market.

Ex. Dance, run, spit, etc.

Plural noun:

More than one person, place or thing

Ex. The group of **pigs** went to the market.

Ex. Rocks, phones, eyeballs.

Past tense Verb:

The past tense of a verb

Ex. I **saw** the pig running to the market.

Ex. Pitched, threw, ran, gasped, etc.

FUN TIMES AT THE SASKATCHEWAN SPORTS HALL OF FAME!

What a _____ day I had at the Saskatchewan Sports Hall of Fame with
(adjective)

my _____.! First, we learned all about the inductees who _____
(noun) (verb)

different sports like _____, _____ and hockey. Then we took _____
(sport) (sport) (plural noun)

and slid them down the _____ curling ice. I opened a drawer and saw
(adjective)

a _____. I couldn't believe my _____ when I saw a _____
(noun) (body part) (adjective)

ball. Next, I went to the multi-_____ simulator to _____ the soccer
(noun) (verb)

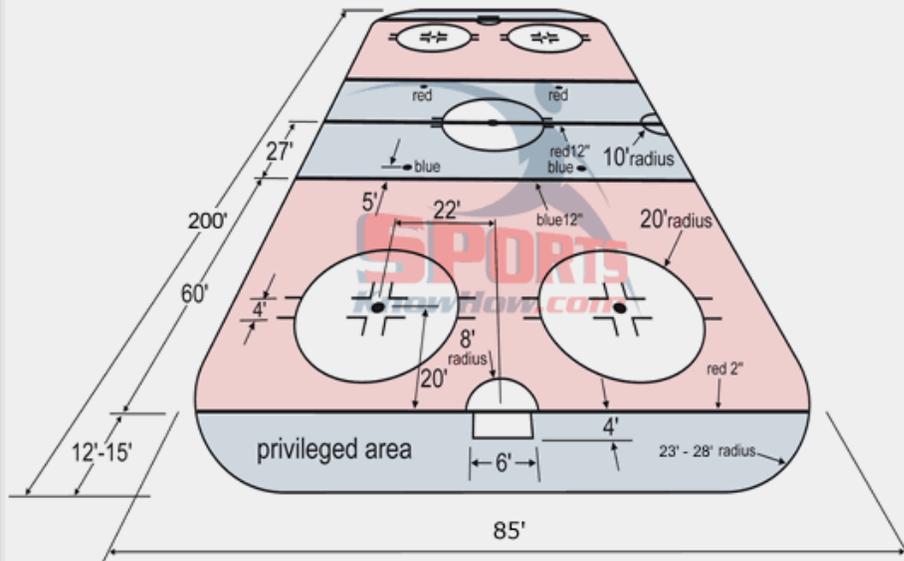
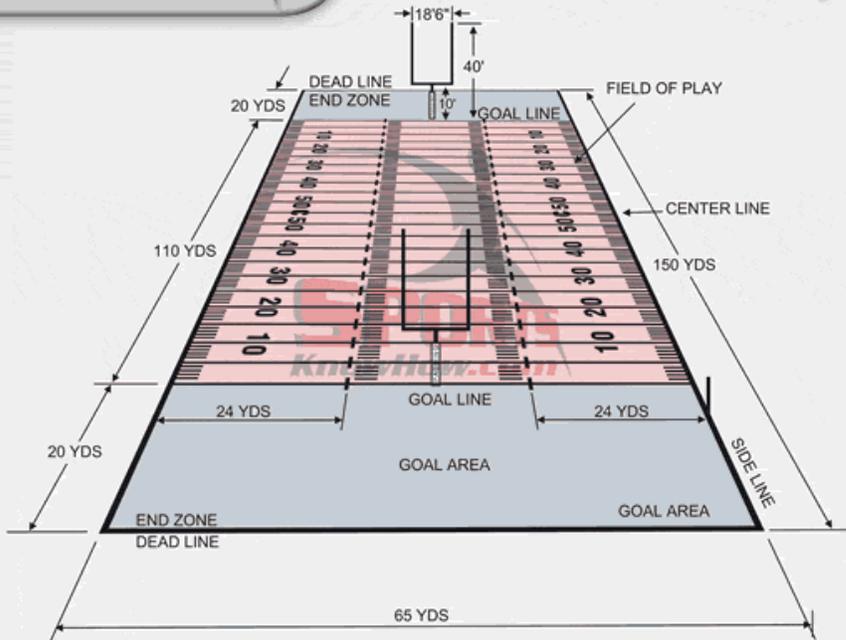
_____. When I come back next time I am going to bring my _____
(noun) (noun)

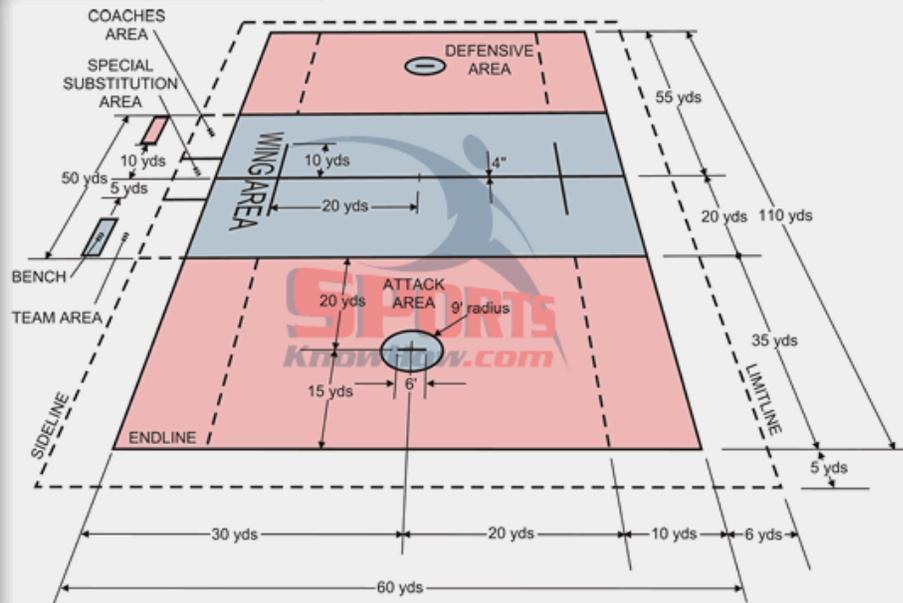
and show them the creepy hockey _____ because the Saskatchewan Sports
(noun)

Hall of Fame is so _____!!
(adjective)

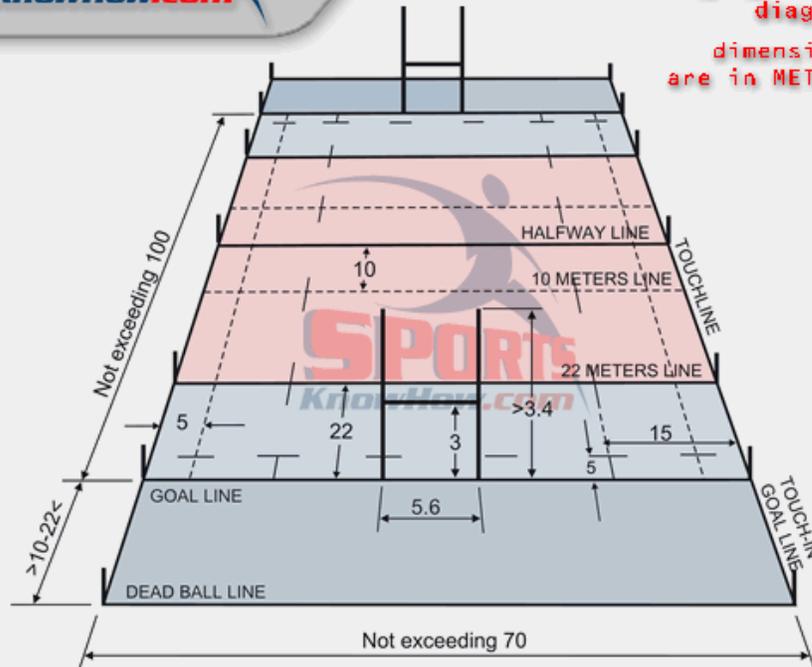
Eat like an athlete!

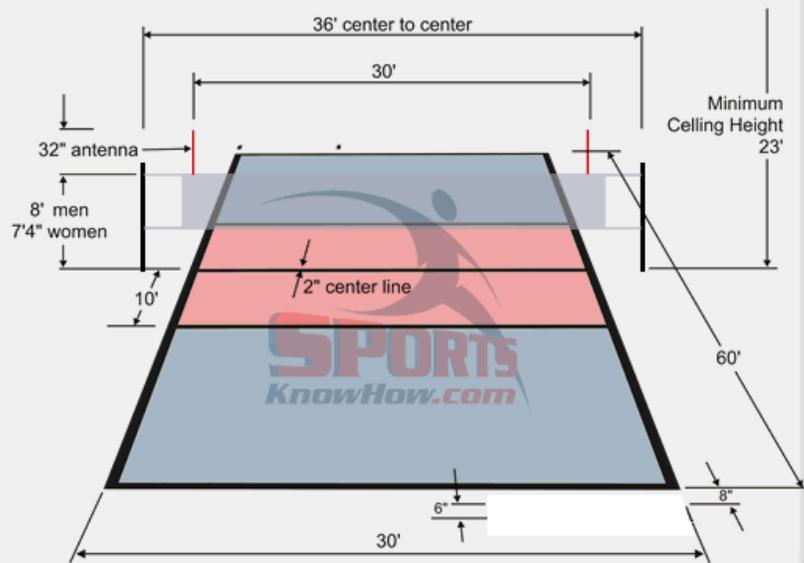
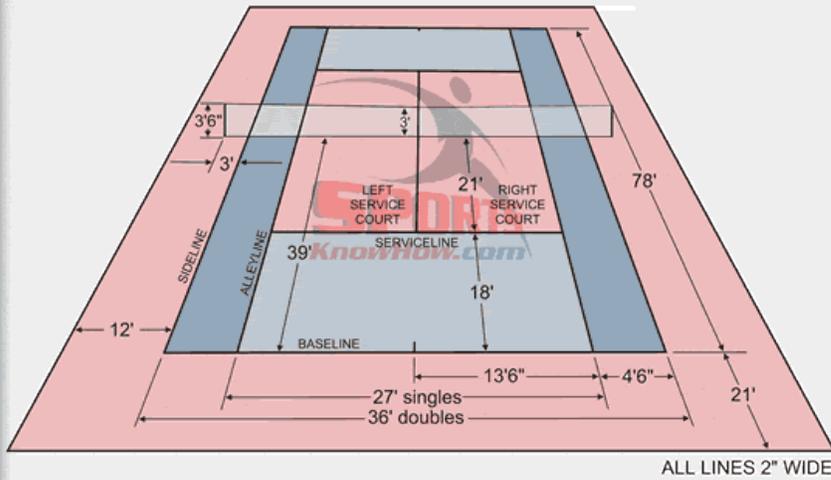
Name	Breakfast	Lunch	Dinner	Snacks
YOUR NAME HERE!				

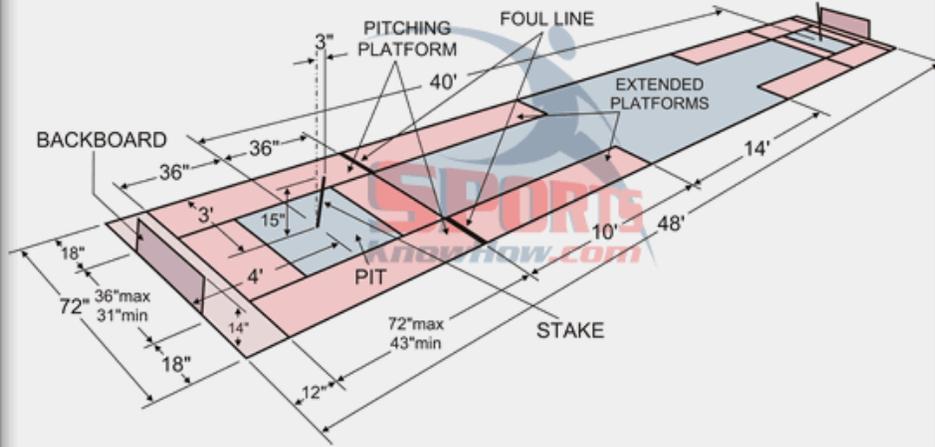




dimensions
are in METERS







Sports Medicine Measurement Worksheet

Name:

	Attempt #1	Attempt #2	Attempt #3
Broad Jump			
Wingspan			
Vertical Jump			
Speed			
Pushups			
Sit-ups			

Highlight your best attempts in each event. Why did you do better in this attempt?

Were you motivated by your fellow students? If not, what motivates you?

BONUS: Go around the class and take a survey, which event did your classmates like best? Create a graph with the results!

Sports Sounds

Sport	Sounds on simulator	Sounds live	Effects on Players	Watching live

Athletes to Mathletes Worksheet

1. How many yards has football player, George Reed rushed?
 - Divide by 4 =
2. How many Saskatchewan Blind Golf Championships has golfer, Phil Lederhouse won?
 - Multiply by 8 =
3. How many more inductees are in swimming than taekwondo? (HINT: Look at the inductee's sport!)
4. How many inductees are in badminton and shooting?
5. At his second Olympics for the Disabled in 1980, how high did Arnold Boldt jump? (HINT: Check Athletics!)
 - Round it to the nearest tenth:
6. What number was football player, Roger Aldag?
 - List all the factors of this number:

BONUS: Milos Kostic did the Ironman Triathlon a 3.86 km open water swim, a 180.25 km bike ride and a 42.22 km run in the Ironman Triathlon, how far is the race in total?

Athletes to Mathletes Rounding Worksheet

After you find the answer, **round** the number to the nearest ten

1. How many championships have the Saskatchewan Roughriders won?
(HINT: How many rings are on the Roughrider display) _____
2. How many regular season points did Gordie Howe get in his NHL career?

3. Over his 14-year career, how many boxing bouts did Gaston Eichel compete in? _____
4. In his professional baseball career, Reggie Cleveland played how many games? _____
5. How many yards did football player, George Reed rush over his career?

6. The 1967 Saskatoon Ladies' Five-Pin Bowling team won the Canadian Ladies Team Championship with a team score over 10 games of

BONUS: What was baseball inductee, Arleene Noga's league fielding record in 1947? (Round it to the nearest hundredth) = _____

Hundreds Chart

ROUND DOWN

ROUND UP



0	1	2	3	4	5	6	7	8	9	10
10	11	12	13	14	15	16	17	18	19	20
20	21	22	23	24	25	26	27	28	29	30
30	31	32	33	34	35	36	37	38	39	40
40	41	42	43	44	45	46	47	48	49	50
50	51	52	53	54	55	56	57	58	59	60
60	61	62	63	64	65	66	67	68	69	70
70	71	72	73	74	75	76	77	78	79	80
80	81	82	83	84	85	86	87	88	89	90
90	91	92	93	94	95	96	97	98	99	100

Create a Catapult Launcher!

You are an engineer designing a catapult to launch soccer balls to players so they can practice their control. The catapult must be able to launch the soccer balls as far and as high as they will go, so first you must test mini catapults to see the level of force that is most effective.

In partners grab a catapult to share and launch off the different objects and then record the distance in centimeters in the table below. When applying different forces, only use 1 finger to bring back the catapult for Force 1, then 2 fingers for Force 2, etc.

	Force 1 (1 finger)	Force 2	Force 3	Force 4	Force 5
Piece of Paper					
Pom-Pom					
Eraser					
Penny					
Pebble					

Before Experiment:

Based on your knowledge, make a prediction, what object do you expect to launch the furthest? What level of force will launch the object the farthest?

During Experiment:

Aim for a certain spot, does the object go where you want it? What helps with the catapults aim?

Post-Experiment:

Analyze your observations & results, do the different forces and objects affect the distance? What force launches the object the furthest?

How can forces act to move, speed up, slow down an object? How can forces determine how far an object will go?

Look through the hall. What sports at the hall use force?

Try out our street curling rink. Does changing the amount of force applied to the rock affect its sliding ability? Try to hit other rocks on the rink, how does the amount of force affect where the other rocks go?

Indigenous Inductee Worksheets:

Saskatchewan Sports Hall of Fame

Name: Frederick "Fred" Sasakamoose S.O.M.

Sport:

Birth Place:

Athlete or Builder:

Frederick 'Fred Sasakamoose was the _____ to
play in the _____.

How many games did he play with the Black Hawks?

True or False:

He was a founding member of the Northern Indian Hockey League.

List 3 other accomplishments that show Fred is a true builder in the Indigenous community.

Read about his experiences in Residential School.

Saskatchewan Sports Hall of Fame

Name: Paul Acoose

Sport:

Birth Place:

Athlete or Builder:

On July 1, 1908 he _____ a _____ mile race in Regina _____
_____ a head of the other runners.

When did he turn professional?

Search online to find out what was his world record time for the 15 mile indoor race?

On March 30, 1910 who did Paul beat in a race?

Saskatchewan Sports Hall of Fame

Name: Alex Decoteau

Sport:

Birth Place:

Athlete or Builder:

His running career began when Alex moved to _____ in _____ and joined the _____.

What was Decoteau the first to do after moving to Edmonton?

What year did he compete at the Olympics? Which city hosted that year?

What were his results?

Alex was _____ by a _____ near Passchendaele Ridge on _____ 30, 1917.

Saskatchewan Sports Hall of Fame

Name: Claude Petit, C.M., S.O.M.

Sport:

Birth Place:

Athlete or Builder:

What Divisions of our Canadian Military did Claude serve in?

Why would Claude be considered a builder? List 4 reasons why?

1.

2.

3.

4.

What did he win 5 times?

Not only did Claude play the sport, he was also a trained _____ and _____?

Saskatchewan Sports Hall of Fame

Name: Jacqueline Lavalee

Sport:

Birth Place:

Athlete or Builder:

Other than the sport she was inducted for, did Jacqueline excel in any other sports?

What teams has Jacqueline played for?

Where did Jacqueline travel and live to play Division 1 Basketball.

Where does she now coach the sport?

Saskatchewan Sports Hall of Fame

Name: Bryan Trottier

Sport:

Birthplace:

Athlete or Builder or team:

What was his ancestry?

What NHL team (s) did he play for?

What NHL awards did Bryan earn throughout his career?

How many Stanley Cups did Bryan win as a player?

Do some more research on your own to find out what he did after his playing career was over. Did he win any more Stanley Cups?

Saskatchewan Sports Hall of Fame

Name: Antoine Tony Cote S.O.M.

Sport:

Birthplace:

Athlete or Builder or team:

What branch of the Military did Tony Cote serve in?

What were some of the accomplishments Tony achieved to help promote the importance of sport for the Indigenous people?

- 1.
- 2.
- 3.
- 4.

Do some more research on Tony to find out what awards his hard work was honoured with. Why does he have S.O.M. behind his name?

Saskatchewan Sports Hall of Fame

Name: James "Jim" Neilson

Sport:

Birthplace:

Athlete or Builder or team:

What teams did Jim play for?

What position did he play?

What was he known for?

Make a list of his accomplishments that show his importance to his team and to history. Use the iPad to help in your research from our website.

Saskatchewan Sports Hall of Fame

Name: David Greyeyes C.M. S.O.M.

Sport:

Birthplace:

Athlete or Builder or team:

What branch of the military did David serve in? He was known for his excellent leadership skills.

What Championships did he win during his service?

How many times was he selected as an All-Star?

Read more about David Greyeyes online? Why is there a C.M and S.O.M behind his name?