



SASKATCHEWAN  
— SPORTS —  
HALL OF FAME

# Kindergarten & Grade One

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.



**SASKATCHEWAN  
SPORTS  
HALL OF FAME**

**Curriculum Connections  
and Activities  
Kindergarten and Grade One**

SUBJECT	LEARNING OUTCOMES
<b>Arts Education</b>	<ul style="list-style-type: none"> <li>- CPK.4 Create art works that express own observations and ideas about the world.</li> <li>- CHK.2 Recognize a wide variety of arts expressions as creations of First Nations and Metis peoples.</li> <li>- CR1.1 Demonstrate understanding that the arts are a way of expressing ideas.</li> <li>- CH1.2 Identify traditional arts expressions of First Nations and Métis artists.</li> </ul>
<b>English Language Arts</b>	<ul style="list-style-type: none"> <li>- CRK.1 Comprehend and respond to a variety of visual, oral, print and multimedia texts that address identity, community and social responsibility.</li> <li>- CCK.3 Use oral language to converse, engage in play, express ideas and share personal experiences.</li> <li>- CR1.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, social responsibility, and relate to own feelings, ideas, and experiences.</li> <li>- CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</li> <li>- CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.</li> </ul>
<b>Health Education</b>	<ul style="list-style-type: none"> <li>- USCK.1 Develop basic habits to establish healthy relationships with self, others and the environment.</li> <li>- USCK.2 Establish behaviours that support safety of self and others.</li> <li>- USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.</li> <li>- USC1.4 Determine and practice safe pedestrian/street behaviours and examine related safety challenges in the community.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- SSK.1 Use direct comparison to compare two objects based on a single attribute, such as length including height, mass, volume, and capacity.</li> <li>- SSK.2 Sort 3-D objects using a single attribute.</li> <li>- NK.1 Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0.</li> <li>- N1.1 Say the number sequence, 0 to 100, by: 1s forward and backward between any two given numbers.</li> <li>- N1.3 Demonstrate an understanding of counting by: indicating that the last number said identifies “how many”, showing that any set has only one count using the counting on strategy, using parts or equal groups to count sets.</li> <li>- SS1.2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.</li> </ul>

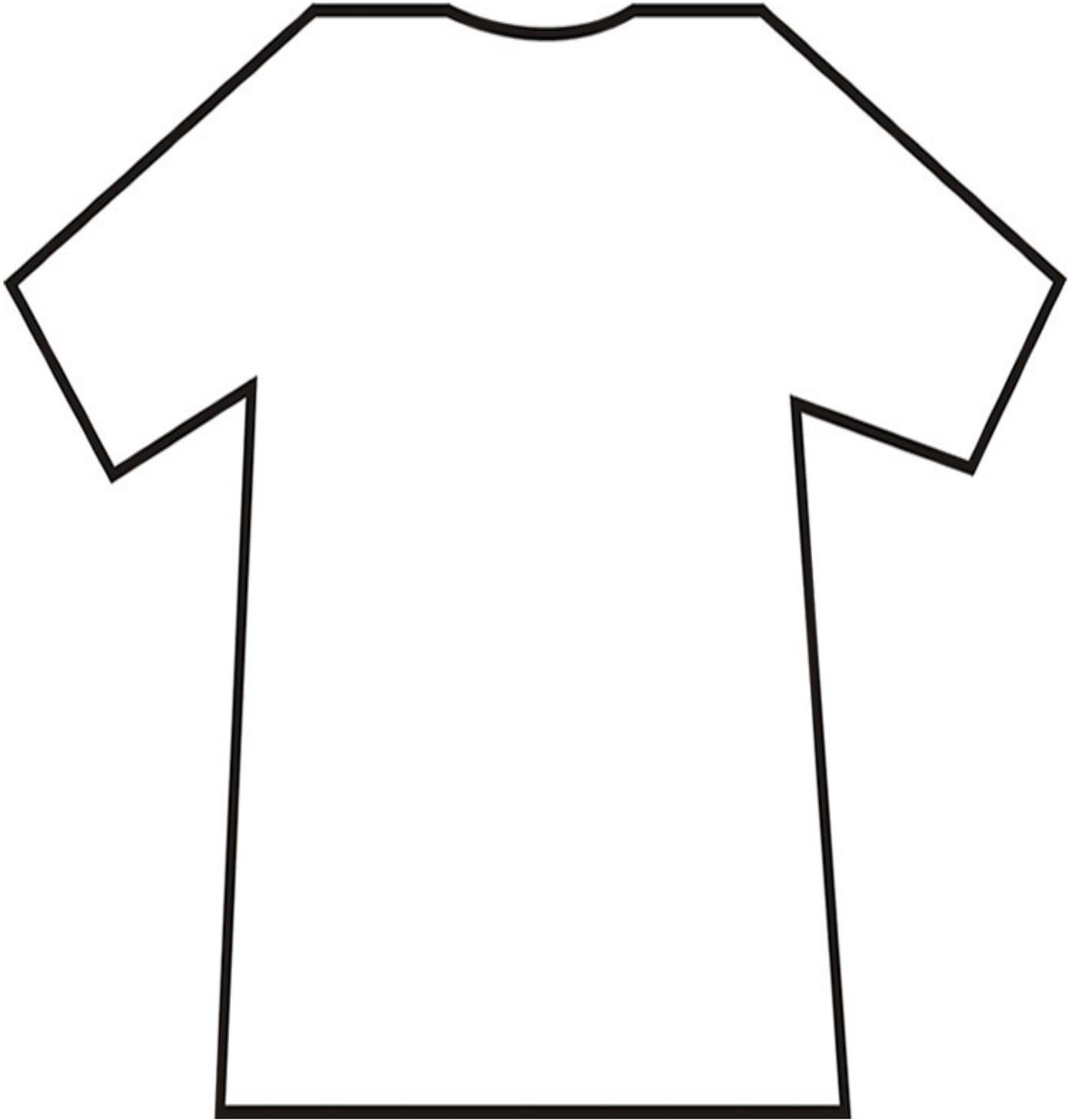
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>- PEK.4 Explore and practice ways to send and receive objects at an exploration level when: <ul style="list-style-type: none"> <li>• throwing (rolling)</li> <li>• catching (trapping, gathering)</li> <li>• kicking</li> </ul> </li> <li>- PEK.7 Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.</li> <li>- FEK.1 Examine the effects of physical forces, on objects in their environment.</li> <li>- PE1.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing-towards-control level when: throwing (rolling), catching (collecting, gathering), kicking.</li> <li>- PE1.9 Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities.</li> <li>- PE1.10 Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- SE1.2 Explore how humans and animals use their senses to interact with their environment.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>- INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom.</li> <li>- INK.2 Describe the diversity of groups represented in the classroom.</li> <li>- PAK.1 Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony.</li> <li>- PAK.2 Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.</li> <li>- IN1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.</li> <li>- PA1.1 Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.</li> <li>- PA1.2 Analyze the causes of disharmony and ways of returning to harmony.</li> </ul>

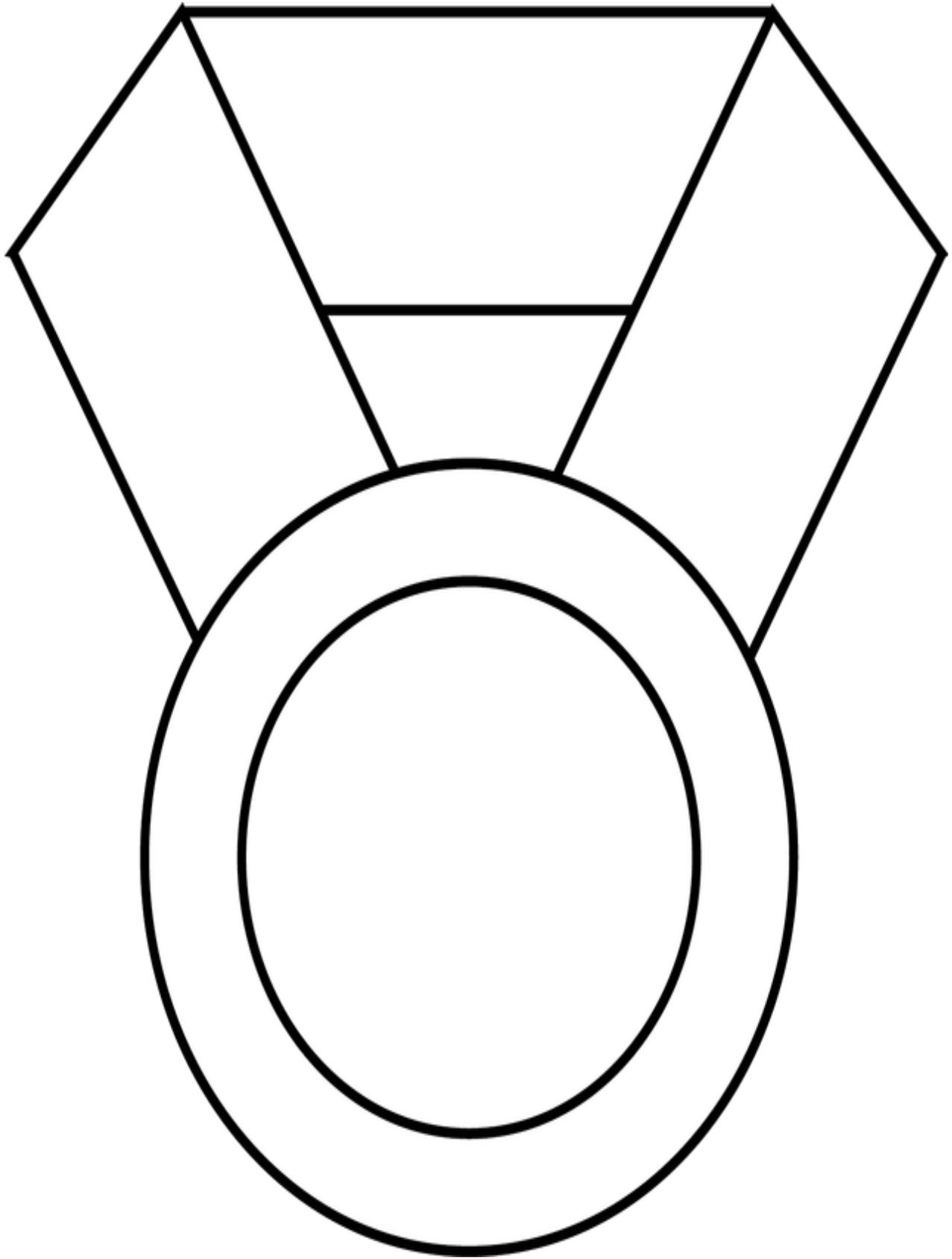
<b>SUBJECT</b>	<b>ACTIVITIES: PRE AND POST IN CLASSROOM</b>
<b>Arts Education</b>	<ul style="list-style-type: none"> <li>- What are the symbols, colors or patterns found in your own school and classroom? <ul style="list-style-type: none"> <li>o Discuss favorite colours and what things they like to do.</li> <li>o Show they how all of these things are present when they create art.</li> </ul> </li> <li>- Show them various examples of First Nations and Metis art and have them pick out the different symbols in each. Continue the discussion about the importance of symbols in any culture.</li> </ul>
<b>English Language Arts</b>	<ul style="list-style-type: none"> <li>- Create a story, truth or fiction, about you playing your favorite sport. <ul style="list-style-type: none"> <li>o Write down as many words as you can (or tell orally) to talk about what you like about your sport.</li> <li>o Draw a picture of you playing your sport.</li> <li>o Read the group your story or tell orally to the class.</li> </ul> </li> </ul>
<b>Health Education</b>	<ul style="list-style-type: none"> <li>- Can sport keep you healthy? <ul style="list-style-type: none"> <li>o Discuss all the ways sport can help keep you healthy, both physically and mentally.</li> <li>o Have flashcard to show children pictures of some healthy and unhealthy habits. Get them to say if they are helpful or harmful to self.</li> </ul> </li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- Sorting <ul style="list-style-type: none"> <li>o Discuss with the children different ways to sort items, according to size, shape, weight etc.</li> <li>o See what other ways they come up with for sorting some common objects in the classroom.</li> <li>o Look at things you see around the classroom. Are some things shaped like the sports equipment they saw at the Hall of Fame?</li> </ul> </li> <li>- Counting <ul style="list-style-type: none"> <li>o Practice your counting strategy to use when you are at the Hall of Fame. Count similar looking things in the classroom, hallway and outdoors.</li> </ul> </li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>- Talk about rules in sport and why it is important to follow them. <ul style="list-style-type: none"> <li>o What are some rules in the classroom?</li> <li>o How do these rules show respect for others?</li> </ul> </li> <li>- Begin work on basic skills of ball handling, throwing, catching, and kicking.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- Start discussion on what it would be like to be missing one or more of their senses when playing sports (sight, smell, sound, touch, taste).</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>- In sport, who enforces the rules? <ul style="list-style-type: none"> <li>o A referee. Discuss the role of a referee.</li> <li>o Highlight a well known referee in the Hall of Fame. Paul Dojack is an excellent example. (teacher read)</li> </ul> </li> <li>- Talk about rules in the Classroom, on the playground and in sport.</li> <li>- Talk about everyone being an individual and the diversity in your classroom. <ul style="list-style-type: none"> <li>o What is the same about everyone in the class?</li> <li>o What is different?</li> </ul> </li> </ul>

SUBJECT	ACTIVITIES: IN GALLERY
<b>Arts Education</b>	<ul style="list-style-type: none"> <li>- Design your own sports jersey.               <ul style="list-style-type: none"> <li>o Look at all the different sport jerseys around the Hall of Fame. What colors, patterns or symbols will you use? Why did you choose them?</li> </ul> </li> <li>- Design your own medal.               <ul style="list-style-type: none"> <li>o Look at all the different medals in the Hall of Fame. What will the shape of your medal be? What symbols will you add to make your medal unique?</li> </ul> </li> </ul>
<b>English Language Arts</b>	<ul style="list-style-type: none"> <li>- Tell us about your favourite sport.               <ul style="list-style-type: none"> <li>o After touring the Hall of Fame and seeing all the different sports, what is your favourite sport?</li> <li>o Tell us all in a group setting what you like about the sport and if there is anyone who plays the sport that you like.</li> </ul> </li> </ul>
<b>Health Education</b>	<ul style="list-style-type: none"> <li>- Stop, Think, Do!               <ul style="list-style-type: none"> <li>o Play a game like “Simon Says” that have healthy and unhealthy habits. Teacher or facilitator calls out the habit and they can move forward three steps if it is healthy, but have to go back one step if it is unhealthy.</li> </ul> </li> <li>- Go over flashcards of the healthy and unhealthy habits.</li> <li>- Look at some of the many athletes in the Hall of Fame and talk about how they would keep themselves active and healthy.</li> <li>- Play on the simulator and get active!</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- Count the number of balls or the sports the students see around the Hall of Fame.</li> <li>- Complete the Athlete to Mathlete counting worksheet as a big group</li> <li>- Using an assortment of equipment in our education department, have the children compare the items and sort them in groups of two.               <ul style="list-style-type: none"> <li>o Which two are the same heights?</li> <li>o Which ones are heavy?</li> <li>o Which ones have a similar shape?</li> <li>o How else could they be sorted?</li> </ul> </li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>- Simulator fun!               <ul style="list-style-type: none"> <li>o Using our multisport simulator, play two games, one to practice kicking (soccer), and one to practice throwing (baseball).</li> <li>o Make sure everyone is aware of the rules, following them and showing great sportsmanship. Talk about what sportsmanship is.</li> <li>o While playing, investigate what happens if you change the way you kick or throw.                   <ul style="list-style-type: none"> <li>▪ If you throw harder, what happens? Does it work better?</li> <li>▪ If you kick harder, what happens? Does it work better?</li> <li>▪ If you change the direction, does it help?</li> </ul> </li> </ul> </li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- Experiment with the simulator games above               <ul style="list-style-type: none"> <li>o What it would be like if you couldn't see or hear what was going on? Try wearing a blindfold or earplugs if the children would like to. Many might not.</li> </ul> </li> <li>- Experiment with other senses while playing. Which ones would it be hard to be without when playing sports?</li> </ul>

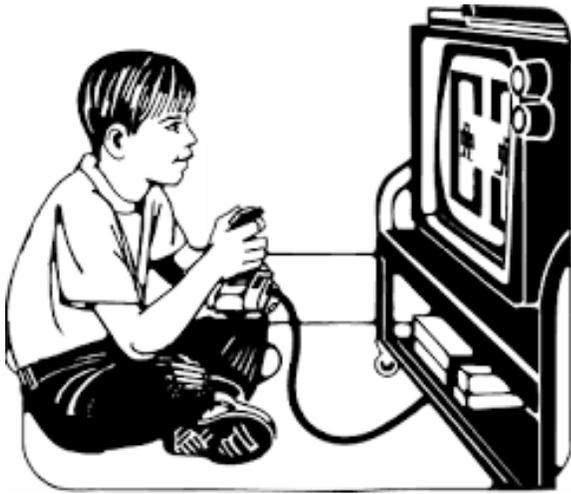
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>- Tour the Hall and see if children can pick out any differences of people from their individual pictures and individuals on a team. Showing a diverse range of inductees, of all ages, body types, ethnicities, nationalities and genders <ul style="list-style-type: none"> <li>o Discuss what is similar and different and how these all work well together.</li> </ul> </li> <li>- While playing on the multisport simulator, go over all the rules of the simulator and discuss why the rules might be there. <ul style="list-style-type: none"> <li>o Discuss rules of each sport we play on the simulator.</li> </ul> </li> </ul>
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<b>SUBJECT</b>	<b>INCLUSIONS</b>
<b>Arts Education</b>	<ul style="list-style-type: none"> <li>- Template for sport jersey to decorate as you wish</li> <li>- Outline of a medal, but can be cut to any shape the artist wants</li> </ul>
<b>English Language Arts</b>	<ul style="list-style-type: none"> <li>- Template for "My Favorite Sport."</li> </ul>
<b>Health Education</b>	<ul style="list-style-type: none"> <li>- Flashcards that can be used with both activities, healthy and unhealthy habits</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- Athlete to Mathlete worksheet</li> </ul>
<b>Physical Education</b>	
<b>Science</b>	
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>- Highlights of inductee Paul Dojack, referee.</li> </ul>













## **Athlete to Mathlete worksheet – Gr. 1 & 2**

Find the sport and then count to solve the problem! (these items may change as displays change)

### **Find Taekwondo:**

How many bricks is Yoon Sang Ha breaking in half with his bare hand?

### **Find Football:**

How many football Grey Cup rings are on display?

How many football inductees are there?

### **Find Shooting:**

How many bullets are on the shooting belt?

How many clay pigeons are there? (HINT: Open the drawers!)

### **Find Baseball:**

How many baseball gloves can you find? (HINT: Open the drawers!)

### **Find Hockey:**

How many hockey inductees are there? How many are teams?

### **Find Athletics:**

Look through all of the drawers, how many track shoes are there?

**BONUS: How many sports are there in total at the Saskatchewan Sports Hall of Fame? (HINT: Count all the sport flags!)**

**BONUS: How many helmets are there in the Saskatchewan Sports Hall of Fame?**

## **Paul Dojack**

As a youth, Paul Dojack was instrumental in the formation of the Dales Athletic Club, an organization that spawned many sports teams, but most notably the Regina Dales Football Club. He coached the team to four consecutive Western Canadian Junior Championships, and in 1938 led the team to the Canadian Championship.

In 1941, while a member of the Canadian Army, he refereed his first two senior football games. This was the baptism of an official who has come to be recognized as one of Canada's greatest football referees.

As a professional football referee in the Canadian Football League (CFL), Dojack was one of the longest serving officials. He refereed a total of 546 games, 14 that were Grey Cup finals, including the 1961 overtime game and the 1962 "two-part" Fog Bowl game. Several of his judgment calls have since been added to the CFL rulebook.

Dojack's recognition as the top official in the CFL, led to his being appointed supervisor of the Western Conference of the CFL following the 1970 season.

Dojack was inducted into the Canadian Football Hall of Fame in 1978 and the Canadian Sports Hall of Fame in 1995. After working at the Saskatchewan Boy's Training School as the recreation director from 1965 to 1975, the school was renamed in his honour as the Paul Dojack Youth Centre in 1985.