



SASKATCHEWAN
— SPORTS —
HALL OF FAME

Grades Six & Seven

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
Grades Six and Seven**

| Subject | Learning Outcomes |
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| Arts Education | <ul style="list-style-type: none"> - CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity. - CR6.2 Investigate and identify ways that the arts can express ideas about identity. - CR6.3 Examine arts expressions and artists of various times and places. - CH6.2 Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work. - CP7.10 Create visual art works that express ideas about the importance of place. - CP7.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about place. - CR7.2 Investigate and identify ways that the arts can communicate a sense of place. |
| Career Education | <ul style="list-style-type: none"> - CC6.1 Investigate various aspects of careers and their requirements. - CC6.2 Investigate and compile data to explain ways work contributes to individuals and the community. - LW6.1 Examine effective practices such as responsible decision making, cooperation, and accepting diversity and predict their continued importance in one’s own career. - LW6.2 Investigate the interrelationship of life roles. - CC7.1 Reflect on and express insights about how knowledge and skills learned in school transfer to one’s future life and work. - CC7.2 Analyze the contributions work makes to the individual and their community, including globally. |
| English Language Arts | <ul style="list-style-type: none"> - CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy. - CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features. - CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth). - CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World). - CC7.5 Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects. |

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| <p>Health Education</p> | <ul style="list-style-type: none"> - USC6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege). - 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). - USC7.1 Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control. - USC7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises. |
| <p>Mathematics</p> | <ul style="list-style-type: none"> - SS6.1 Demonstrate understanding of angles including: <ul style="list-style-type: none"> o identifying examples classifying angles o estimating the measure o determining angle measures in degrees o drawing angles o applying angle relationships in triangles and quadrilaterals. - SS6.2 Extend and apply understanding of perimeter of polygons, area of rectangles, and volume of right rectangular prisms (concretely, pictorially, and symbolically) including: <ul style="list-style-type: none"> o relating area to volume o comparing perimeter and area o comparing area and volume o generalizing strategies and formulae o analyzing the effect of orientation o solving situational questions - SS7.3 Demonstrate an understanding of 2-D relationships involving lines and angles. |
| <p>Physical Education</p> | <ul style="list-style-type: none"> - PE6.12 Analyze the attributes (e.g., height, natural speed of movement, rhythmical sense) and limitations (e.g., physical development, motor disabilities, visual impairments) of self and others as source of information for making decisions related to participation of self and others in movement activity as well as possible career choice implications. - PE6.13 Analyze and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others. - PE7.12 Analyze and apply the safety guidelines and rules related to net/wall games, striking/fielding games, low-organizational and inventive games, alternate environment activities, and body management activities to develop an appreciation of their impact on self and others. - PE7.13 Role model and practice the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities. |
| <p>Science</p> | <ul style="list-style-type: none"> - FL6.2 Investigate how the forces of thrust, drag, lift, and gravity act on living things and constructed devices that fly through the air. - HT7.3 Investigate principles and applications of heat transfer via the processes of conduction, convection, and radiation. |

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| Social Studies | <ul style="list-style-type: none"> - PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power. - IN6.1 Evaluate and represent personal beliefs and values by determining how culture and place influence them. - IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean. - DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries. |
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| Subject | Activities: PRE AND POST IN CLASSROOM |
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| Arts Education | <ul style="list-style-type: none"> - Create your own crest, logo or medal (To be started in Gallery and completed in Classroom). <ul style="list-style-type: none"> o Investigate various crests on display at the SSHF and create your own to show your identity and place. This activity could also be done with the various medals around the SSHF. o What things have they used to signify the identity of their team or event? o What symbols would you use? o Note the Indigenous crests and logos. What are some common symbols used and what do they signify? How do they show they belong to the land and their environment? o How have the designs changed over the years? |
| Career Education | <ul style="list-style-type: none"> - Research the career choice of being a professional athlete. <ul style="list-style-type: none"> o Pick 5 different sports and investigate the different aspects of their choice as listed in the chart included. o How do you think the knowledge and skills learned in school transfer to their choice? o Make sure to explain how their choice can contribute to both themselves and the community, both locally, nationally and internationally. |
| English Language Arts | <ul style="list-style-type: none"> - Watch video “They Call Me Chief: Warriors on Ice” (available on Utube in chapters) that tells the stories of Indigenous hockey players who overcame tremendous obstacles to star in the National Hockey League. <ul style="list-style-type: none"> o Summarize their trials and how the whole experience may have impacted them and their lives. o Read further into the lives of our three inductees featured in this video, Fred Sasakamoose, James “Jim” Neilson and Bryan Trottier and tell how their past and future was affected by their experiences. o What obstacles were in their way along their careers? o What things or people helped them on their journey? o What lessons does this documentary teach us about inclusion and relationships? |

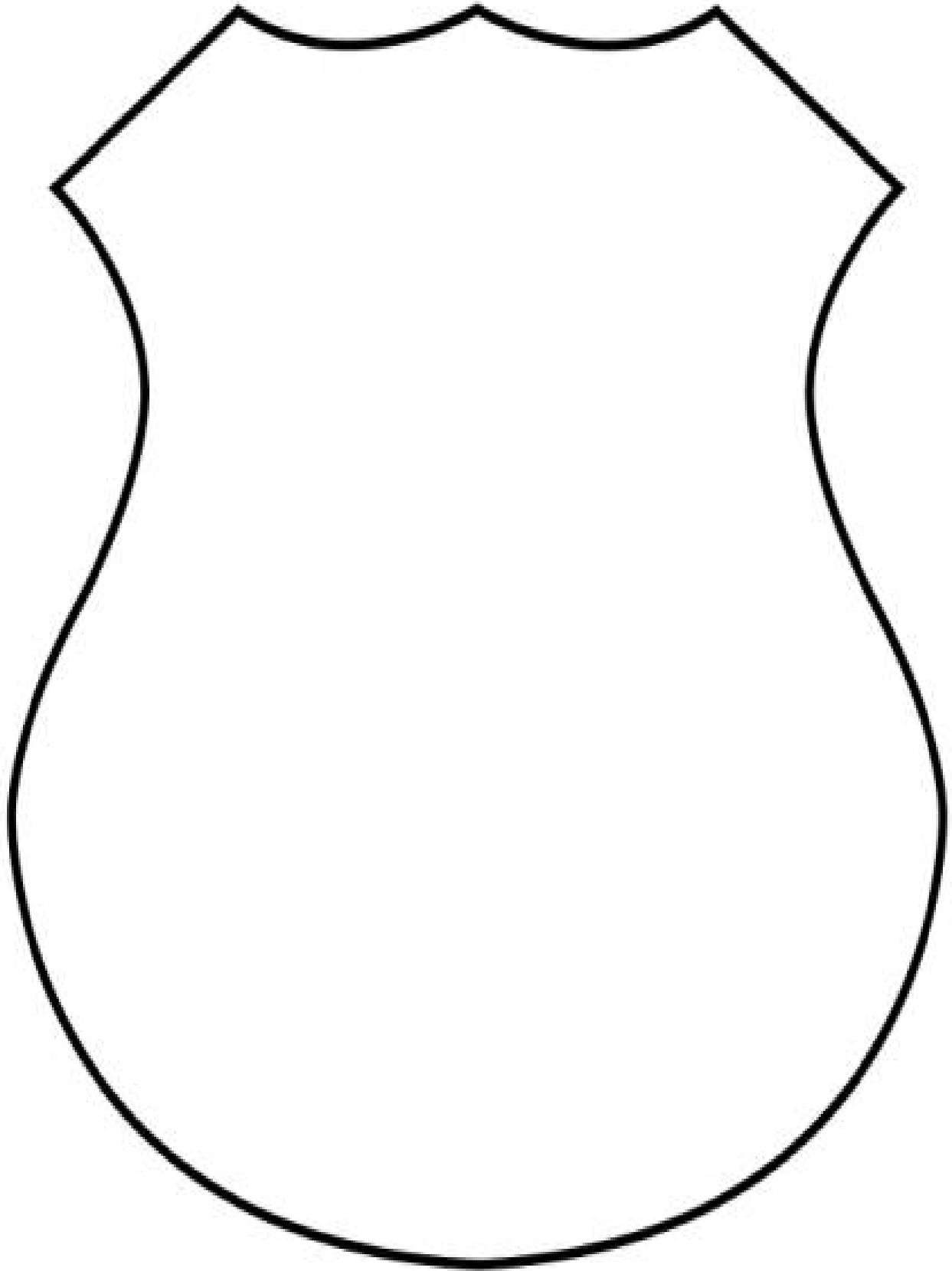
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| Health Education | <ul style="list-style-type: none"> - Research Project <ul style="list-style-type: none"> o Analyze what it takes to become a professional athlete. <ul style="list-style-type: none"> ▪ What factors influence their journey? ▪ What different people have to be with them on this journey? ▪ What could be the pitfalls along the way? ▪ What kinds of things do they have to sacrifice? ▪ What could they do to help them on their journey? Visualize their goals, goal setting, healthy living etc. |
| Mathematics | <ul style="list-style-type: none"> - Explore the dimensions of various sporting fields. http://www.sportsknowhow.com/dimensions/index.html <ul style="list-style-type: none"> o Fill in the chart below with the different measurements o Answer the problems given |
| Physical Education | <ul style="list-style-type: none"> - Adaptive Sports <ul style="list-style-type: none"> o Pick a sport that uses adaptations for physical and cognitive disabilities. You need only to look at the Paralympic games to find one. o What adaptations are used? o If possible, see if you could have the opportunity to play an adaptive sport ex: Wheelchair Basketball, Wheelchair curling, Blind golf etc. o Do we have an inductee installed in the SSHF in that sport that uses/used those adaptations? o How did participating in sport affect their lives and their futures? |
| Science | <ul style="list-style-type: none"> - Research the effects of heat on an athlete. <ul style="list-style-type: none"> o Training in heat, clothing needed etc. o What type of clothing? |
| Social Studies | <ul style="list-style-type: none"> - Sports Team Names and Connotations <ul style="list-style-type: none"> o Work with a partner and go back in history, and even present times to find some sport team names that exist in the SSHF that did not/do not have a positive connotation. o What were the negative names and how have they been changed? o If they haven't been changed, how would you change them? o Write down the definition/denotation of each name and then record and discuss the emotion or reaction associated with each word. - The Olympics <ul style="list-style-type: none"> o Each child in the classroom will pick a country that participates in the Olympics that border the Atlantic Ocean, circumpolar counties and Pacific Rim countries. Can be summer or winter Olympic. o Do a research report on that country describing its culture, sports, food etc. and how it influences the county. o Make sure to show us their flag. o Describe their results at the last Olympics, whether summer or winter and how their location may influence this result. o Border the Atlantic Ocean: Antigua and Barbuda, Angola, Barbados, Benin, Brazil, the Bahamas, Cuba, Cameroon, Canada, Cote d'Ivoire, Cape Verde, Dominican Republic, Spain, France, French Guiana, Gabon, the United Kingdom, Ghana, Guinea-Bissau, Equatorial Guinea, Guyana, Ireland, Iceland, Saint Kitts and Nevis, Liberia, Morocco, Namibia, Portugal, Argentina, Congo, Chile, Guinea, Haiti, Mauritania, Uruguay, South Africa, Togo, Suriname, |

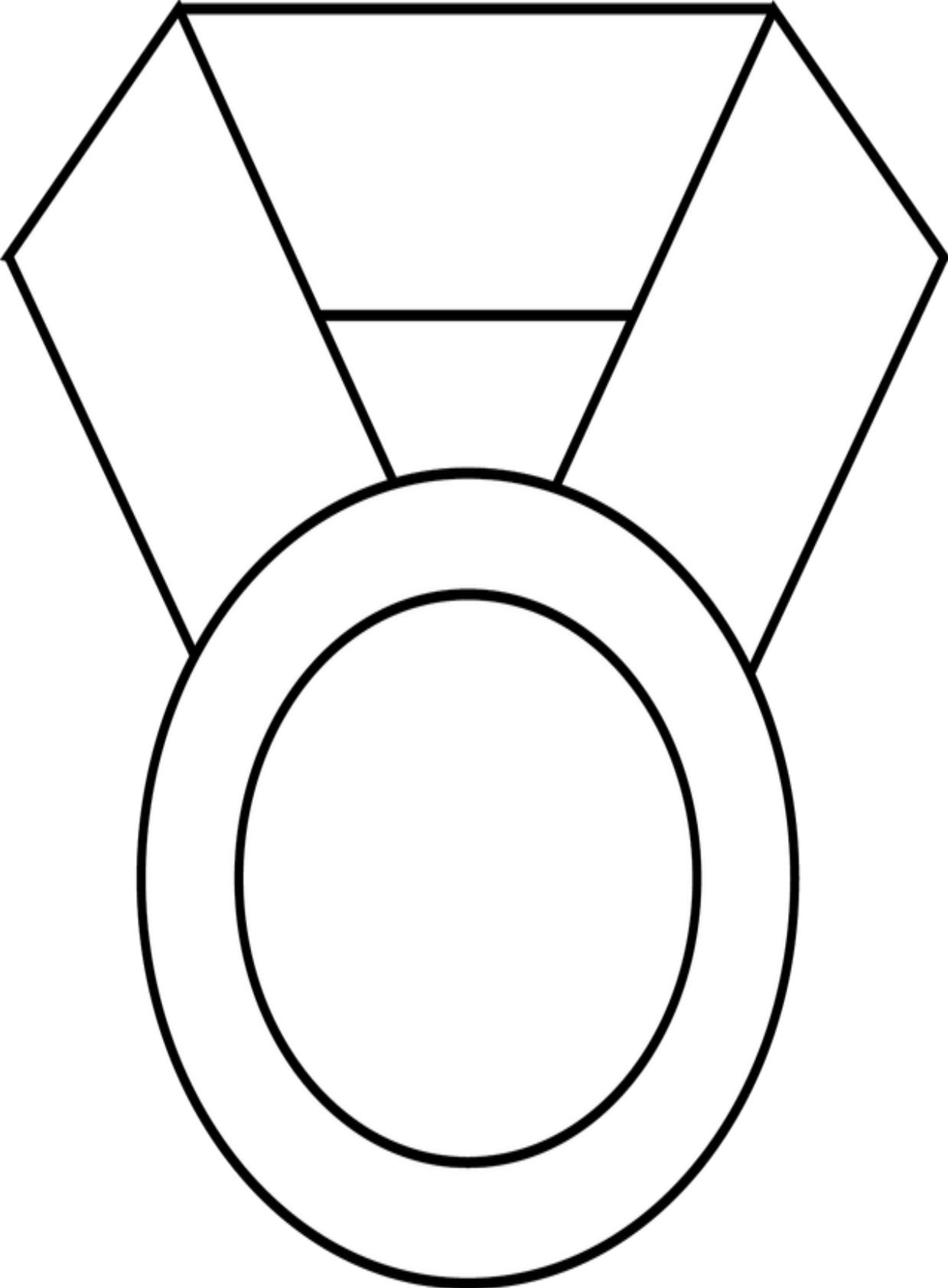
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| | <p>Senegal, Sao Tome and Principe, Trinidad, Tobago and the United States.</p> <ul style="list-style-type: none"> ○ Circumpolar: Canada, Finland, Denmark (including Greenland and the Faroe Islands), Iceland, Norway, Russia, Sweden, and the United States (Alaska). ○ Pacific Rim: Australia, Cambodia, China, Hong Kong, Indonesia, Laos, Malaysia, New Zealand, Papua New Guinea, the Philippines, Singapore, South Korea, Taiwan, Thailand, and Vietnam. <ul style="list-style-type: none"> - Create or pick a sport that isn't in the Olympics <ul style="list-style-type: none"> ○ Write a persuasive letter to the International Olympic Committee explaining why your sport should be an Olympic sport. |
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| Subject | Activities: IN GALLERY |
|------------------------------|---|
| Arts Education | <ul style="list-style-type: none"> - Create your own crest, logo or medal (To be started in Gallery and completed in Classroom). <ul style="list-style-type: none"> ○ Investigate various crests on display at the SSHF and create your own to show your identity and place. This activity could also be done with the various medals around the SSHF. ○ What things have they used to signify the identity of their team or event? ○ What symbols would you use? ○ Note the indigenous crests and logos. What are some common symbols used and what do they signify? How do they show they belong to the land and their environment? ○ How have the designs changed over the years? |
| Career Education | <ul style="list-style-type: none"> - Find an example of an athlete in the SSHF who took their love of sport and made it into a lifelong career. This may not always be actually playing the sport, but where did it lead them? <ul style="list-style-type: none"> ○ Some names to start with would be: Ted Jaleta, Allan Semeniuk, Tony Cote, Dave King, Dr. Paul Schwann, Paul Dojack, Fred Sasakamoose, Don Narcisse, Bill Hunter, Ron Lancaster, Bob Molle or pick another interesting inductee or sports figure of your own from Saskatchewan or Canada. ○ Pick one, find their sport card and read about their accomplishments ○ When you get back to school, research them some more to add in some details. |
| English Language Arts | <ul style="list-style-type: none"> - Compose a letter to the team management outlining why the name of a team with a negative connotation should be changed and why. <ul style="list-style-type: none"> ○ Include all of your research. - Create a new sport or choose a sport that isn't in the Olympics <ul style="list-style-type: none"> ○ When picking a sport do some research on the requirements for an Olympic sport. ○ Once you have a sport picked write a persuasive letter to the International Olympic Committee convincing them to include your sport in the next Olympic Games. ○ Students can also pick a place in the world and create a pitch to host the next Olympic Games, working on creating a convincing argument. |
| Health Education | |

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| 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 find information to complete their various calculations around the hall. o Focusing on probability, ratio, rates, fractions, factoring and calculating percentages. The worksheet can be adapted to your class if notified beforehand. - Angles in sport <ul style="list-style-type: none"> o Identify the many sports in which angles can be used that are available to play on the multisport simulator. o Pick one sport in particular and analyze how angles are used and in what instances. o What affect do they have on the game? |
| Physical Education | <ul style="list-style-type: none"> - Whatever sport you choose to play on the simulator, try playing with some adaptive elements to it, ex: Blindfold for golf. - Try out Wheelchair curling on our interactive curling rink. - Rules in sport: <ul style="list-style-type: none"> o In a group, pick a sport on the simulator that involves target games, invasion/territorial games, and alternate environment activities. o Create a set of rules that your group will try out and implement. o Create a rationale as to why these rules and safely guidelines are so important and what injuries and conflict they are intended to prevent. o How does this help represent respect, responsibility and caring for others? |
| Science | <ul style="list-style-type: none"> - Investigate the forces of thrust, drag, lift and gravity on sport. <ul style="list-style-type: none"> o In a small group, pick one sport on the simulator to investigate the influence of these forces. o Each group should pick a different sport. |
| Social Studies | <ul style="list-style-type: none"> - Investigate these SSHF inductees that come from the countries of; Russia, Ireland, Denmark and South Korea. (Peter Prediger, Laura Dewald, Cyprian Enweani, Yoon Sang Ha, Grandmaster Kee Ha, Sung Ju Kim) <ul style="list-style-type: none"> o How has their past contributed to their athletic lives and who they are today? |

| Subject | Inclusions |
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| Arts Education | <ul style="list-style-type: none"> - Template for crests, although crests and logos can be made in any shape - Template for medal, although medals can be of any shape |
| Career Education | <ul style="list-style-type: none"> - Professional Athletes Chart - Blank Inductee Sheet |
| English Language Arts | |
| Health Education | <ul style="list-style-type: none"> - Sport Medicine Measurements Worksheet |
| Mathematics | <ul style="list-style-type: none"> - Athlete to Mathlete Worksheet - Sport Fields Measurement Chart - Short answer questions |
| Physical Education | |
| Science | |
| Social Studies | |





Professional Athletes

| Sport | Length of career | Total earnings per year | Impact on themselves | Impact on their community |
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Inductee in the Saskatchewan Sports Hall of Fame

Name:

Sport:

Birth Place:

Athlete or Builder:

List the many accomplishments of your inductee:

Athlete to Mathlete Worksheet

Look on the flags to find the sport listed in each question and then search those displays for the information you will need to calculate the answer.

1. What is the ratio of women baseball players to men baseball players?
2. Find shooting inductee, George Genereux and his score at the 1952 Helsinki Summer Olympic Games. What is his shooting percentage? (HINT: Take the ratio given & convert it to percentage)
3. The ratio of hockey players to bowlers is 14:1. If there are 98 hockey players, how many bowlers are there?
4. Find hockey player, Gordie Howe's career regular season statistics. Based on these, what was point percentage per game? Round it to the nearest hundredth. (HINT: Add up assists & goals to get the total points)

Look at Howe's play-off statistics. Which is higher, Howe's point percentage per play-off game or point percentage per regular season game?

5. Find athletics inductee, Leroy Coates. Throughout his career Leroy won _____ gold, _____ silver and _____ bronze medals. Given this information, if all of these medals were in a bag what is the probability you would get a gold?

Bronze?

6. Athletics inductee, Carey Nelson finished first at the Houston Tenneco Marathon (approximately 42 km) with a time of _____. If he kept the same pace and ran for 3 hours (180minutes) how far would he go (in km)?
7. Find triathlon inductee, Milos Kostic. How far is this event in total? Milos Kostic completed this race in 11 hours & 15 minutes, on average how far was he going per minute?
8. Are the following examples ratios, rates or fractions?
- a) The Saskatchewan Roughriders beat the Winnipeg Blue Bombers 50 to 30. _____
 - b) Equestrian rider, Sandy Shields won \$1.8 million dollars on 8558 mounts. _____
 - c) Scale of the downhill ski course map was 1cm:5km. _____
 - d) Only one quarter of the basketball inductees are female. _____
 - e) The hockey players shot went 110km/hr. _____
 - f) For every 1 female hockey inductee there are 90 male hockey inductees in the Saskatchewan Sports Hall of Fame. _____
9. Find football inductee, George Reed. What is the lowest factor ratio of his career yards gained while rushing to his touchdowns by rushing?

Sports Field Measurements

| Sport Field | Measurements; length and width | Perimeter | Area | Which have the same perimeter and area? |
|-------------|-----------------------------------|-----------|------|---|
| Football | | | | |
| Hockey | | | | |
| Baseball | | | | |
| Cricket | | | | |
| Soccer | | | | |
| Basketball | | | | |
| Softball | | | | |
| Rugby | | | | |

Short Answer questions:

1) Which surface has the largest area?

2) Which surface has the largest perimeter?

3) If the football field had a height of 24m, what would be the volume of a football field?

4a) If a player were to run the bases of the Baseball field, how far would he/she have run?

b) If that same player were to run the bases of a Softball field, how far would he/she have run?

c) What is the difference?

5) Pick another sport and calculate its measurements, length, width, area and perimeter.