Cross Curriculum Applications for “Sport as an Education” Activities

SPORT AS AN EDUCATION

- HIV/AIDS Education
- Health
- Physical Education
- Drama
- Mathematics
- Art
- Language Arts
- Home Economics
- Music
- Science
- Environment Education
- Social Studies/History/Geography
- Technology/Technological Studies
- Home Economics
- Music
- Science
- Environment Education
- Social Studies/History/Geography
- Technology/Technological Studies
THEME: Take Your Pulse
LEARNING OBJECTIVE: To increase awareness of the body/heart
TYPE: Health Science
MATERIALS: Worksheet, graph paper, pencil, ruler, stop watch

ACTIVITY:
1. Time and record the resting pulse of 3 or 4 people (friends or family). Hint: Pulse rates should be taken using three fingers (not a thumb) at one of the pulse points of the body – wrist, side of neck, inside of elbow or temple. Count the number of beats for 15 seconds then multiply by 4. Take your pulse while resting.
2. Exercise – run on the spot for one minute.
3. Take and record the pulse once more
4. Interpret data: Construct a graph comparing before/after for each friend/family member.

<table>
<thead>
<tr>
<th>Name</th>
<th>Pulse Rate before exercise</th>
<th>Pulse Rate after exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

1. What caused the change in heart rate? ________________________________

2. How do pulse rates differ among people of different ages?
   a. Whose resting pulse rate is highest? ________________________________
   b. Whose resting pulse rate is lowest? ________________________________

3. List the factors that make a difference in pulse rates.
   ________________________________________________________________

4. What happens to the heartbeat after exercise?
   ________________________________________________________________

5. How does exercise help the heart?
   ________________________________________________________________

6. What exercises do you do to help your heart?
   ________________________________________________________________

GET ACTIVE! Heart Helpers Activity List
Check the ones you will do this week. Add your own as well

<table>
<thead>
<tr>
<th>Bicycle ride</th>
<th>Exercise to music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swim</td>
<td>Dance</td>
</tr>
<tr>
<td>Run</td>
<td>Walk quickly</td>
</tr>
<tr>
<td>Play active games</td>
<td>Skip rope</td>
</tr>
</tbody>
</table>
At the 2004 Athens Olympics, the track events included distance races, hurdles, relays and the ever popular sprints that determine the world’s fastest men and women.

**ACTIVITY:**
When athletes train for track events that involve the middle to long distances, they pay close attention to meeting time goals for specific parts of the run. An athlete running a 400 metre race would train to achieve a time goal for the first 100 metres, 200 metres and 300 metres of the race. For example, s/he might aim towards running the first 100 metres in 15 seconds, 200 metres in 31 seconds and so on.

The times for each segment of the race are referred to as “splits”.

**Nathalie is running a 400 metre race. Her splits are listed below:**

<table>
<thead>
<tr>
<th>100m split</th>
<th>200m split</th>
<th>300m split</th>
<th>Final time</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 sec</td>
<td>31 sec</td>
<td>48 sec</td>
<td>1min 6sec</td>
</tr>
</tbody>
</table>

1. What was her time for the second 100 metres? ________
2. What was her split for the last 200 metres? ________
3. Which 200 metres did she run faster? The first or second? _______
4. a. What pattern do you notice for each 100 metres of the race? _______
    b. Why do you think this happened? _______
5. a. If this pattern stayed the same, what would her time be for a fifth 100 metres? _______
    b. What would her total time be for 500 metres? _______
THEME: Greek Word Game
LEARNING OBJECTIVE: To improve vocabulary and knowledge of foreign languages
TYPE: Language
MATERIALS: Worksheet

ACTIVITY: Like the word “Olympic”, many Greek words have echos in the words of other languages. Having in mind the English language, fill in the word that sounds like the Greek word from the list below.

<table>
<thead>
<tr>
<th>Greek Word</th>
<th>Meaning</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMOKRATIAN</td>
<td>Rule by the people</td>
<td></td>
</tr>
<tr>
<td>GYMNASTIKOS</td>
<td>Body exercises</td>
<td></td>
</tr>
<tr>
<td>HEROES</td>
<td>A Greek legend admired by the gods</td>
<td></td>
</tr>
<tr>
<td>PALAESTRA</td>
<td>Outdoor gym</td>
<td></td>
</tr>
<tr>
<td>SKENE</td>
<td>Tent</td>
<td></td>
</tr>
<tr>
<td>HOPLITE</td>
<td>Greek foot soldier</td>
<td></td>
</tr>
</tbody>
</table>

Now use the correct English word in the sentences below.

1. The ______________________ covers and protects the body.

2. A king or queen lives in a ________________________.

3. When you jump up and down on one foot you ________________.

4. In the sport of ______________________ you make use of mats, a box horse, benches, parallel bars and rings.

5. If you save a person from drowning you become a ________________.

6. A country in which citizens elect their government by secret ballot is called a ________________.

There are many different alphabets in the world. The Russian language has a special alphabet; the Islamic peoples have a special alphabet, the Chinese and Japanese languages use a set of special symbols. The Greek also have a special alphabet. Some of the Greek letters are written below.

Π Σ Φ Ψ Ω Κ Ξ Λ

Are there any words in Creole that might have originally come from Greek? List them.
THEME: Know Your Sports
LEARNING OBJECTIVE: To develop vocabulary and knowledge of Olympic Sports

TYPE: Language
MATERIALS: Worksheet

ACTIVITY:
Fill in the Blanks. Complete the sentences by writing the correct sport words from the list below.

1. Two sports that need ice are _______________ and ________________.
2. Two sports that take place on a snowy hillside are _______________ and ________________.
3. Four sports played with a ball are ________________, ________________, ________________ and ________________.
4. Three sports involving boats are ________________, ________________, and ________________.
5. A sport where horses are also athletes is ________________.
6. Three sports where the athletes shoot at a target are ________________, ________________, and ________________.
7. Running, jumping and throwing events are ________________ events.
8. A Sport where athletes do twists and turns on bars and rings is ________________.
9. Two Olympic sports involving man to man (or woman to woman) combat are ________________ and ________________.

Make a list of sports played in the Seychelles that are not Olympic Sports.

___________________________________________________ _____________________

What are the most popular sports in the Seychelles? Why do you think this is?
___________________________________________________ _____________________

Archery    Shooting    Basketball    Handball
Sailing    Skiing    Rowing    Equestrian
Biathlon    Athletics    Skating    Field Hockey
Judo    Boxing    Canoe    Volleyball
Hockey    Gymnastics    Snowboarding
THEME: Be a Sports Reporter/ Favourite Moment in Sport
LEARNING OBJECTIVE: To use reflective and creative thinking to develop an interview and write a story.

TYPE: Language
MATERIALS: Worksheet, pen/pencil

ACTIVITY: Pretend you are a sports reporter for the newspaper the Nation or the local radio station, and your friend is an athlete. You will interview your friend on radio or television. You should prepare for the interview by planning the questions by being informed enough about the sport, and by creating an interview that is interesting to the audience. It is to be no longer than 5 minutes. When you rehearse it, you will be surprised how much can be said in a short time!

Write the questions you will ask here.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Once you have practiced your interview present it to your Olympic Club. Switch places and let someone interview you. Which role did you enjoy more? Is it easy to be an interviewer/interviewee?

2. Tell the story of the most exciting moment of a game you watched or played. Or pretend you are a famous athlete in the Seychelles, and tell about one of your greatest moments. What Olympic Ideals did you exhibit? (Mass Participation, Fair Play, Excellence, International Understanding)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
Do you use things that you can’t see? Force is invisible, but it is what makes things move. Athletes use forces like push and pull to improve their performances. Forces can make objects do five things:

1. **Speed up** e.g. pushing someone on a swing
2. **Slow down** e.g. air resistance – air pushes against objects to create “drag”
3. **Change direction** e.g. a bat hitting a ball
4. **Turn** e.g. turning a screw with a wrench
5. **Change shape** e.g. stretching an elastic band

Friction is created when two objects rub against or resist each other. Friction slows objects or people down. Friction isn’t always bad – it lets you start and stop. Without friction bicycle tires wouldn’t grip the road, brakes wouldn’t work, and nuts and bolts wouldn’t hold your bike together. Friction is important in sport because it limits speed. For example, downhill skiers wax their skis to reduce the friction between the snow and their skis.

**ACTIVITY:** Write either “push” or “pull” beneath each picture to indicate the directions of the force. Also write down what elements create friction in that sport. (e.g. ski jumping – snow, air resistance)
THEME: Show off your Artistic Talents
LEARNING OBJECTIVE: To use previous knowledge and artistic skill to accomplish a selected task.

“Sport should be seen as producing art and as a pretext for art. It creates beauty because it engenders the athlete, who is a living sculpture. It is a pretext for beauty thanks to the buildings consecrated to sport and the spectacles and festivals to which it gives rise.”

Pierre de Coubertin

The Olympics are much more than the Games. The Olympic Movement values art as much as it does sport, because both contribute to a well-rounded life. Art is important because it records the events of a civilization and preserves its culture for future generations. This is how we know so much about the original Olympics. We will never forget the Games of Olympia – the sports, the ceremonies, the people, what they ate and wore – because they were portrayed by the artists of those days in countless statues, vases, poems and buildings.

ACTIVITY:
Show off your artistic talents in one or more of the following ways:
• Design a stamp, coin or poster about an Olympic event or host city
• Write a poem or song in celebration of someone you admire
• Write a short play or comic strip about competing in the Olympics
• Display your creations throughout the school or hold an art exhibit

Pretend that you have uncovered a time capsule from ancient Olympia. What do you think you would find in it?
• Make your own time capsule
• What would you put in it?
• What do you want people in the future to know about us?
**THEME:** International Time  
**LEARNING OBJECTIVE:** To provide a better understanding of World Time Zones

Time is a type of measurement used throughout the world to coordinate events. In the past, people told time by using the rising and setting sun, or with instruments such as sundials. The invention of clocks has allowed us to standardize time around the world for the purposes of consistency and international cooperation. Without standardized time an event like the Olympics would be hard to coordinate, considering people from all over the world participate in it and watch it on TV!

**ACTIVITY:** Using the chart below, calculate what time it will be in other parts of the world as we celebrate certain occasions here in Seychelles.

<table>
<thead>
<tr>
<th></th>
<th>VICTORIA, SEYCHELLES</th>
<th>NEW DELHI, INDIA</th>
<th>SINGAPORE CITY, SINGAPORE (Host of 117th IOC Session)</th>
<th>SYDNEY, AUSTRALIA (Host 2000 Summer)</th>
<th>VANCOUVER, CANADA (Host 2010 Winter)</th>
<th>ATLANTA, USA (Host 1996 Summer)</th>
<th>LONDON, ENGLAND (Host 1908 &amp; 1948 Summer)</th>
<th>ATHENS, GREECE (Host 1896 &amp; 2004 Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olympic Day Run June 23rd</td>
<td>10:00am</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Announcement of the Host City for the 2012 Olympic Games July 6th</td>
<td></td>
<td></td>
<td></td>
<td>10:00am</td>
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</tbody>
</table>

**THEME:** Inventing  
**LEARNING OBJECTIVE:** To use creative problem solving to develop ideas to improve equipment and facilities.

**ACTIVITY:** Sports equipment continues to improve through science and technology. Select a favourite sport. Study the equipment and play area used in the sport. Consider ways to improve performance. If possible, make a sample of the equipment using your ideas. Draw your ideas showing ways to improve the sports equipment or playing area.
THEME: Anthems of the World
LEARNING OBJECTIVE: Students will understand the procedure for playing the national anthem during the Olympic awards ceremony. Students will compare and contrast the themes found in a variety of anthems from a selection of countries.
TYPE: Music, language
MATERIALS: Worksheet

During Olympic awards ceremonies, the flags of the three medal winning countries are raised and the national anthem of the gold medal winning country is played. An anthem is a song of praise that often speaks of the struggle a nation had in gaining independence. Common themes are: love of country, hopes and dreams, and dedication to freedom and the principles of human integrity. National anthems also reflect the feelings of individuals of that nation, and help form the basis for personal standards of excellence.

ACTIVITY: Discuss how and why countries choose to write national anthems. Have students study the words of at least three national anthems. (Some are given below – students can try and find others) Brainstorm and write a list of elements that are common in all of the anthems that students read.

Have students perform one of the national anthems to the music of their choice – they can do this alone, in partners or groups.

ISRAEL
While yet within the heart-inwardly
The soul of the Jew yearns,
And towards the vistas of the East-eastwards
An eye to Zion looks.
’Tis not yet lost, our hope,
The hope of two thousand years,
To be a free people in our land
In the land of Zion and Jerusalem.
One heart, one soul, one mind, one goal!

TONGA
Thou art our Lord and sure defense,
In our goodness we do trust Thee
And our Tonga Thou dost love;
Hear our prayer, for though unseen
We know that Thou hast blessed our land;
Grant our earnest supplication,
Guard and save Tupou our King.

AUSTRALIA
Australians all let us rejoice,
For we are young and free;
We’ve golden soil and wealth for toil,
Our home is girt by sea.
Our land abounds in Nature’s gifts
Of beauty rich and rare;
In hist’r/s page, let every stage
Advance Australia fair.
Chorus
In joyful strains then let us sing,
“Advance Australia Fair.”
2. Beneath our radiant Southern Cross
We’ll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who’ve come across the seas
We’ve boundless plains to share;
With courage let us all combine
To Advance Australia fair.

GREECE
I shall always recognize you
By the dreadful sword you hold,
As the earth, with searching vision,
You survey, with spirit bold.
’Twas the Greeks of old whose dying
Brought to birth our spirit free.
Now, with ancient valour rising,
Let us hail you, oh Liberty!
Now, with ancient valour rising,
Let us hail you, Liberty, Liberty!
THEME: The Olympics and the Environment
LEARNING OBJECTIVE: To develop arguments for the protection of the environment

ACTIVITIES:
1. There are often arguments between people who want to protect endangered animal and plant species and sensitive habitat and the people who want to use the land for other reasons. Think about an environmental concern in your country. What are the main points that are made by people on both sides of the issue?

2. Why should you think that the organizers for the Olympic Games want to protect the environment? Would you?

3. Discuss the sentences below and say whether you agree or disagree with them. Then say why you agree or disagree.
   - There is a natural partnership between sport and the environment.
   - The health and safety of athletes depend on the health and protection of the environment.
   - People will participate more in physical activity in a healthy environment that has open green spaces.

4. How can you and your friends help to protect the environment in your community?

THEME: Find Your Tree
LEARNING OBJECTIVE: To think about the characteristics of the environment around us
TYPE: Physical Activity/Sport
MATERIALS: None

ACTIVITY: Everyone has a partner. One is blindfolded and the partner who can see leads the blind partner to a tree of their choice. They describe it to the sightless from questions that are asked by the blindfolded person. They can move the hands of the blindfolded person to show them unique features and the blind can touch the tree as much as they want until they think they know their tree. Everyone returns back to the centre. Have the blindfolded players spin around a few times to disorient them. The blindfolds are then taken off. The newly sighted players try to find their tree while their partners stay quietly in the centre. When the first correct tree is found that team is the winner.
Taking care of the environment should be an important concern for people who organize the Olympic Games. Read below about Nagano, Japan’s efforts to take care of the environment when they held the Winter Games in 1988.

Biathlon, Cross-country and Ski Jumping:
- Before Nagano began the construction for these facilities, school children belonging to the Hukuba Junior Green Friends group transplanted native plants such as god tooth violets and large trees including oyama cherries from the construction area to a protected site.
- Children also built bird houses from the wood of trees that had to be chopped down for the construction.
- At the ski jumping area, 2,000 oak saplings and nearly 8,000 cherry and mountain ash trees were planted to return the area to its original beauty after the Games.

Alpine Skiing:
- In order to protect sensitive high mountain habitat, the Nagano Organizing Committee shortened the length of the men’s downhill race. This created a very big controversy with the people in the sport.
- The forest at Happon’one was the location of the finish of the men’s downhill ski race. It is also a breeding ground for the rare Gify butterfly. Over 300 people, including After the Games, Olympic volunteers and local junior high school students helped transplant the miyama’aoi grass, on which it feeds.
- A tree planting project re-forested the area of the men’s downhill ski run after the Games. This meant that the size of the forest actually increased.

ACTIVITY: Understand and discuss:
1. There are often arguments between people who want to protect endangered animal and plant species and sensitive habitat, and people who want to use the land for other reasons. Think about an environmental concern in the Seychelles. What are the main points that are made by the people on both sides of the issue?
2. Why do you think that the organizers for the Olympic Games want to protect the environment? Would you?
3. Discuss the sentences below and say whether you agree or disagree with them and why.
   - There is a natural partnership between sport and the environment.
   - The health and safety of athletes depend on the health and protection of the environment.
   - People will participate more in physical activity in a healthy environment that has open green spaces.
4. How can you and your friends help to protect the environment in the Seychelles?
THEME: Variety - Environment

LEARNING OBJECTIVE: To develop through constructive thinking, Environment issues about the Olympics

TYPE: Variety

MATERIALS: Any recyclable materials

ACTIVITIES:

1. Working in a group use recyclable materials from your school or home to construct a model of an Olympic village and some of the Olympic venues (the buildings where the sports are held, i.e.: stadium, swimming pool, gymnasium). Try to make your village and venues environmentally friendly. Label what you make and show how it is environmentally friendly.

2. Organize an “Olympic clean-up.” Clean up your school yard or a local park.

3. Imagine that you have been selected by your principal to give a speech to the entire school about the importance of recycling. Imagine that some people are against recycling because they say it is too expensive that is too much effort. What will you say to them? How will you convince and persuade everyone?

4. The next Olympic Winter Games will be hosted in Torino, Italy 2006 and the next Olympic Summer Games in Beijing, China 2008. Send your environmental concerns and questions to the Innsbruck 2006 and Beijing 2008 Olympic Organizing Committees to help the next Games be even more environmentally friendly.

TORINO 2006
Organising Committee for the XX Olympic Winter Games (TOROC)
C.so Novara 96
10152 Torino
Italy
organization@torino2006.it

Beijing Organising Committee for the Games of the XXIX Olympiad (BOCOG)
24 Dong Si Shi Tiao
Dongcheng District
Beijing, 100007
China
2008@beijing-olympic.org.cn
THEME: Flora and Fauna of Seychelles
LEARNING OBJECTIVE: To increase local environment awareness and practise categorizing.

TYPE: Environmental Education
MATERIALS: A local plant, pen/pencil, research materials

ACTIVITY: Choose one plant native to the Seychelles and complete the chart below.

<table>
<thead>
<tr>
<th>Name of the Plant</th>
<th>Habitat</th>
<th>Illustration</th>
<th>Interesting facts</th>
</tr>
</thead>
</table>

ACTIVITY: Review the names of the animals listed below. Using what you already know and any additional information you can find, sort them into their appropriate categories. Add any other interesting animals found in the Seychelles that are not on the list.

<table>
<thead>
<tr>
<th>Robin</th>
<th>Frog</th>
<th>Ray Fish</th>
<th>Shark</th>
<th>Earth Worms</th>
<th>Whale</th>
<th>Crabs</th>
<th>Lizard</th>
<th>Green turtle</th>
<th>Dogs</th>
<th>Cats</th>
<th>Chicken</th>
<th>Rabbits</th>
<th>Guinea Pigs</th>
<th>Cow</th>
<th>Pig</th>
<th>Mackerel</th>
<th>Octopus</th>
</tr>
</thead>
</table>

- **MAMMALS**
- **BIRDS**
- **REPTILES**
- **AMPHIBIAN**
- **FISH**
- **INVERTEBRATES**

Try and make your own recycled paper and clipboard out of previously used materials!!!
THEME: Pass the Action  TYPE: Game
LEARNING OBJECTIVE: To understand the importance of communication and where information is gathered from.

ACTIVITY: This game operated much like the game “telephone” but instead of passing a sentence you pass an action.
1. Have the group stand in a circle, with everyone facing outwards.
2. One person comes into the middle of the circle and taps another on the back.
3. The person who has been tapped turns inwards and faces the person in the middle.
4. The person in the middle then does a “crazy” action, and only the “tapped person can see.
5. The two switch places (the person who did the action and the person who watched).
6. Now the new person is in the middle and taps a new person on the shoulder. He shows the new person the action he has seen and “passes it on”
7. Repeat steps 4-7 until everyone has been taped and shown the action.
8. Eventually everyone will be facing the middle and the action will have been passed from person to person. Get the first person to show the action they did and compare it with the action the last person did.
9. There will probably be a big difference!

Discuss with your club the importance of having correct information when discussing and issue like HIV/AIDS.

THEME: Risky Behaviour  TYPE: Physical Activity/Game
LEARNING OBJECTIVE: To consider how to protect ourselves from HIV

ACTIVITY: This game shows how important it is to pass correct information and to have a good source of information, especially when dealing with a serious issue such as HIV/AIDS. A designated area with set boundaries is organised. Participants are scattered in this area at least one ball is used. The ball is thrown. If hit with the ball beneath the neck then you have to sit down. If you catch a ball then the person that has thrown the ball needs to sit down. It is important to know who got you out (or made you sit down), because if or when they get caught you are aloud to get up and get back in the game. When you have possession of the ball you are only aloud to take 3 (three) steps or aloud to have the ball for 3 (three) seconds. Each participant can come back into the game 3 (three) times. The next time you are hit you are out of the game.
Have a discussion about the game and how we can relate it to the transmission of HIV.
**THEME:** Trust  
**LEARNING OBJECTIVE:** To use trust, communication, guidance and teamwork to complete a task.  
**TYPE:** Physical Activity/Game  
**MATERIALS:** None

**ACTIVITY:**  
Divide the participants into four groups. Mark a field (square) / explain/show the field. One group in each corner. One person in each group is blindfolded and the rest of the group have to guide the person from outside the square. The objective for the blindfolded person is to pick up the ball from the ground (the ball lies in the middle of the field). The instructor can also move the ball, so the game will last longer. Once one person gets the ball the team he/she was on wins. Change to a new blindfolded person within the small team.

**THEME:** Things People Say  
**LEARNING OBJECTIVE:** To identify labels used by people to stigmatize others  
**TYPE:** Game  
**MATERIALS:** None

**ACTIVITY:**  
Switching Chairs Game – Set up chairs in a circle or square around the wall of the room. Allocate roles to each person going around the circle “Teenage Girl, Gay Man, AIDS carrier, HIV Positive, Street Child, Widow, etc.” Continue until everyone has been assigned a role.

One person is the caller and does not have a chair. They call out two roles “Sex Workers” and “Gay Men” – all the “Sex Workers” and “Gay Men” have to stand up and run to find a new chair. The caller also has to try and grab a chair. The person left without a chair becomes the new caller and the game continues. To get everyone involved the caller can say “Revolution” and everyone must get up and switch chairs.

Have a group discussion about how it felt to be called a “Street Child”, “HIV Positive”, or any of the other labels used in the game, and why it is important not to label people.
THEME: “HIV” Tag
LEARNING OBJECTIVE: To help participants learn that condoms can help prevent HIV infection.

TYPE: Game
MATERIALS: Balls

ACTIVITY: The object of the game is for the players to be the last to get tagged. One player is picked to be the “HIV”. He must try to physically tag the other players by touching them on any (appropriate) part of the body. A player can only be tagged if at that moment he or she is not in possession of the ball. As there are a limited amount of balls, the players must pass the ball to the player who is about to be tagged. The ball acts as the protection against the “HIV”. When a player is tagged they leave the game until a new game is started after players have been reduced by “infection” to a number equal to the number of balls in the game.

Discuss as a group after the game the importance of protecting oneself against HIV and other infectious diseases.