

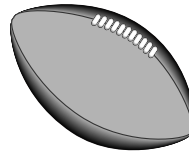
Sports

OBJECTIVES:

- Understand the value of working together as a team.
- Understand what is valued in a given community or culture.
- Learn positive ways to express oneself physically.

GROUP SIZE:

6–8 children per adult volunteer



TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5–15 minutes to complete.

BACKGROUND:

- Valuing of sports in a given community (i.e. traditions)
- Trends in physical activities and various sports
- Communication and cooperative learning skills developed in a team atmosphere

LIFE SKILL AREAS

- Fine-motor skills developed through learning to play the sport or game, by handling the equipment, and by learning to set up the field for play.
- Social skills developed through interactions with coaches and other teammates. Team members learn how to win as well as lose a game at any sport they are learning. They learn appropriate behavior for interacting with coaches who are giving instructions and in how they respond when they or teammates have a good play or make unfortunate mistakes.
- Oral communication skills developed through learning to ask questions and interacting with teammates and coaches about how to play the game.
- Self-understanding skills developed through gaining an understanding of one's physical skills and what it takes to become better at the sport of one's choice.
- Decision-making skills developed through working with others on the team. Learning to know when to make a play or to pass to another person. Learning the options one has in how to make a play, how to pitch, and how to throw.

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HELPS TO THE VOLUNTEER

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

LEARNING ACTIVITIES:

1. Getting Started

ACTIVITY “Drawing and Discussion of Sport Teams”

Materials: paper, pencils, crayons, markers, and flip chart

Draw a picture of a team you are on or that a friend, family member, or someone you know is on.

Discuss similarities and differences in the teams in which the members have drawn.

What is important about these differences? What are the names of the different positions on the team? Does everyone on a team do the same thing? Is everyone on the team important? Is your family a team of individuals?

Application: Discover team relationships and each player’s role on the team.

ACTIVITY “Sport Sort”

Materials: pictures of sports equipment or a bag of actual equipment from three to five sports, the universal symbol for each sport, a picture of the field of play for each sport, and a label with name of each sport in large lowercase letters

Collect pictures or actual equipment for three to five sports. Put those items in a large bag and have each child select at least four items that he or she will label with symbols, picture of field of play, or actual name.



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Discussion and Follow Up:

- Following the sorting, have all children share what they know about the sports.
- Are all the items placed with the correct sport?
- Are some of the items interchangeable and used in more than one sport?

Examples:

Baseball (label): Ball diamond (picture or diagram), baseball, bat, catcher's mask, fielder's glove, base, batter's helmet (items or pictures)

Golf (label): golf course (picture or diagram), golf club, putter, golf ball, cart, putting green flag, green, tee, tee marker (items or pictures)

Football (label): football field (picture or diagram), football, field markers, goal post, football helmet, shoulder pads, uniform, football tee (items or pictures)

Soccer (label): soccer field (picture or diagram), soccer ball, field markers, net, goalie gloves, yellow card (items or pictures)

Hockey (label): ice rink (picture or diagram), ice skates, puck, hockey stick, goalie gloves, goalie mask, helmet (items or pictures)

Application: Notice the similarities and differences between team sports. Learn the names and equipment needed to play different sports.

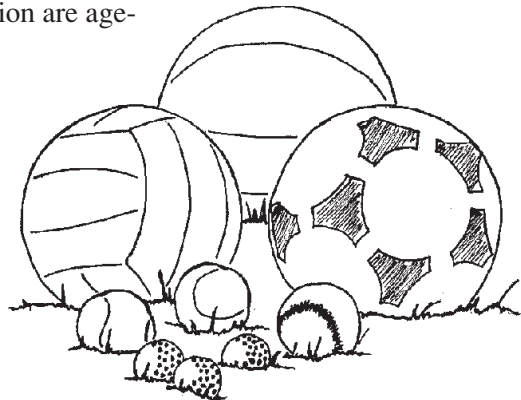
ACTIVITY "Play a Game or Team Sport"

Materials: sports equipment, rules, adults, and older 4-H members to help each group

Plan to play a game of basketball, kick ball, touch or flag football, or soccer.

Get enough other boys and girls to play a game, arrange a time and place, review the rules and guidelines for play. Play for fun. Youth this age should not be concerned with who wins or loses a game, but should spend time learning the fundamentals of the game. Learning how to move and practice drills to improve eye, hand, and body coordination are age-appropriate activities.

Application: This is what it feels like to play sports. Which ones do you like the most? The least? Do you like to run, hit, or catch?



2. Digging Deeper

ACTIVITY “Play a New Sport”

Materials: paper, pencils, crayons, and markers

Check your local library to find out about popular sports from another country. Try to play the sport. If you have a local resident or foreign exchange student from that country in your community, invite them to talk about the sport and demonstrate how to play.

Application: Other places in the world may play different types of sports that are fun to learn about and play.

3. Looking Within

ACTIVITY “Explore Games/Sports of Different Cultures”

Materials: pens, paper, and index cards

Compare and contrast games and sports from various cultures with the games and sports that are dominant in American culture. What sports are popular in our cultures? Do other cultures play our popular sports, too? Do we play sports that are popular in other cultures?

Application: Many sports are played throughout the world. Learning about sports in other cultures helps us to better understand other cultures. We will also realize that Americans play many of the same sports that are played in cultures around the world. Be aware that sports from other countries are not perceived as strange or weird by the children.



4. Bringing Closure

ACTIVITY “Careers in Sports”

Materials: none

Possible field trips and guest speakers: Visit a high school, college, or professional team during a practice session and plan to go to a game together. If possible arrange for a pass to get members into the locker room or some special tour of the facilities to learn more about all the people who help make the games possible and support the team in many other ways. Listed below are some of the resource people you can learn about:

TV Newscaster	Referee or Umpire
TV or Radio Announcer	Athletic Trainer
Field Announcer	Team Doctor
Newspaper Writer	Promoter
Publicist	Ticket Sales Person
Photographer	Other
Coach	

Application: If sports are a passion for some of the children, there are many ways to be involved in sports throughout one’s life time.





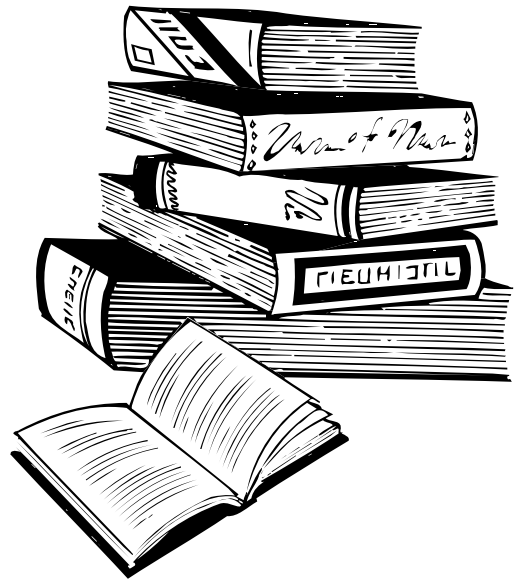
5. Going Beyond

ACTIVITY “References”

Materials: books

- Go to the library and find books about your favorite sports.
- Find books about famous players of the sport.
- Find books about how to play the sport and rules for the game.
- Find books that tell about how you can improve your technique.

Application: Researching something one is interested in helps to better understand the rules, the gear and equipment needed, and how to play the sport well.



Reading Adventures

This listing of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterwards to reinforce the activity.

Sports, by Tim Hammond

Sport: Players, Games, and Spectacle, by Norman Barrett

Sportsmanship, by John Bowman