

SPORT HISTORY ALIVE! LEARNING FROM AURORA'S GREATS!

LINKS TO GRADE 4-5 SOCIAL STUDIES AND PHYSICAL AND HEALTH EDUCATION, ONTARIO CURRICULUM:

B1.2. - Social Studies

Application: Create a plan of action to address a social issue of local, provincial, or national significance (childhood obesity and children's health and fitness)

B3.6. Describe significant opportunities and challenges related to quality of life in some of Canada's regions.

B3.7. Understanding Context

Describe some different ways in which citizens can take action to address social and environmental issues

1.0 Critical and Creative Thinking (CT) - Health and Physical Education Living Skills

1.5. Use a range of critical and creative thinking skills and processes to assist in making connections, planning, setting goals, analysing and evaluating their choices in connection with learning in health and physical education.

A2. Health and Physical Education - Active Living

A2.1. DPA - participate in sustained moderate physical activity to the best of ability

Questions to spark inquiry

1. What is quality of life? How is your quality of life connected to the healthy activities you can do in your own neighbourhood?
2. Use the following link to create a mock "delegation request" in order to go before a Mayor and council. You and your group will try to persuade the town council to provide more affordable health and fitness activities for children ages 8 - 12 in town. Be sure to give some examples of activities and locations in which you and your friends would like to take part. Be persuasive!
https://www.aurora.ca/TownHall/Documents/Council%20and%20Committee%20Meetings/DELEGATION%20REQUEST%20FORM_2014.pdf
3. Why do you think women in Aurora one hundred years ago, played sports in full length dresses?
4. Use photos to compare and contrast basketball, downhill skiing, or volleyball uniforms in Aurora today with those of the past.
5. What can cause certain types of athletic wear to become popular? List as many ideas as you can.
6. How do climate, economy (the amount of money people have), geography, and settler origins determine the sports played, as towns like Aurora form and grow? Make a "cause and effect" chart to organize your ideas.
7. How did First Nations peoples influence the activities of settlers in many Ontario communities?
8. Write a letter to Mark Heese, telling him your fitness and activity plans and goals. Include a short summary of what you thought of the Sport History Alive! presentation.

Achievement Chart

Category	Level 1	Level 2	Level 3	Level 4
Use of inquiry process to investigate a social issue.	Uses inquiry process to investigate a social issue with limited effectiveness	Uses inquiry process to investigate a social issue with some effectiveness	Uses inquiry process to investigate a social issue with considerable effectiveness	Uses inquiry process to investigate a social issue with a high degree of effectiveness
Use of creative/critical thinking processes	uses creative/critical thinking processes to evaluate the role sport plays in the development of a community with limited effectiveness	uses creative/critical thinking processes to evaluate the role sport plays in the development of a community with some effectiveness	uses creative/critical thinking processes to evaluate the role sport plays in the development of a community with considerable effectiveness	uses creative/critical thinking processes to evaluate the role sport plays in the development of a community with a high degree of effectiveness
Expression of ideas and information	orally expresses ideas and information with limited effectiveness	orally expresses ideas and information with some effectiveness	orally expresses ideas and information with considerable effectiveness	orally expresses ideas and information with a high degree of effectiveness
Making connections within and between various contexts	makes connections between active participation and healthy active living in and beyond school with limited effectiveness	makes connections between active participation and healthy active living in and beyond school with some effectiveness	makes connections between active participation and healthy active living in and beyond school with considerable effectiveness	makes connections between active participation and healthy active living in and beyond school with a high degree of effectiveness



**SPORTS
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