

# **Teacher's Guide for FACES *Fun Around the World***

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## **Prior Knowledge:**

Before reading the issue and viewing the map on pages 4 and 5 complete these ideas.

1. Ask the students if they know the national sport of various countries.
2. Use a Map of the World. Discuss the type of geography/weather of various locations, especially those mentioned in this issue of the magazine.
3. Ask the students what might be the type of sports played in those chosen locations.
4. Use this information to view the illustration on pages 4 and 5.

## **Introduction:**

- Let the students suggest answers for the Mystery Photo.
- Complete the exercise of matching object with sport.
- Look at the Content Page. Ask the students to predict/comment on the illustrations. Also, ask them to suggest what might be found in the articles using only the titles given in the content listings.

## **“Video Racing Games” – Pages 6-7**

- Before reading this article, ask the students about video games. Ask if they are aware of organised games and e-Sport.
- After reading the article, have the students answer the following questions.
  1. What are e-Sports?
  2. What is needed to play e-Sports?
  3. What makes the racing seem real while playing e-Sports?
  4. How is a LAN site set up?
  5. What are cyber-celebrities?

## **“Why We Play” – Page 8-9**

**Vocabulary:** translate, dramas, poignant, podium, turmoil and unifying

Use these questions for discussion.

- Explain Mark Twain's quote.
- According to this article what is the importance of playing games?
- How do games prepare Saudi children for adult life?
- How do games encourage national pride?
- Explain how sports can unify people.

- How do some groups help the less fortunate children?
- **Activity:** Make a chart with three columns. On one column list a variety of sports and on the second the skills associated with each sport. In the third column, ask the students to list how the skills will help them in the future.

### **“KiwiSport for Kids” – Pages 10-11**

- What is Kiwi Touch?
- Describe how you would play basketball without dribbling.
- What is Aussie Sport?
- What is the purpose of KiwiSport?
- Explain this quote, “Play hard, but play fair.”

### **“Swifter, Higher, Stronger” –Pages 12-15**

- Explain the quote on page 12.
- How do we know that ancient Greeks enjoyed sports?
- **Report Writing:** Using several paragraphs to develop your piece, describe the early Olympic Games.
- Why do you think that it took 1500 years before the Olympics resumed?
- Why would Athens have been chosen for the first modern Olympics?
- Why were these games well organised?
- Why is the torch a symbol?
- **Written Activity:**
  1. List the importance/benefits of the Olympics.
  2. In several paragraphs, write an opinion article using the title “The Importance/Benefits of the Olympics”

### **“The “Other” Olympics” Page 15**

- **Activity:**
  1. Divide the class into groups.
  2. Ask the groups to do research on these “Other” Olympics.
  3. Let the students present their findings to the class.

### **“Soccer Spreads Hope” Page 16-19**

Use these questions for discussion.

- Why did Nicolette establish her organization?
- How does soccer help to form bonds?
- Why is soccer compared to a universal language?
- Explain how the burning of the American flag inspired Nicolette.
- Why did a marine encourage Nicolette?
- Why are the soccer balls decorated?
- What are Nicolette’s plans for the future?

- **Art Activity:**
  1. Make posters asking people to contribute to Nicolette’s project.
  2. Draw soccer balls and decorate them.

### **“Red Means You’re Out” Page 19**

- Discuss how various colors have come to have special meaning.

### **“Jai Alai A Game for the Ages” Page 20-21**

Use these questions for discussion.

- How have the Basque people contributed to the sports world?
- How are pelotas made?
- Why are cestas used?
- How many people can play jai alai?
- Why is jai alai called the “fastest game in the world”?
- **Activity:**
  1. Describe a jai alai court.
  2. Write a letter to a friend. Describe how to play jai alai.

### **“Connecting Sports with Peace” Page 22-24**

Use these ideas to focus reading.

- How did Right to Play help the girls in Sierra Leone?
- Describe how the following are trying to use sports: Denmark, Northern Ireland and the Middle East
- Explain how competition can unite people.
- Why was Kate impressed?
- Why are some programs helping?
- **Activity:** Create a poster asking people to get involved in one of the programs.

### **“World Cup” Page 26-27**

**Activity:** Use the information provided. Let the students research other World Cup data. Set up a radio station venue. Let the students take turns announcing the information.

### **“O, Canada...” Page 28-29**

- **Activities:**
  1. Research information about the beginnings of hockey.
  2. Divide the class into groups. Assign each group one of a hockey team’s roles. Ask the students to research and describe that role to the rest of the class.
  3. Again in groups, assign a piece of equipment to a group. Have the students explain the use and importance of the equipment.
- What is the Stanley Cup? What was its inception?

- What is the NHL?
- Describe Gretsky's achievements.

### **“Martial Arts” Page 30-31**

- **Activity:** Divide the class into 5 groups. Assign one martial art to each group. Let the groups take turns acting as an official representative of that martial art. The group should try to persuade the members of the class that their sport is the best and that the others should join their sport.

### **“The Marathon des Sables” Page 32-34**

- On a map locate the Quarzazate region.
- **Think-Pair-Share:** Use the following questions to focus the pairs during their reading.
  1. What is “the toughest footrace on Earth”?
  2. What must the runners carry?
  3. How do they obtain their water?
  4. How do the Berbers help the runners?
  5. How is the race structured?
  6. Who has completed the race?
  7. How is it possible for a blind person to run in the Marathon des Sables?
  8. Why is this race dangerous?
  9. What are the safety items in each runners backpack? Explain how each item might be used.
  10. Why is the North Star important?
- **Activity: Journal Writing**  
Ask the students to pretend to be a runner in the Marathon des Sables. They are to keep a journal of the seven days of the race. This activity could be accomplished as an entire class effort if individual performance is too difficult.

### **“Let’s Play Bones” Page 35**

- Why did people put posies in their pocket during the 14<sup>th</sup> century?
- Why do Bedouin children play with bones?
- Describe how this game is played.

### **“Let’s Play Pachisi” Page 36-37**

- What is a cowie shell?
- Who invented the game of Pachisi?
- Have fun playing the game.

### **“One fore All” Page 38-39**

Use these questions for discussion.

1. Why did the Scots develop the game of golf?
2. What were the traps in the early game of golf?
3. Why did the working class enjoy the game in the past? Is that also true in the same way today?
4. Why did golf anger the rulers in the past centuries?
5. Why did golf equalize people?
6. Golf was formalized in the 1700's. How?

**“Let the Games Begin” Page 42-43**

Ideas for discussion:

- What skills are tested in Naadam?
- Why would women not be permitted to wrestle?
- Why would a costume be worn during the contests?
- Why would dances be performed?
- Describe a wrestling match.
- Why is song used in archery?
- Explain why the Mongols have ponies instead of a traditional long legged horse.
- Describe how a horse race is organised.
- **Activity:** Write a letter to a friend. Tell about your visit to a Naadam in Mongolia.

**“Lacrosse: Yesterday and Today” Page 44-45**

Questions to focus reading:

- What does lacrosse mean?
- How did the game of lacrosse begin?
- How was the game played in early times?
- Why was 1990 a turning point for the Native People?
- **Activity:** Make a comparison chart. See sample below.

<b>Lacrosse in Early Days</b>	<b>Lacrosse Today</b>
no equipment	safety equipment

**“Art Connection” Page 46**

- Let the students work in groups. You might assign a specific sport to each group. Ask the students to make a list of positive benefits of dance to their assigned sport.