



104TH GREY CUP EDUCATION RESOURCE

THIS IS
A ARGOS
FOOTBALL



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LETTER FROM THE PRESIDENT



Dear Students, Parents, Teachers and Administrators,

Welcome back to another school year. As always, we are very much looking forward to seeing you throughout the year as we give back to our community and support our schools.

This year is a special year for the Argos. Not only have we moved to a new renovated stadium at BMO Field, but we are also hosting the 104th Grey Cup. It's also exciting because this year we have something very special planned for our support of our local schools.

Along with continuing our very successful outreach to our community schools with our award winning Huddle Up Bullying Prevention program, we are thrilled to also introduce a Toronto Argonauts learning resource. Working with Ministry of Education documents, curriculum writers have helped us develop this special educational resource for teachers and parents to assist in the studies for youth in Grades 4, 5, 6, 7 and 8. The resource will focus on math, social sciences, history, geography, media literacy, health and phys-ed and indigenous studies.

This guide will provide you with an excellent overview that will allow you to use the Argonauts, the CFL and Grey Cup history and traditions to advance our childrens' learning and studies.

We're excited, and privileged, to be a part of your curriculum and other in-school programs this year.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Michael Copeland', written over a horizontal line.

MICHAEL COPELAND
President & CEO
Toronto Argonauts



ACKNOWLEDGMENTS

The Toronto Argonaut Football Club wishes to thank the BC Lions Football Club and the Winnipeg Blue Bombers Football Club for allowing our writers to use some of the resources created by their clubs in 2014 and 2015.

This Learning Resource was developed to assist schools throughout the province to incorporate in a creative and meaningful way the wonderful game of Canadian Football and the proud history of the Toronto Argonauts and the Grey Cup into their curriculum.

The Toronto Argonauts Football Club would like to thank the members of our writing team:

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INTRODUCTION

The purpose of this Learning Resource is two-fold. First, it is designed to help teachers to help students become more engaged in and knowledgeable about Canada's unique and wonderful game of Football. To quote Ron Lancaster, Hall of Fame CFL quarterback and coach, "It's the one professional sport that we have left that we can say is purely Canadian. It's the only one!"

More specifically, it prepares them for the 104th GREY CUP GAME being played in the new home of the Toronto Argonaut Football Club, BMO Field, on Sunday November 27, 2016. We have attempted to do this in a way that will also build community spirit within the schools and a greater pride in their province and country. We hope it will be both educational and fun.

Second, it provides ways teachers, especially but not exclusively in Grades 4 to 8, to incorporate this theme within their existing curriculum. It is intended to provide some new and hopefully creative, meaningful and engaging ways to meet the Overall Expectations in their curriculum.**

How can Canadian Football, the Toronto Argonauts and the Grey Cup be used support curriculum expectations? We have asked subject specialists.

ART

"Since arts experiences offer other modes and ways of experiencing and learning, children will have opportunities to think and feel as they explore, problem solve, express, interpret, and evaluate the process and the results." (The Ontario Curriculum, The Arts Grades 1-8, 2009, page 3) The Arts activities provided in this package, include aspects and values that the Toronto Argonauts and the Grey Cup represent. It allows and encourages students to create a link between sports and the arts while deepening their appreciation of diverse perspectives and giving them a sense of community and inclusion through inquiry-based and collaborative experiences. "The arts broaden young minds and exalt our spirits; they help us understand what it is that makes us human by validating our commonalities and celebrating our differences." (The Ontario Curriculum, The Arts Grades 1-8, 2009, page 4)

HEALTH AND PHYSICAL EDUCATION

The Canadian Football League and the Toronto Argonauts Football Club is a great starting point for introducing a unit in football at any Canadian school across the country.

The CFL has its own unique set of rules and playing field dimensions. It is an exciting and fast paced game that everyone can enjoy.

Health and Physical educators can teach the game in the classroom without contact and modify the rules to adapt to each individual classroom and student.

The Canadian Football League and the Toronto Argonauts Football Club help schools promote safe play and have done great work in helping promote anti-bullying initiatives in our communities across the province, assisting teachers to help meet our expectations of personal safety.

Healthy Living and a Healthy Active Life are goals that they strive to promote on a daily basis. It makes for a perfect partnership with our schools province wide.

INDIGENOUS PERSPECTIVES

Given the way football and sporting events bring people and communities together, a valuable opportunity exists to further cross-cultural understanding. Teachers can extend this opportunity to the classroom through the infusion of Indigenous perspectives, content and holistic approach to learning (physical, emotional, mental, spiritual). As students investigate and acknowledge traditional lands where CFL teams play; apply the teachings of the Medicine Wheel to reflect on the benefits of sports to all aspects of well-being; compare the traditional and contemporary Indigenous game of Lacrosse to Canadian football; and, examine perspectives regarding team names/logos; they begin a conversation towards deeper understanding of the culture, shared history, identity and contributions of Canada's Indigenous peoples.

MATHEMATICS

An information- and technology-based society requires individuals who are able to think critically about complex issues, analyse and adapt to new situations, solve problems of various kinds, and communicate their thinking effectively." (The Ontario Curriculum, Mathematics Grades 1-8, 2005, page 3). The CFL and the Grey Cup events offer students a context in which people can use mathematics to inform their decisions. The athletes, coaches, trainers, team doctors and therapists, managers, and owners all use mathematics to gather and interpret information that allows them to be better at their respective jobs. By working through the activities in this package, students will learn a bit about some of these contexts, and how mathematics may play an important role in their decision-making process. "The development of skills and knowledge in mathematics is often enhanced by learning in other subject areas." (The Ontario Curriculum, Mathematics Grades 1-8, 2005, page 26)



MEDIA LITERACY

"[Media] texts abound in our electronic information age, and the messages they convey, both overt and implied, can have a significant influence on students' lives. For this reason, critical thinking as it applies to media products and messages assumes a special significance." (The Ontario Curriculum, Language Grades 1-8, 2006, page 14) Almost all of our "Argo" and Grey Cup experiences are mediated, electronically transmitted via social media, websites, cable, etc. "Understanding how media texts are constructed and why they are produced enables students to respond to them intelligently and responsibly." (ibid.) Media users are both audience and producer, and need to understand the languages and nuances of all the platforms and media to be literate and ethical consumers and producers. By working through the media literacy activities in this package, students will learn how media may be used in sport, business and culture

SOCIAL STUDIES / HISTORY / GEOGRAPHY

Canadian football and the Grey Cup celebration have a place in the social studies, history and geography curriculum both in broadening students' understanding of the development of sports and recreational activities over time, as well as thinking critically about Canadian identity and citizenship through the contributions of athletes, teams, and coaches.

Around the world, national identity is bound up in sports. Investigating social studies within this uniquely Canadian sports institution encourages student-driven inquiry into early and contemporary societies, geographic regions and communities, and our identity as Canadians. Geographic perspectives and inquiry addresses the regions, cities, communities and traditional Indigenous territories that host CFL teams/games, as well as consideration to promote sustainable choices at sports events. The history of sport as a significant social phenomenon stretches into antiquity. In Canada, the traditions that have shaped Canadian football antedate European immigration, contributing to a rich tapestry that imbues the sport with wider meaning, helping to explain the enthusiasm that pervades Canadian football across the country.

Activities this package support the inquiry processes and evoke new understandings and connections, based on a topic that is accessible and will spark student imaginations across grade levels.

Schools and teachers may choose to implement some or all of the activities suggested. We hope that our common interest in children will be the basis of a continuing and

worthy partnership between the classroom, the Toronto Argonauts Football Club and the Canadian Football League.

*** NOTE ON ONTARIO MINISTRY OF EDUCATION APPROVAL: This resource has been created by and for the Toronto Argonauts Football Club. Lessons have been designed to align with the expectations of the Ontario Ministry of Education, however this resource has not been initiated, created, reviewed or validated by the Ontario Ministry of Education.*



The Grey Cup, our title game, is still the biggest event that happens in Canada on a yearly basis. And the Canadian Football League is arguably the most significant cultural institution in the country as it relates to bringing cities across the country together. I think that says it all.



MICHAEL "PINBALL" CLEMONS



ARGONAUTS IN THE COMMUNITY

HUDDLE UP BULLYING PREVENTION PROGRAM

Going into its 16th year, the Toronto Argonauts' Huddle Up Bullying Prevention Program, is an all encompassing opportunity for a schools population to focus on the impact they can have on bullying and mental health in their environment. The program has visited over 500,000 students ages 8-18 empowering them to make a difference with the issue of bullying through the positive role of bystanders and speaking up when something doesn't feel right.

LEVEL THE PLAYING FIELD PROGRAM

The Level the Playing Field Program aims to grow the sport of football in the Great Toronto Area. One of the main objectives is to support the safety of football through education and mentorship.

ARGOS KIDS CLUB

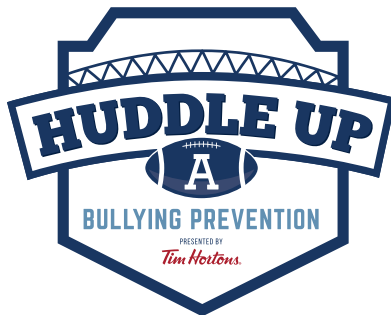
Kids Club members receive exclusive access to games, contests, events and more!

BMO & ARGOS COMMUNITY COACH AWARD

BMO and the Toronto Argonauts recognize a coach who has made an impact in growing and developing the game of football in their school or community.

CONTACT

For more information about our community relations programs or to inquire about the Toronto Argonauts making school visit, please contact Coordinator, Education & Community Programs Kristen Ferrone at kferrone@argonauts.ca or at (416) 341-2762.



TORONTO ARGONAUTS FOOTBALL CLUB HISTORY

The Toronto Argonauts, founded in 1873, is the oldest existing sports franchise in North America still holding its original name. Named after its first owners, the Argonaut Rowing Club, its early players took up this modified form of rugby to keep in shape for the rowing season. In its long and storied history, the "Argos" or "Double Blue" or "Boatmen" or "Scullers" have won the Grey Cup more often than any other team (16 in all and in 6 of its last 9 appearances), most recently in the 2012 100th Grey Cup Championship, defeating the Calgary Stampeders 35-22. Their first Grey Cup was in 1914, beating the University of Toronto 14-2.

The Toronto Argonauts has also featured some of the greatest players ever to appear in the CFL. Among them: the legendary Joe Krol, Dick Shatto and Joe Theisman; arguably the greatest quarterback in CFL history – Doug Flutie; the beloved Michael "Pinball" Clemons; and future Hall of Fame candidate Ricky Ray. In 1991, under the ownership of Canadian comedian John Candy (a Toronto native), and hockey's Great Wayne Gretzky, the Argonauts made history by signing the highest paid athlete in North America, Raghib "Rocket" Ismail, taking us to another Grey Cup victory.

For 26 years the Argonauts played in the covered Rogers Centre sharing with baseball's Blue Jays. Now we are back outside in a true football atmosphere, at BMO Field where we will proudly host the 2016 104th Grey Cup.

GREY CUP HISTORY

"For more than one-hundred years, the Grey Cup has brought Canadians together. It has united us, thrilled and entertained us, even helped to define us. When we see the Grey Cup, we see far more than a gleaming football trophy – we see a reflection of our shared history and culture." "Through more than a century, through two world wars, through changing times and changing tastes and in an evolving nation, the Grey Cup has been a constant - Canada's great autumn ritual." [Cover: Stephen Brunt. *100 Grey Cups, This Is Our Game*. McClelland & Stewart, 2012]

The Grey Cup is watched by millions of Canadians every year. It draws the nation together as few, if any other sporting events in Canada can do. Where did all this national hoopla begin?

In 1909, Albert Henry George Grey, Canada's Governor General from 1904-1911, wanted to donate a trophy to Canada's senior hockey champions, but Sir H. Montagu Allan beat him to it. Lord Earl Grey was convinced to donate a trophy to the national rugby football champions

instead. The University of Toronto Varsity Blues was the first team to win the Grey Cup when they defeated Toronto Parkdale by a score of 26-6 in front of 3,807 fans on December 4, 1909 (Canadian Football League. n.d.). The Varsity Blues would have to wait until March to receive the trophy, as it was not ordered until 2 weeks before the game. The \$48 sterling silver trophy, originally placed on a wooden base, has since been forgotten in a basement, lost, found, stolen, recovered, and almost burned beyond recognition in addition to coveted by many players and fans of Canadian football. The Grey Cup is Canada's oldest professional sports trophy. [BC Lion Grey Cup Resource]

But the Grey Cup is more than a one day game. It is also a festival – one that has shone its light on Toronto on a number of occasions. Of the 103 Grey Cups played to date, 46 have been played in Toronto. Notably, we hosted the first Grey Cup in 1909, the 1948 Grey Cup when hundreds of fans from Calgary descended on the city with chuck wagons and horses and turned a game into a true festival, and the 100th Grey Cup in 2012 when main street Toronto was shut down for a Canadian Football centennial party.

In 2016 Toronto Argonauts welcome all of Ontario and Canada onto our new home field. We hope the students of the province will join in.

GREY CUP FESTIVAL ACTIVITIES IN YOUR SCHOOL

Although classroom specific curriculum ideas in this resource focus on grades 4 to 8, we suggest schools can undertake a variety of activities to build community, promote active and lifelong health and wellness and use sport as a model to improve our own lives. Many activities could be incorporated into a School-Wide Grey Cup Festival in elementary and secondary schools to mirror the one that will be taking place in Toronto the week of November 21st to the 27th. In order to promote the celebration, information could be shared earlier through websites, daily announcements, displayed on TV monitors and white boards, by hanging posters, through school newsletters and in local papers.

The following are suggestions to start you off. All activities can be adapted to meet the needs and interests of the individual school. Different days of the Festival could include a focus that directs attention towards the Grey Cup game on November 27, 2016.

The Argonauts would also like to promote some school-wide / province-wide contests to recognize students who add their own particular creativity and meaning to these festivities.



ELEMENTARY SCHOOLS

PRE-FESTIVAL ACTIVITIES:

- Organize classes or grades K to 8 into the 9 CFL Teams
- Have each “team” highlight the years their CFL Team entered the League and won the Grey Cup
- Have each team find the history of their team and display its mascot, logo and Provincial Flag
- Choose team colours based on the CFL Team colours
- Create banners as part of the Art curriculum
- Create team songs as part of the music class
- Advertise the event using skills from Media Literacy
- School-Wide Festival Assemblies and Activities:
- Parade of Champions: Teams come in with their banners, the corresponding Provincial flags and play or sing their team song
- Guest Speakers: Invite a guest speaker. If your community does not have a CFL team, contact the local college or university which does have a team (The University Championship Vanier Cup is played that week in Hamilton on November 26). Or have a football player or coach come in from a local high school. Contact the local radio or television sports reporters to locate former CFL players who may be living in your area.
- SPECIAL CFL CELEBRATION NOVEMBER 23rd 2016! On November 23rd from 12:00 p.m. to 2:00 p.m. the Toronto Argonauts are hosting a grand celebration at City Hall in Nathan Phillips Square in Toronto. Area schools may inquire about attending the event. The themes include pride in the CFL, as well as community spirit, acceptance and inclusiveness. Out of area schools may register on-line from the Argonaut website and live-stream the event as part of their assembly and copy those same themes.
- SPECIAL WOMEN IN SPORTS DAY NOVEMBER 25th 2016! On the Friday of Grey Cup week the Toronto Argonauts and CFL are hosting a special luncheon honouring WOMEN IN SPORT. Prominent women from the world of sport and athletics will be featured and honoured. Schools may decide to hold parallel events providing information on Canadian women athletes, having prominent local athletes speak, looking in particular at the phenomenal growth of women’s football and the success of the Canadian Women’s Rugby Team and Canadian Women’s Soccer Team at this year’s Rio Olympics. *See also: Contests*
- SCHOOL INTERMURAL SPORTS DAY: Have a friendly sports competition day which features football based skills:
 - » Run: obstacle course with footballs
 - » Kick: punt / place kick for distance
 - » Throw: distance and accuracy
 - » Catch: Partner-Pass
 - » Staff vs Student touch football game
- W5H CFL EDITION:
 - » Hold a special W5H style contest on CFL history or football knowledge (perhaps staff vs students)
 - » Hold an inter-school CFL-W5H Challenge Cup

SECONDARY SCHOOLS

The following are ideas which may be spearheaded by staff or, better yet, by the Student Council or Student Athletic Council as school spirit activities:

- Senior versions of activities suggested for Elementary Schools, especially:
- NOVEMBER 23rd CFL CELEBRATION DAY: Attending the CFL festival at City Hall Toronto, or registering on-line to live-stream the event into a school assembly or inviting in guest speakers from local colleges and universities or honouring current and former CFL players from your community.
- NOVEMBER 25th WOMEN IN SPORTS DAY: Argonauts and CFL are hosting a special luncheon honouring WOMEN IN SPORT. Prominent women from the world of sport and athletics will be featured and honoured. Schools may decide to hold parallel events providing information on Canadian women athletes, having prominent local athletes speak, looking in particular at the phenomenal growth of women’s football and the success of the Canadian Women’s Rugby Team and Canadian Women’s Soccer Team at this year’s Rio Olympics. *See also: Contests*
- Football Jersey or T-Shirt Day (actual or designed based on a CFL Team)
- CFL QUADRATHLON COMPETITION: Kick-Throw-Catch-Run Competition held as part of a Physical Education class or as a special extra-curricular activity.
- W5H CFL EDITION:
 - » Hold a special W5H style contest on CFL history or football knowledge (perhaps staff vs students)
 - » Hold an inter-school CFL-W5H Challenge Cup
- GREY CUP PEP RALLY: The Grey Cup event can be tied into a school pep rally. This event presents an opportunity to include presentations from students that can be related to the Grey Cup. Musical performances (Argonaut fight song or a CFL Grey Cup original song), dance or cheer performances, video or art displays. This event can also be an opportunity to invite a guest or motivational speaker with a connection to football or sport.

IDEAS TO TIE IN SECONDARY CURRICULUM

CANADIAN & WORLD STUDIES:

- Mapping out the locations of CFL cities; looking at the issue of team travel schedules
- Looking at the development of Canadian football over the decades; how the game has changed and why; changes in team uniforms and equipment and why
- Looking at the issue of team names, their origins and significance.

MATHEMATICS:

- Many of the lessons provided for the grade 3 – 8 classrooms can be easily extended to create function modelling opportunities
- Superimpose the field onto a Cartesian grid to allow for an analytic geometry analysis of the field, plays, and stats



- Superimpose the map of Canada onto a Cartesian grid, locate the CFL cities, and have students analyse the travel requirements
- Examine team statistics, winning percentages, rates and ratios
- Use football as a context for application of mathematics; creating and solving word problems

HEALTH & PHYSICAL EDUCATION

- Examining Safe Play strategies and the role of equipment
- Learning the rules of the game; playing and refereeing
- Examining the issue of concussions
- Study the pressures that professional athletes face that could affect their mental well-being.

MUSIC / ART:

- Creating new logos, mascots and team songs
- Inquiry: how do various styles of music affect the atmosphere at a sporting event?
- Sketch or paint a sports scene

LANGUAGE / MEDIA LITERACY

- Examining the role of advertising in sports: why do companies choose football as a place to advertise; how do you sell CFL football to new Canadians?
- Practicing being a TV or radio commentator: what are the skills to develop?

SPECIAL CONTESTS SPONSORED BY THE TORONTO ARGONAUTS FOOTBALL CLUB:

WOMEN IN SPORTS

Students in elementary or secondary schools are invited make submissions to the Toronto Argonauts Football Club honouring Women In Sport as part of the Grey Cup Week November 25th activities. These may be in a variety of formats (examples include but are not restricted to short essays – 250 words maximum, poetry, works of art, videos, Public Service Announcements). The best submissions, as selected by the TAFC, will be posted on the Argonaut website and a prize package will be delivered to the awarded schools. The submission must include a permission to post authorized by the school and parent. Submissions must be made on-line and received no later than **November 25, 2016**. Send to kferrone@argonauts.ca.

PUBLIC SERVICE ANNOUNCEMENT (recommended for secondary students)

These must be in video form, be no longer than 60 seconds, and have an explicit tie-in with Canadian Football, The Grey Cup or the Toronto Argonauts. The best submissions, as selected by the Toronto Argonauts Football Club, will be displayed on the TAFC website and a prize package will be delivered to the awarded schools. The submission must include a permission to post authorized by the school and parent. The themes may be:

- Anti-Bullying / Inclusiveness
- Nutrition / Healthy Active Living
- Sports Safety / Play Safe

Submissions must be made on line and received no later than **November 25, 2016**. Send to: kferrone@argonauts.ca.

DOUBLE BLUE / GREY CUP DAY

This may be provided by the school Parent Council or used as a fundraising day

- Students must wear “Double Blue” or “Blue and White” in honour of the Argonauts and the Grey Cup.
- Council may provide a lunch.
- Prizes are awarded for most creative apparel. Argo Decals and Tattoos will be made on request from the school or Parent Council.
- Send the picture of the MOST CREATIVE OR SPIRITED student to the Toronto Argonaut Football Club and from those entries the TAFC will select winners for two tickets to an Argonaut Game in 2017. For selected students unable to attend an Argonaut game, a draw will be held for team apparel items donated by the Argos.
- After lunch students may engage in intermural Football activities or cap off the day with an Anti-Bullying Video made available to each school.
- If used for fund-raising, funds may go to school athletic program or to any programme that the school desires.

Submissions must be made on line and received no later than **November 25, 2016**. Send to: kferrone@argonauts.ca.

HUDDLE UP BULLYING PREVENTION CONTEST

Both secondary and elementary schools can submit a one-page proposal to the Toronto Argonauts for an opportunity to receive the Huddle Up Program at their school for the Pink T-shirt day on February 22, 2017. Submissions will be 250 words maximum demonstrating how your school can showcase the Huddle Up Pledge (located in this learning resource) via social media, in your school and at the presentation. The submissions must include a permission to post authorized by the school and parents. Submissions will be accepted up until **November 28, 2016**. The winning school will be notified the second week of December. Please send your submission with your school contact information to kferrone@argonauts.ca.

PHYSICAL FITNESS

If your elementary school can send us a submission showing how you used Physical education activities highlighted in this learning resource. They can be a video, photos or one- page document outlining the activities. One elementary school will be chosen to have two Argonaut players, cheerleaders and the mascot host a mini touch football clinic during the month of May. Please send submissions with contact information to kferrone@argonauts.ca by **March 15, 2017**.



LESSON PLANS

ARTS



DESIGNING A COMMEMORATIVE STAMP

WHAT STUDENTS WILL LEARN:

Students will use the elements of design to create a 2-dimensional coloured blocked graphic stamp to demonstrate their understanding of their subject matter.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADE 4	GRADE 5	GRADE 6
SPECIFIC EXPECTATIONS	<p>D 1.2 demonstrate an understanding of composition, using selected principles of design to create narrative artworks or artworks on a theme or topic.</p> <p>D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present.</p>	<p>D 1.2 demonstrate an understanding of composition, using selected principles of design to create narrative artworks or artworks on a theme or topic.</p> <p>D3.1 describe how forms and styles of visual and media arts represent various messages and contexts in the past and present.</p>	<p>D 1.2 demonstrate an understanding of composition, using selected principles of design to create narrative artworks or artworks on a theme or topic.</p> <p>D 3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places.</p>

WHAT TEACHERS WILL DO:

- Provide students with time and access to research tools.
- Review the elements of design (line, colour, size, shape, value, space and texture) and good composition.
- Provide different stamps for students to look at and discuss using art vocabulary.
- Review the 100th Grey Cup Toronto Argonauts Commemorative Stamp. *See list of art project websites in Arts Appendix for a link.*
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- **DISCUSS A VARIETY OF STAMPS:** What is the subject matter and why? Who uses a stamp? Who would this stamp be for? What does a stamp represent? Look at the 100th Grey Cup Toronto Argonauts Commemorative Stamp and discuss.
- Students will research a significant game or player from the Toronto Argonauts' history.
- They will create a graphically appealing, colour-blocked stamp to commemorate their player. Possible artists to review; Roy Lichtenstein, Sheppard Fairey, Malika Favre, Andy Warhol, and Keith Haring.

DIFFERENTIATION OR EXTENSION

- Students will create their graphic, stylized stamp using Photoshop or Illustrator rather than drawn, painted, traced, etc.
- Students can review and create a commemorative coin instead of a stamp.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will design and create a stamp that represents their chosen player or game using the style of a selected artist or style.
- Students will present their stamp and explain the significance of their subject matter and reflecting on how their work was inspired or used elements of their artist/style.
- Students to complete a self-reflection (2 stars and a wish).



DESIGNING PERSONAL TRADING CARDS



WHAT STUDENTS WILL LEARN:

Students will experiment with a variety of materials and techniques to create self-reflective trading card using the elements of art and design.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADE 4	GRADE 5	GRADE 6
SPECIFIC EXPECTATIONS	<p>D 1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges.</p> <p>D2.2 analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding.</p> <p>D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art.</p>	<p>D 1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges.</p> <p>D 2.2 explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.</p> <p>D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art.</p>	<p>D 1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges.</p> <p>D 2.2 explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.</p> <p>D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art.</p>

WHAT TEACHERS WILL DO:

- Provide students with a variety of materials to work with; specific to collage.
- Review the elements of design (line, colour, size, shape, value, space and texture) and good composition.
- Provide students with access to Argonauts trading cards online. *See list of art project websites in the Arts Appendix for a link.*
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- DISCUSS: What is a trading card? Why do we have trading cards? Show Argonauts trading cards. Discuss the design and set up of a trading card.
- Think of what a trading card would say about you; your achievements, interests, and talents. What symbols would you use? Colours? Images? What else could you include on a Trading Card?

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will create an original personal trading card that represents themselves and their achievements by experimenting and using a variety of materials such as drawing, painting and collage.
- Students will submit an artist statement that reflects their process, symbols, problems, inspirations, etc.
- Create a gallery walk. Have students peer-assess one another's trading card based on how well they visually explained themselves through their chosen media and how well they used the elements of art and design.





TEAMWORK – CARTOON STRIP

WHAT STUDENTS WILL LEARN:

Students will use the elements of design to create a comic strip teaching others how to work collaboratively in everyday situations.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADE 4	GRADE 5	GRADE 6
SPECIFIC EXPECTATIONS	<p>D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p>D2.2 analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding.</p>	<p>D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p>D2.2 explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.</p>	<p>D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p>D2.2 explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.</p>

LEARNING SKILLS / WORK HABITS:

Collaboration

WHAT TEACHERS WILL DO:

- Provide students with necessary materials and access to computers or iPads.
- Review comic strip elements and vocabulary (cell, gutter, point of view, etc).
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- DISCUSS: How do the Argos win their games? They must play as a team. They support one another during training. Are there any other ways that you can think of?
- Begin a dialogue about teamwork with the class. How do you play or work as a team? How do people work together at school? In their community?
- Students will brainstorm where collaboration is used on a daily basis.
- Students will create an illustrated comic strip which will show how these values are demonstrated by the Argos both on and off of the field (e.g. meeting in a huddle during a game; supporting one another after a good play or after a bad play; holding a team meeting in the locker room before a game).
 - » Alternatively show how these values may be demonstrated at their school and in the community through an illustrated comic strip.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will use an example from their brainstorm to write a comic story about collaboration.
- Students will illustrate an 8-panel comic strip to teach others how to work together.

DIFFERENTIATION OR EXTENSION

Allow students to use a program or app, like BitStrips or Comic Life, to illustrate their comic book.



DESIGNING A GREY CUP LOGO



WHAT STUDENTS WILL LEARN:

Students will use the elements and principles of design to create a culturally representative 3-colour logo for the 104th Grey Cup in Toronto.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADE 7	GRADE 8
SPECIFIC EXPECTATIONS	<p>D1.2 demonstrate an understanding of composition, using multiple principles of design and the “rule of thirds” to create narrative art works.</p> <p>D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey or art works on a theme or topic.</p>	<p>D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.</p> <p>D3.1 identify and explain some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated.</p>

WHAT TEACHERS WILL DO:

- Review the elements and principles of design.
- Provide students with examples of previous Grey Cup logos *See list of art project websites in the Arts Appendix for a link*
- Introduce and discuss the rule of thirds and elements of good logo design.
- Provide students with examples of good and bad logo design.
- Discuss font choice/typography.
- Co-construct or provide student with success criteria.

WHAT STUDENTS WILL DO:

- Review the evolution of The Grey Cup logo each year to represent the host city.
- Discuss composition; which sections stand out more and why? Rule of Thirds?
- Discuss the use of colours – mood, complimentary, colour families, etc.
- DISCUSS: What makes good logo design?
- This year, the Grey Cup will be hosted by Toronto; what images and/or symbols do you feel represent this city? Create a top ten list for those visiting the city to explain “You know you’re in Toronto when...” Students could also incorporate images/collage with their lists to create a visual mind map.
- Using their mind maps, explain that they will be creating a 3-colour 2016 Grey Cup logo that they feel represents Toronto and/or the Toronto Argonauts.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will create their own version of a 2016 Grey Cup Logo that they feel represents Toronto and/or the Argonauts.
- Students will present or write an artist statement explaining their process and how they feel their logo represents The Argonauts and/or the host city, Toronto. Students should refer to the elements and principles of design that they have used in their process.

EXTENSION

- Allow students to create their logo using a program like Photoshop or Illustrator.
- Discuss how sporting events like the Grey Cup could impact the environment (can also refer to other large sporting events like the Olympics). Have students create their logo using collage and recycled materials.





DESIGNING AND CREATING A MUSEUM EXHIBIT

WHAT STUDENTS WILL LEARN:

Students will work collaboratively to design and curate a museum exhibit to represent a selected aspect of the Toronto Argonauts or the Grey Cup. This includes collecting or creating artifacts.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADE 7	GRADE 8
SPECIFIC EXPECTATIONS	<p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose.</p> <p>D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art.</p>	<p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose.</p> <p>D3.2 identify and analyse some of the social, political, and economic factors that affect the creation of visual and media arts and the visual and media arts community.</p>

LEARNING SKILLS / WORK HABITS:

Collaboration

WHAT TEACHERS WILL DO:

- Provide students with time and access to research tools, including, if possible, networked computers.
- Encourage students to review a virtual exhibit and the Football Hall of Fame then discuss the artifacts. *See list of art project websites in the Arts Appendix for a link*
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- DISCUSS: Have you been to a museum? What would you interact with there? What is an artifact? Why would you create an exhibit? Did you know that there is a Football Hall of Fame in Hamilton?
- Students will work in groups to research a Toronto Argonaut or a specific Grey Cup game.
- Together students will create a museum exhibition with artifacts/exhibit pieces that are either collected or created. Each exhibit should have 3 pieces displayed and labeled.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- In groups, design a museum exhibit to the achievement of a Toronto Argonaut (present or past) or a specific Grey Cup game. They will collect or create exhibit artifacts to demonstrate their significance.
- Exhibit pieces or artifacts can include drawings, sculptures, writings, visual art, video, audio recordings. Each exhibit should be clearly labeled, modeled on labels typically found in museums and galleries, and

show a connection to the content. Each exhibit should have 3 pieces displayed and labeled.

- Students should consider what they want the viewer to take away or learn from their exhibit. How they want people to interact with it. Should they just walk through? Pick artifacts up? Watch a video? Listen to a clip or recording?
- Have a Museum opening and invite other classes to participate/explore. Students should explain their exhibit and guide viewers through their artifacts.
- Have students reflect on the museum exhibit process. How has collecting artifacts helped you learn more about your research subject?

EXTENSION

Get students to create a commemorative stamp to go along with their research. *See activity from Junior Section.*



ARTIST-INSPIRED FOOTBALL FIELD



WHAT STUDENTS WILL LEARN:

Students will design a football field using inspiration from a chosen artist's style.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADE 7	GRADE 8
SPECIFIC EXPECTATIONS	<p>D2.2 explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.</p> <p>D3.1 identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations.</p>	<p>D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.</p> <p>D3.1 identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations.</p>

WHAT TEACHERS WILL DO:

- Provide students with time and access to research tools.
- Provide students with necessary materials.
- Introduce students to Brian Jungen's *Court, 2004*, and Ill-Studio and Pigalle's *Piet Mondrian-inspired basketball court*. See list of art project websites in the Arts Appendix for a link.
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- DISCUSS: What does a football field look like? What colours are used? Does the design of the field change for special games like the Grey Cup? Are logos included on the field? What other Art images can you see surrounding an Argo football game?
- Students will research an artist of their choosing.
- Students will design their own unique football field using aspects or inspiration from their selected artist.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will research an artist and produce a football field based on the style of the artist that could be used for the 104th Grey Cup final game.
- Students will provide or present a reflection on their process, how they used inspiration from their artist and how artistic appropriation is used daily all around them.





CLASS CHANT OR RAP

WHAT STUDENTS WILL LEARN:

Students will use the elements of music to compose a chant or rap to build community spirit at their school events.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADES 4 AND 5	GRADE 6
SPECIFIC EXPECTATIONS	<p>C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.</p> <p>C2.2 identify the elements used in the music they perform, listen to, and create, and describe how they are used.</p> <p>C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.</p>	<p>C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.</p> <p>C2.2 identify the elements used in the music they perform, listen to, and create, and describe how they are used.</p>

WHAT TEACHERS WILL DO:

- Provide a recording or video of the Argos Fight song and lyrics. *See list of art project websites in the Arts Appendix for a link.*
- Provide students with time and research tools, as necessary.
- Review compositional form and rhythm.
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- Review the Argos Fight song and the history. Discuss the purpose of the song.
- Look at the lyrics: Does it rhyme? Does it use repetition? How does it create an exciting mood?
- Students will work in groups to compose a Chant or Rap about their school or compose a new team song for the Argonauts.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will work together to create their own chant or rap specifically looking at compositional form and rhythm.
- Encourage students to add movement to their performance whether it is football movements (punt, pass, block, etc.) or dance.
- Students can record, videotape and submit their Argonauts song to the Toronto Argonauts. If the Argos like it, they could post it on their website.
- After their performance, have students reflect on their use of the musical elements. Did their chant flow? Was the rhythm appropriate? Did their chant celebrate the school or the Argonauts? How did the song build excitement? How could they improve their chant?



WHAT STUDENTS WILL LEARN:

- Students will compose and perform a percussive musical composition using steps, stomps and claps to be used at a community or school event.
- Students will reflect on the use of musical elements in their own performance and their classmates.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADE 4	GRADE 5	GRADE 6
SPECIFIC EXPECTATIONS	<p>C1.3 create musical compositions for specific purposes and audiences.</p> <p>C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.</p> <p>C3.1 identify the role of music in a community today and compare it to its role in a community of the past.</p>	<p>C1.3 create musical compositions for specific purposes and audiences.</p> <p>C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.</p> <p>C3.1 identify and describe some of the key influences of music within contemporary culture.</p>	<p>C1.3 create musical compositions for specific purposes and audiences.</p> <p>C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members</p>

WHAT TEACHERS WILL DO:

- Provide students with access to research tools.
- Provide students with an example of a step routine. Discuss.
- Discuss the elements of music; tempo, rhythm, dynamics and structure.
- Co-construct or provide students with success criteria.

SUGGESTION: Invite a current or former cheerleader to speak to your class about the training and skill set they require. Professional teams, such as the Argonauts, are often willing to assist. So would local universities or high schools which have cheerleading squads.

WHAT STUDENTS WILL DO:

- **REVIEW:** What do you think of when you talking about cheering? Cheerleaders or cheer squads, drumlines, crowds, etc. What is the role of cheering at a sporting event?
- **DISCUSS:** Cheering for your favourite sports team has evolved from chants, marching bands and dance. Step squads have begun revving up the crowd for a game using steps, stomps, claps and some cheering. Most step members do their move in unison, while others will add another dynamic or layer to their composition. Step also incorporates movement to create a visual display to entertain.

- Students will look at how using clapping and stomping as they create a musical composition to use at a school event.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will perform their original Step compositions utilizing steps, stomps and claps to create a percussive rhythm.
- Have students peer assess the other group and self-reflect on their own performance. Possibly use 2 stars and a wish.
- Students will reflect on how Step Squads differ from traditional marching bands; how has cheering evolved?



ARGOS GAME SOUNDSCAPE

WHAT STUDENTS WILL LEARN:

- Students will work collaborative to explore a variety of sounds to record an Argos Game Soundscape.
- Students will create personal responses to the final recorded composition.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADES 4, 5 AND 6
SPECIFIC EXPECTATIONS	<p>C1.3 create musical compositions for specific purposes and audiences.</p> <p>C2.1 express detailed personal responses to musical performances in a variety of ways.</p>

WHAT TEACHERS WILL DO:

- Provide students with access to research tools.
- Provide students with a video of an Argos football game to listen to. *See list of art project websites in the Arts Appendix for a link.*
- Review or introduce what a soundscape is; the creation of an acoustic ecology.
- Discuss the elements of music, pitch, tone, etc.
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- Students will listen to a clip from an Argos football game with their eyes closed then discuss the sounds they heard. What other sounds do you think that you would hear sitting in the crowd?
- Students will brainstorm sounds that one would hear at an Argos game: walking, munching, cheering, etc.
- Each student will choose a sound to add to their class soundscape. They are to consider the dynamics and rhythm of their sound.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- As a class, students will compose their sounds into an overlapping composition. For example, one student might begin with a sweeping sound repetitively as other students progressively add their sounds. Record the composition.
- Students will create a reflection or response of final recording of their soundscape. They may use any media: drawing, painting, sculpting, dance, tableau, video, write a story, etc.



STADIUM ANTHEMS



WHAT STUDENTS WILL LEARN:

Students will look at how various musical pieces are played in stadiums during sporting events and reflect how music can change the way one feels or reacts to a specific piece.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADES 7 AND 8
SPECIFIC EXPECTATIONS	<p>C2.1 express analytical, personal responses to musical performances in a variety of ways.</p> <p>C2.2 analyze, using musical terminology, ways in which the elements of music are used in various styles and genres they perform, listen to, and create.</p>

WHAT TEACHERS WILL DO:

- Provide students with a variety of songs to discuss.
- Review the elements of music.
- Introduce popular stadium anthems and discuss.
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- Listen to a variety of different songs (from a variety of genres) and discuss how music can make you feel.
- Explain how professional sporting events use short snippets of songs during breaks to rally the fans.
- Students will look at the question: What songs are used during a professional sporting event and why? Have students research a variety of stadium anthems and discuss how and why they are used during sporting events. Examples: Song 2 by Blur, We Will Rock You by Queen, Seven Nation Army by White Stripes, Thunderstuck by AC/DC, Start Me Up by the Rolling Stones, Sweet Caroline by Neil Diamond.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Choosing one or two songs of their choosing, students will write a reflection on how these songs would work well at a Toronto Argonauts game and reference the elements of the song that would help change the mood and get a crowd excited.
- Students should refer to the musical style of the song and why it would be a good fit for a professional football event.

DIFFERENTIATION OR EXTENSION

- Have students create a visual reflection or response of the lyrics of the song. They may use any media; drawing, painting, sculpting, dance, tableau, video, etc.





CLASS CHANT OR RAP

WHAT STUDENTS WILL LEARN:

Students will use the elements of music and poetry to compose a chant or rap to build community spirit at their school events

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADES 7 AND 8
SPECIFIC EXPECTATIONS	<p>C1.2 apply the elements of music through performing, composing, and arranging music for a specific effect or clear purpose.</p> <p>C1.5 demonstrate an understanding of standard and other musical notation through performance and composition.</p>

LEARNING SKILLS / WORK HABITS:

Collaboration

WHAT TEACHERS WILL DO:

- See Junior Section

WHAT STUDENTS WILL DO:

- See Junior Section

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will use poetry (suggested: acrostic poem) to write their chant or rap.
- After their performance, have students reflect on their use of the musical elements. Did their chant flow? Was the rhythm appropriate? Did their chant celebrate the school or the Toronto Argonauts? How did the song build excitement?

ALSO: If students choose to compose a new Team chant or song for the Toronto Argonauts, they may record or video the performance and send it to the team for possible posting on their website.





WHAT STUDENTS WILL LEARN:

Students will compose and perform an original percussive piece that is intended to get a crowd energized at a school event.

EXPECTATIONS:

Ontario Curriculum The Arts 1-8, 2009

	GRADES 7 AND 8
SPECIFIC EXPECTATIONS	<p>C1.3 create musical compositions in a variety of forms for specific purposes and audiences.</p> <p>C1.5 demonstrate an understanding of standard and other musical notation through performance and composition.</p>

LEARNING SKILLS / WORK HABITS:

Collaboration

WHAT TEACHERS WILL DO:

- Provide students with time and access to research tools.
- Provide students with a variety of percussion instruments; shakers, blocks, triangles, shakers.
- Provide students with access
- Review the elements of music: timbre, dynamics, rhythm and improvisation.
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- Minds On - Using different percussion instruments, play "Pass the Rhythm." Have students discuss the different sounds (soft and loud), experiment with a variety of rhythms and exchange and explore different instruments.
- Review how people cheer for the Toronto Argonauts and cheer squads.
- Students look at a variety of songs and discuss the purpose of percussion instruments; the beat/rhythm of the music was traditionally the storyline.
- In groups, students will create their own percussion composition to get a crowd pumped up at a school event.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Collaboratively, students will compose a percussive piece that utilizes the elements of music with the objective to rev up a crowd and get them excited.

DIFFERENTIATION OR EXTENSION

- Discuss how sporting events like the Grey Cup could impact the environment (can also refer to other large sporting events like the Olympics). Have students create a percussive composition using found or recycled objects; buckets, sticks, tables, clapping, etc.

Have students view video of the Toronto Argonauts Drumline Team: "416 Beats". Discuss and assess how successful they would be in getting a crowd "revved" up for a game. Identify the criteria they would use for that assessment. *See link in the Arts App.*



ARTS APPENDIX

TORONTO ARGONAUTS NOTABLE NAMES

Michael "Pinball" Clemons
Joe "King" Krol
Ulysses "Crazy Legs" Curtis
Lionel "Big Train" Conacher
Jim Stillwagon
Jim Corrigan
Granville "Granny" Liggins
Matt Dunigan
Raghib "Rocket" Ismail
Doug Flutie
Paul Masotti
Mike O'Shea
"Jason"
Ricky Ray
Danny Nykoluk
Condredge Holloway
See also "Argonaut History" link

ARGONAUT FIGHT SONGS

GO ARGOS GO

Go Toronto Argos go go go
Pull together fight the foe foe foe
Scoring touchdowns for the blue on blue
The Argos will win for you

Full of fight and courage you can't stop
They pile up the points until they reach the top
Pull together till the Grey Cup's won
Go Argos go go go

Go Toronto Argos go go go
Pull together fight the foe foe foe
Scoring touchdowns for the blue on blue
The Argos will win for you

Full of fight and courage you can't stop
They pile up the points until they reach the top
Pull together till the Grey Cup's won
Go Argos go Toronto go
Go Argos go go go

ARGOS RULES THE CFL

The Alouettes, Lions and the Blue Bombers
Tiger-Cats, Eskimoes and Stampeders
The Roughriders and the other Rough Riders
But the Argos Rule the CFL
T! O! R! O! N! T! O!
A! R! G! O! N! A! U! T! S!

ART APPENDIX RESEARCH

COMMEMORATIVE STAMP

www.canadapost.ca/shop/sports/toronto-argonauts/p-341887.jsf;CPO_JSESSIONID=FpThfsVATiz8l5GY03LmS1F9vGBNyM9Fq-Rmb0jThqYK9xgzXnk!-783929991?execution=e1s1
www.mint.ca/store/coin/the-toronto-argonauts-coloured-coin-and-stamp-set-2012-prod1520025#.V8cKu2VqmRA

TRADING CARD

www.tradingcarddb.com/Team.cfm/tid/689/Toronto-Argonauts

GREY CUP LOGO

www.sportslogos.net/logos/list_by_team/1117/Grey_Cup/
www.unep.org/sport_env/impactSport_Env.aspx

MUSEUM EXHIBIT

www.rom.on.ca/en/visit-us/maps-tours/virtual-tours/cfhof.ca/

ARGONAUT HISTORY

www.argonauts.ca/year-by-year-history-part-1/

DESIGN A FOOTBALL FIELD

beautifuldecay.com/2015/08/20/rubber-coated-basketball-court-looks-like-eye-popping-piet-mondrian-painting/
www.gallery.ca/en/see/collections/artwork.php?mkey=207192

ART ASSESSMENT

www.theartofed.com/content/uploads/2016/03/Ultimate-Assessment-Guide.pdf

CHANT OR RAP

www.argosendzone.com/argos-fight-song/
en.wikipedia.org/wiki/Argonotes
www.songsforteaching.com/chantsraps.htm
www.poetrysoup.com/poems/about/acrostic_music_poems
www.cfl.ca/games/2281/

DRUMLINE

416beats.ca/?page_id=1625
www.sportsnet.ca/football/cfl/new-age-argonauts-looking-success-field-social-media/



HEALTH AND PHYSICAL EDUCATION

GRADES 4-8

HEALTH AND PHYSICAL EDUCATION

INTRODUCTION TO:

- A. Active Living
- B. Movement Competence: Skill, Concepts and Strategies

WARM UP EXERCISES AND FUNDAMENTAL FOOTBALL SKILLS

In this section you will find lesson plans which apply specifically to Grades 4, 5, 6 and 7, 8. This Introduction is appropriate for all grades and will be referenced in the individual lesson plans. These also align with the Overall Expectations for these strands in grades 4 to 8.

SAFETY:

Refer to the Safety provisions in the Ontario Curriculum documents.

Refer to OPHEA safety guidelines located at ophea.net

MOTIVATION:

A link to get students excited about playing CFL Football:

www.youtube.com/user/TorontoArgonauts (Argo Promo)

www.youtube.com/watch?v=Ajjg9tpRqcw (Grey Cup Promo)

WARM UP ACTIVITIES:

1. Argonaut's Warm Up Activity: "Boks Kids"

Boks Kids is an exciting new programme that the Argonauts FC has adopted to promote H.A.L.E. Teachers can see an example of BOKS activities at:

www.youtube.com/watch?v=0wNtSR8c024

Teachers can find out more about BOKS at:

www.bokskids.org/about-boks

Teachers can volunteer to participate in BOKS at:

bokscanada@bokskids.org

2. OPHEA Resources for Warm Up Activities:

These are provided for all grades.

teachingtools.ophea.net/

3. Argo Fun Warm Up:

Track and Field A's and B's

Students can initially walk through these activities which can be adapted as required. (*Dynamic Stretching for Football - A new warm-up protocol*) www.youtube.com/watch?v=IMq_Vkou8BE

(*Jumpstart Home Exercises: People in Wheelchairs*)

www.youtube.com/watch?v=_KNzUJzj2Ik

4. Argo Warm Up: Stretching!

Use a minimum ten second count. Routines should involve the neck, shoulder, lower back, hamstring, quadriceps, gastrocnemius or calf, tibialis anterior or shin.

These are videos of sample stretching routines:

(*Full Body Static Stretching Routine*)

www.youtube.com/watch?v=06_GGwl_wg8
inspiredjourneyfit

(*Full Body Static Stretching Exercises*)

www.youtube.com/watch?v=Q1K5JJdS5AE

FUNDAMENTAL FOOTBALL SKILLS: THROWING, CATCHING/RECEIVING, PLACE KICKING, PUNTING

Watching the videos below will assist the teacher and the students in developing the proper mechanics for these skills.

THROWING

(*How to Throw a Football Spiral Like a Pro*)

www.youtube.com/watch?v=pq7ax9xQrEO

(*Finishing the Throw: Follow-Through*)

www.youtube.com/watch?v=iw48vUo8hGk

CATCHING/RECEIVING:

(*Keys to Catching a Football*)

www.youtube.com/watch?v=Aq7-Y8FhwSI

(*Adjusting to the ball*)

www.youtube.com/watch?v=wAhZ3UvQobk

KICKING: PLACE KICKING AND PUNTING

(*How To Kick a Field Goal In Football, Soccer Style*)

www.youtube.com/watch?v=g_mB9eN6gCo

(*11 Year Old Kid Kicks 35 Yard Field Goals!*)

www.youtube.com/watch?v=kvRfLZIrBEs

(*Football Punting Made Simple*)

www.youtube.com/watch?v=6VuwxiKof0



THE PHASES:

Preparation – Execution - Follow Through

Two samples of how “the phases” can be used in all grades. Throwing and Place Kicking.

THROWING

Preparation: To throw or pass in either situation, I move into position while keeping my eyes on the intended target.

Execution: I use my entire body by extending my legs and arms and transferring my weight forward as I release the object.

Follow Through: I continue the motion of my arm in the direction of the throw or pass while keeping my eyes on the target. I then resume the ready position to prepare for the next action.

PLACE KICKING

Place kicking a football. (kick offs, extra points and field goals).

Preparation: Adjust your body as needed for kicking a football. Take required steps and position your body in such a way that brings you the best results. Take two steps towards the ball.

Execution: Kick the ball at the center point and or below so that the trajectory is sufficient to carry the ball the distance and height required.

Follow through: Once the football has been kicked, the kicking leg should come up above your waist towards your shoulders.





THROWING, CATCHING/RECEIVING, PUNTING & PLACE KICKING

WHAT STUDENTS WILL LEARN:

- Warm up skills, proper stretching techniques in preparation for football.
- Game rules and how to play modified games for HPE class purposes.
- Skills of throwing, receiving and punting.
- The rules of Canadian Football along with the dimensions of the field.

EXPECTATIONS:

Health & Physical Education – Grades 1-8

Strands: Active Living and Movement Competence: Skills, Concepts and Strategies.

SE	GRADE	SPECIFIC EXPECTATION DESCRIPTION
A 1.2	4,5,6	Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
A 3.1	4, 5, 6	Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
B1.4	4	Send and receive a variety of objects, adjusting for speed and distance, while applying basic principles of movement
	5	Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement
B 1.3	6	Send and receive a variety of objects, adjusting for speed and distance, while applying basic principles of movement
B 1.5	4	Retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment
B 1.5	5	Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment
B 1.4	6	Retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment

WHAT THE TEACHER WILL DO:

- Have students lead the stretches in the next class in small groups.
- Pair up students (ability does not matter)
- Have one student stand on a line on one side of the gym/field with the partner standing approximately 10m, away facing each other.
- Review videos on throwing, catching, kicking *See: Introduction*
- Have students play a modified football game *See: teachingtools.ophea.net/lesson-plans/hpe/grade-6/modified-football-lead-games/modified-football*
- Co-construct or provide success criteria.

EQUIPMENT REQUIRED:

- Large foam footballs, Skipping Ropes, Hoops

WHAT STUDENTS WILL DO:

THROWING & RECEIVING

- Throw the football to a partner.
- Explore how to throw a football with a partner; see what method allows him/her to throw the best spiral to a partner. *Students can view the videos on throwing a football and make adjustments if necessary.*

PUNTING

- Punt the football with a partner as per the video links provided.
- Explore how to punt a football with a partner; see what method allows him/her to punt the ball in a spiral. *Students can view the videos on punting a football and make adjustments if necessary.*



PLAYING

- Play a modified rules game
- Set up relays (holding a football): running over skipping ropes, tip toeing in and out of hoops.
 - » At the end of each relay the students physically form the letter "A" . The second relay will end with the students forming the letter "R" and continue the relays until they finish the whole word "ARGOS"

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- The students will show peers how they have improved the proper throwing skills by hitting stationary targets. As they progress in skills, more movement can be incorporated. Peer partners can assess improvements.
- Set up a circuit for hitting targets for points. Students can work on personal best scores.
- Conduct rapid catching drills for 30 seconds; students can work on personal best scores.
- Punt to a spot on the field.
- Rubrics with skills will be developed.

NOTES:





THROWING, CATCHING/RECEIVING, PUNTING & PLACE KICKING

WHAT STUDENTS WILL LEARN:

- Warm up skills and proper stretching techniques in preparation for football.
- The use of a variety of movement strategies.
- Skills of throwing, receiving and kicking.
- CFL game rules and how to play modified games for HPE class purposes.

EXPECTATIONS:

Health & Physical Education – Grades 1-8

Strands: Active Living and Movement Competence: Skills, Concepts and Strategies.

SE	GRADE	SPECIFIC EXPECTATION DESCRIPTION
A1.1	7	Actively participate in a wide variety of program activities, according to their capabilities while applying behaviours that enhance their readiness and ability to take part in all aspects of the program
	8	Actively participate according to their capabilities in a wide variety of program activities
A2.1	7,8	Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability
B1.3	7	Send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement (cradle or control the ball on the side of the body that is away from opponents when moving up the field)
	8	Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement (e.g., shift weight and use all joints for maximum force when throwing against the wind; put an appropriate spin on the ball when throwing a football; sprint to catch a pass that has been thrown short to an open space away from defenders)
B1.4	7	Demonstrate an understanding of the phases of movement (i.e., preparation, execution, and follow-through), and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities
	8	Demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through) and apply this understanding to the refinement of movement skills in a variety of physical activities
B2.3	7,8	Apply a variety of tactical solutions to increase chances of success as they participate in physical activities

WHAT THE TEACHER WILL DO:

- Review with the class the Canadian Football League game rules and field dimensions as well as touch football and flag football rules. *CFL RULES and FLAG FOOTBALL RULES are provided below. A page showing FIELD DIMENSIONS is located in the APPENDIX*
- Go through the phases of each skill: Preparation, Execution and Follow Through. [See the skill breakdowns in the Introduction of the Health and Physical Education portion of this package.]
- Utilize a range of simple to more complex challenges as he/she sees improvement.
- Challenge the students to adjust movements in order to compensate to the various weather conditions when playing football outdoors.

- Co-construct or provide success criteria based on the Achievement Chart categories and expectations.

WHAT THE STUDENTS WILL DO:

- Learn the fundamental Canadian Football League and Flag Football rules.
- Hit various targets at different distances while throwing, kicking and punting. For more complex skill demonstration, accomplish this in a standing position, down on one knee, and rolling out and passing on the run.
- Take stationary passes then progress by learning to run into open spaces and receive the ball on the run; subsequently learn to avoid a defender while the quarter back attempts to make the completion.
- Punt and kick from a stationary position; progress by



THREE TO FIVE LESSONS

- completing the skill with less and less time
- Respond to the challenge of weather conditions and various levels of skills within groups, develop strategies when performing under these circumstances.
- Develop these strategies alone and with partners to overcome the obstacles that may occur while learning the skills or in games.
- Focus on proper technique.

Play Flag Football. See the rules below.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

The students will demonstrate their new found skills through Flag or touch football tournaments during class that will lead up to the Grey Cup championship. The students will demonstrate “healthy competition” when they play these modified games. Students have to be aware of discrepancies between teams and work with the teacher to adjust teams so they can be more balanced.

RESOURCES:

CFL RULES:

A Beginner's Guide to Canadian Football:
www.gridironnewbrunswick.org/ftblintro.html

CFL RULES OF THE GAME EXPLAINED:
www.youtube.com/watch?v=gumZEVzE7I4

FLAG FOOTBALL RULES: PROVIDED BY FOOTBALL CANADA
footballcanada.com/flag-football/

NOTES:





BULLYING PREVENTION ACTIVITIES

WHAT STUDENTS WILL LEARN:

- Students will learn to distinguish between the terms self-esteem and self-acceptance. Students will discover ways to build self-acceptance through self-talk and apply their own positive messages.
- Students will learn from role models such as local athletes and/or Toronto Argonaut players coming to the schools about the effects bullying has had on their lives and how they have overcome this adversity.
- The students will learn the importance of self-acceptance in bullying situations.
- Students will learn about the four Toronto Argonauts FC "HUDDLE UP" objectives

EXPECTATIONS:

Health & Physical Education – Grades 1-8

Strand: Healthy Living

SE	GRADE	SPECIFIC EXPECTATION DESCRIPTION
C 1.3	4	Describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding.
C 3.2	5	Explain how a person's actions, either in person or online, can affect their own and others' feelings, self-concept, emotional well-being, and reputation.
C 1.3	6	Identify factors that affect the development of a person's self-concept.

LEARNING SKILLS:

Responsibility, Self-Regulation

WHAT TEACHERS WILL DO:

- Teachers will provide students with the following description *Source: The Bully Proof Classroom, Professional Development Opportunities for Teachers, bullyproofclassroom.com*
 - » BUILDING SELF-ACCEPTANCE THROUGH POSITIVE SELF-TALK What is self-acceptance? Self-acceptance is being able to recognize your value as a person. It is essentially your level of self-worth and feeling of comfort in your own skin regardless of your faults and weaknesses. Without self-acceptance, one would not be capable of reaching their full potential in life.
 - » What is the difference between self-acceptance and self-esteem? Self-esteem is a belief or feeling about yourself. It is what you believe or feel you are capable of doing. Having high self-esteem can help build self-acceptance.
 - » High Self-Esteem = Feeling good about yourself
 - » Low Self-Esteem = Feeling badly about yourself
 - » Self-acceptance is more of an action rather than an abstract sense of self. It is something you do – you stick up for yourself, you utilize your strengths and take responsibility for your faults, and you practice loving yourself every day.
 - » How can I build my self-acceptance? Self-acceptance is a reflection of beliefs you gained as a child and adolescent. It usually comes from messages you get about yourself. These messages can come from other people (like parents, teachers, or friends) or from yourself. The messages you send yourself are called "Self-Talk." If you are used to hearing negative messages from other people, chances are you will send yourself negative messages too. Things like "I'm so stupid," "I'm not good enough at this..." or "It's my fault this happened" are examples of negative self-talk. One way to rebuild your self-acceptance is to re-train yourself to engage in positive self-talk. Positive self-talk is when you focus on your strengths and positive qualities, reminding yourself that you are a good and valuable person.
 - » "I am a good and caring person and deserve to be treated with respect."
 - » "I am capable of achieving success in my life."
 - » "There are people who love me and will be there for me when I need them."
 - » "I deserve to be happy."
 - » "I am allowed to make mistakes and learn from them."
- Teachers will connect students to the Toronto Argonauts "Huddle-Up" program and lead a discussion of how the program could be introduced in their school.

Source: www.argonauts.ca/2016/01/08/huddle-up-programming-set-to-kickoff-15th-year-in-gta-schools/ Toronto Argonauts "Huddle Up" programme 2016



- Teachers will tie in the Toronto Argonauts FC “HUDDLE UP” committee objectives with Self-Acceptance. “Be a friend: Support, Report, and Defend.”
- Teachers will attempt to identify a local prominent sports celebrity to invite into their school to discuss Bullying Prevention.
- Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

- Students can draw or write their responses on paper about (positive or negative) messages that they have received from other people in their lives.
- Students will determine whether or not they adopted those messages and still believe them today.
- Students will individually complete the follow-up sentences by using the strategy of self-talk. Finish the sentences below:
 - » I am a brave person. An example of a time I was brave is
 - » I am capable of being happy. A time I was happy was
 - » I am a good friend. A time I was there for a friend was
 - » I am capable of making decisions for myself. A time I made a good decision was
 - » I am loved and cared about. People who care about me are
 - » I am talented. Two things I am really good at are
- Students can devise questions of their own to ask the guest speakers about bullying.
- Students can initiate a “Huddle Up” group for Bullying Prevention through the Toronto Argonauts FC.
- Students will create a positive, accepting and inclusive school environment.
- Help build self-esteem in everyone.
- Advocate the “HUDDLE UP” message: “Be a friend: Support, Report, and Defend.”
- Students will read and learn the Huddle Up Bullying Prevention Pledge on argonauts.ca/Huddleup
- Students can demonstrate their knowledge of the pledge by writing how the words in the pledge can become actions

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Students will rate on a scale of 1-10 (ten being the most difficult) how difficult it was to finish the self-talk sentences using positive responses. Students will discuss situations in which they can use positive self-talk in the future. Students will draw or write down five positive self-talk sentences that they will practice throughout the week. They will raise awareness about bullying prevention in the school.

NOTES:





BULLYING PREVENTION ACTIVITIES

WHAT STUDENTS WILL LEARN:

- Students will learn about the role of a bystander in a bullying situation.
- Students will learn why they should report any bullying that they are aware of rather than ignoring it.
- Students will learn some of the traits of The HUDDLE UP programme of The Toronto Argonauts FC as they relate to being a bystander of a bullying situation.
- Students will learn from role models such as local athletes and/or Toronto Argonaut players coming to the schools about the effects bullying has had on their lives and how they have overcome this adversity.

EXPECTATIONS:

Health & Physical Education – Grades 1-8

Strand: Healthy Living

SE	GRADE	SPECIFIC EXPECTATION DESCRIPTION
C2.2	7	Assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents
C 3.2	8	Analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based, or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence

WHAT TEACHERS WILL DO:

- Teachers will copy and distribute the short passage, "What can I do?" Source: *The Bully Proof Classroom, Professional Development Opportunities for Teachers, bullyproofclassroom.com*
 - » Discuss the advantages and disadvantages of each type of intervention.
- "Jake is a new member of the Superstrickers Football Club. He is not as good at football as the other players on the team and he is very quiet. Some of the team members don't really like him, but you think he is ok, he never does anything wrong or annoying. One day at practice you notice that the team captain (the most popular member of the team) snatches Jake's kit bag and kicks it over the club wall. He shouts at Jake "that was a stupid thing to do – you had better jump over the wall before your mum shouts at you for losing your football boots", (change relevant to the sport), Jake looks upset but seems afraid to fight back. Another player calls to Jake "what's wrong Jake - afraid to climb over the wall are you?" Jake walks away, he goes straight to the changing room looking really annoyed and sad. You think he may be crying."
- Teachers will connect students to the Toronto Argonauts "Huddle-Up" program and lead a discussion of how a program could be introduced in their school. Source: www.argonauts.ca/2016/01/08/huddle-up-programming-set-to-kickoff-15th-year-in-gta-schools/ Toronto Argonauts "Huddle Up" programme 2016
- Teachers will attempt to identify a local prominent

sports celebrity to invite into their school to discuss Bullying Prevention.

- Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

- In small groups students will consider the role of the bystander and to identify what choices bystanders have when they witness bullying or they are aware of it happening in the club setting.
- Students will have five to ten minutes to note down what they could do using the headings below and give feedback for group discussions.
- Students will read and learn the Huddle up Bullying Prevention Pledge on www.argonauts.ca/huddle-up-3/

INTERVENTION PLAN WITH ANSWERS

(ANSWERS ARE FOR TEACHERS ONLY)

- To intervene on behalf of the person being bullied while it is happening.
 - » Advantages: immediately helps stop the bullying, will give a strong message to the bully.
 - » Disadvantages: difficult to do, need to be brave, repercussions later explaining what this could mean, outnumbered, fear of bully, might make situation worse, short term solution.
- To offer support to the person being bullied later
 - » Advantages: they will feel less isolated, you can check with them how they want it to be dealt with, less risks involved.
 - » Disadvantages: bully gets away with their actions,



- slow response, victim may have been hurt, may not stop the bullying.
- To tell someone in authority
 - » Advantages: they can investigate and deal with the person being bullied and bully, no risks to you, they can help to stop bullying for good, discreet.
 - » Disadvantages: if responded to appropriately there are few disadvantages, but the person being bullied may still think you are afraid to challenge bullying as they may not know it was you who spoke to the leader.
 - Challenge the bully later
 - » Advantages: might stop the bullying, will give strong message to bully.
 - » Disadvantages: Difficult to do, need to be brave, repercussions later, might not work, might make situation worse and leave you isolated.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- In written or oral form, provide thoughtful responses to the alternatives provided in the scenario.
- Initiate a "Huddle Up" Bullying Prevention Programme modelled on the program the Toronto Argonauts FC has provided to our schools across the province.
- Find different sites available in the local community and school that will help all students who are victims of bullying.
- Be part of a committee that brings in a Toronto Argonaut FC player or a local athlete to speak to the whole school regarding the importance of creating a welcoming environment across the school, community, province and country.
- In written or oral form indicate where these terms in the pledge are utilized in society and where they lack
- Encourage actions that will increase the reach of the pledge via social media

NOTES:



INDIGENOUS PERSPECTIVES

MAPPING CFL TEAM CITIES ON TRADITIONAL LANDS AND TERRITORIES OF INDIGENOUS CANADIANS



WHAT STUDENTS WILL LEARN:

Students will learn to identify the regions, cities, traditional lands and territories that host CFL teams and games. Students will reflect on the significance of acknowledging traditional lands and territories to Indigenous people in Canada.

EXPECTATIONS:

Grade 4 Social Studies, Strand B:

People and Environments: Political and Physical Regions of Canada

OVERALL EXPECTATION	B.3: identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them
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WHAT TEACHERS WILL DO:

- Students will use the map provided *See: Appendix to* identify the city, province and name of each CFL team.
- Suggest to students: CFL teams and stadiums are located in cities on the traditional lands and territories of Indigenous Canadians.
- Students will utilize the interactive tool: <http://native-land.ca/> to identify the traditional lands and territories, based on the CFL team cities. Add this additional information to the map. Use the back if needed. **Please see the Teacher's Guide for additional information/reference regarding mapping: native-land.ca/ca/teachers-guide.html.*
- Suggest to students: Amongst Indigenous peoples, it is not only respectful practice to acknowledge traditional lands and territories of places of significance to us, it is also in the spirit of reconciliation that we learn about and recognize our shared history between Canada and its Indigenous peoples, including that Indigenous people occupied the land for many generations before it became "Canada".
- Students utilize the First Nations Profiles Interactive Map fnpim-cippn.aandc-aadnc.gc.ca/index-eng.html to identify some of the First Nations/reserve communities that live within each traditional land/territory where the CFL teams/games are played.
- Students analyse their revised maps. Ask students to consider:
 - » Where are the teams located within Canada?
 - » Are teams found within every region of Canada?
 - » Why might some regions not have CFL teams in their cities/traditional lands/territories?
 - » What is the significance of our map revisions to Indigenous people in Canada?
- Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

- Identify the regions and cities of all CFL teams/stadiums;
- Identify the traditional lands and territories that host CFL teams and games;
- Identify the First Nations and reserve communities who live within the traditional lands and territories where there are CFL teams and where games are played;
- Consider some of the reasons why some regions/cities may not have CFL teams;
- Reflect on the significance of respectfully acknowledging traditional lands and territories to Indigenous people in Canada.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Students will demonstrate their learning through the accuracy of their maps/mapping skills as well as through contributions throughout questioning/discussion of CFL teams/stadiums/games locations.

RESEARCH ASSISTANCE: See appendices at the end of the Social Studies/History/Geography Section and at the end of the Resource Package





AN INDIGENOUS APPROACH TO SPORTS, RECREATION & WELL-BEING

WHAT STUDENTS WILL LEARN:

Students will learn to apply Indigenous pedagogy (the Medicine Wheel framework) to the context of sports and recreation as supporting all states of personal well-being (physical, emotional, mental, spiritual), and the well-being of the community. Students will also develop greater understanding of appreciation of the contributions of Indigenous perspectives, worldviews and ways of learning and being.

EXPECTATIONS:

Grades 4 – 8 Health and Physical Education: Living Skills

OVERALL EXPECTATION	Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grad
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WHAT TEACHERS WILL DO:

Suggest to students: We will explore aspects of the holistic approach to learning and life held by Indigenous teachings and communities. Consider: How do sports/recreation support a person's physical, emotional, mental, and spiritual well-being?

- Students examine the image of the Anishinaabe medicine wheel. Ask students to formulate questions based on their observations. Discuss as a large group within a knowledge building circle.
- SUGGEST: The Medicine Wheel is an ancient symbol among Indigenous peoples that conceptualizes cycles of change, such as, the seasons and stages of life, as well as themes of relationship, the learning process and states of being (our spiritual, physical, mental, and emotional aspects of ourselves).

In this activity, we will apply the Medicine Wheel framework to approach and reflect on a sports/recreational activity, e.g. Football, as being interconnected to all of the four aspects of a person's well-being (physical, emotional, spiritual and mental).

follows aspects of Anishinaabe culture/teachings.

- Students will reflect on how each domain of the Medicine Wheel may be addressed through a sports and recreational activity, e.g. Football
- Students will establish numerous ways that participation in Football could support each state of well-being within the Medicine Wheel.
- OPTION: Students apply the Medicine Wheel framework as they investigate traditional Indigenous games and sports.
- Students can also extend the Medicine Wheel teachings to the role of sports within Indigenous and Canadian communities.

WHAT STUDENTS WILL DO:

- Explore domains of the Medicine Wheel;
- Explore ways to applying the Medicine Wheel framework to a sports/recreational activity, e.g. Football;
- Suggest/establish numerous ways that participation in Football or in a traditional Indigenous game could support all aspects of well-being – physical, emotional, mental, spiritual health.

ACCORDING TO ANISHINAABE TEACHINGS:

- YELLOW QUADRANT
 - » Eastern direction *cardinal direction*
 - » Mental well-being
- RED QUADRANT
 - » Southern Direction *cardinal direction*
 - » Physical well-being
- BLACK QUADRANT
 - » Western Direction *cardinal direction*
 - » Emotional well-being
- WHITE QUADRANT
 - » Northern Direction *cardinal direction*
 - » Spiritual well-being



* Please note that The Medicine Wheel and Medicine Wheel Teachings may vary from Nation to Nation. The image represented in this lesson

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Students will demonstrate their learning by designing and completing an accurate representation of the Anishinaabe Medicine Wheel, in colour, that includes the teaching of the four states of being in each domain. Students should be able to identify examples of a number of ways that a sports/recreation activity supports each state of being.

RESEARCH ASSISTANCE: See appendices at the end of the Social Studies/History/Geography Section and at the end of the Resource Package



DIFFERING PERSPECTIVES ON TEAM NAMES, LOGOS & MASCOTS



WHAT STUDENTS WILL LEARN:

Students will investigate the history behind the development of CFL team names, logos and/or mascots. Through role play, students will examine a variety of perspectives related to team names/logos/mascots. Students will gain deeper understanding of the issues that influence changes of names/logos/mascots in contemporary societies.

EXPECTATIONS:

Grades 4 – 8, Language Arts: Media Literacy

OVERALL EXPECTATION	<ol style="list-style-type: none"> 1. Demonstrate an understanding of a variety of media texts 2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
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WHAT TEACHERS WILL DO:

- Students view: Famous Logos with Hidden Meanings www.youtube.com/watch?v=eYqCWBu4pds. Discuss the choices of symbols within the logos, and some messages conveyed by the visual imagery.
- Students will consider the impact of a logo/team name through role-play. Place students into numerous teams, with approximately 5 – 6 students per team, depending on class size. Each team will occupy a specific area of the classroom. Prepare several index cards with each team name written on it in bold text, so that it is easily read and seen by students. Suggest that teams will represent the city in football. Include names such as, "Team Braniac", "Team Butterfly", "Team Second-Rate", "The Fumblers", "The Champs", "The Brutal Boys", "The Underdogs". Distribute one index card to each team.
- Allow time for each team to quickly sketch a logo for their team and discuss: How do you feel about your team name? Why? Is this an appropriate team name?
- Reassemble and post team name cards and logos. Ask students to suggest more appropriate team names. No degradation or put-down is acceptable. Encourage student reflection of how logos, names and symbols can be hurtful.
- In small groups, students investigate the history behind the development of an individual CFL team name, logo and/or mascot. Students are encouraged to consider:
 - » Where do CFL teams get their names, logos and mascots?
 - » Why do teams utilize particular symbols? What is their impact?
 - » How can team names/logos/mascots contribute to a positive self-image amongst players and fans?
 - » How do team names/logos/mascots represent the teams' communities?
- Create a poster for each CFL team, with images/text to share information. Hold a gallery walk, upon poster completion.

- Suggest that students consider a variety of perspectives on team names/logos/mascots. Pose the question: Why have some Indigenous communities objected to the use of sports team names/logos/mascots associated with:
 - » Cleveland Indians
 - » Washington Redskins
 - » Atlanta Braves
 - » Chicago Blackhawks
- Ask and encourage reflection: Have there been any objections into names/logos/mascots of CFL Teams? Students view the CBC interview to gain additional perspectives: www.cbc.ca/m/sports/calling-on-edmonton-eskimos-to-change-name-1.3341778
- DISCUSS: Should these considerations apply to school teams/logos/mascots as well? What is the team name and logo and mascot for the school? Why was it selected? Could it be seen as offensive?
- Assist students in locating appropriate and relevant information sources.
- Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

- Students deepen their understanding of some of the messages, meanings and symbols of company/brand/team names and imagery.
- Students gain perspective of the impact of team names.
- Students investigate the history of the development of CFL team names/logos/mascots and consider how and why they change.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Students can complete an exit card that analyses the imagery and interprets how and why some team names, logos and mascots change over time.

RESEARCH ASSISTANCE: See appendices at the end of the Social Studies/History/Geography Section and at the end of the Resource Package





LACROSSE & FOOTBALL – BENEFITS TO PLAYERS & COMMUNITIES

WHAT STUDENTS WILL LEARN:

Students will learn to apply elements of inquiry (gather and organize information/data, interpret and analyse information, evaluate and form conclusions) as they compare and contrast the Indigenous game of Lacrosse with Canadian football, and reflect on the benefits of sports beyond physical fitness, compared to other popular activities among young people.

EXPECTATIONS:

Grades 4 – 8, Language Arts: Writing

OVERALL EXPECTATION	<ol style="list-style-type: none">1. Generate, gather, and organize ideas and information to write for an intended purpose and audience2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
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WHAT TEACHERS WILL DO:

- Suggest: Many games and recreational activities that we play today are derived from the traditional games of our Indigenous peoples. Lacrosse is a team sport that is in many ways similar to football. It originated within many First Nations, including the Huron, the Mohawk and Plains Cree. It became Canada's official Summer Sport in 1994.
- Students gather and organize information to compare and contrast lacrosse and football. Brainstorm several categories to guide student inquiry:
 - » number of players per team
 - » object of the game
 - » size of the field
 - » how to play
 - » necessary equipment

Provide a graphic organizer, such as a T-Chart to facilitate organization.

- Students interpret and analyse the information. What kinds of athletic skills are important for success in lacrosse? In football?
- Suggest to students that the benefits of sports and recreational activities extend much beyond the development of physical fitness. Students engage in a think-pair-share strategy to establish some additional skills/capacities that are developed by playing lacrosse or football (co-operation, collaboration, leadership, strategy, perseverance).
- Suggest to students that beyond the benefits to players, sports/sporting events can enable positive experiences within communities, such as bringing together Indigenous and non-Indigenous people, supporting socialization and reconciliation.
- Students will compose a piece of writing that compares the benefits of sports and recreation to another activity that is popular and pervasive among young people, such as playing video games, listening to music, or

watching TV/YouTubers.

- Students will form a conclusion regarding the type of activity/activities that should be encouraged by other students, schools, parents and communities.
- Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

- Students will compare and contrast the Indigenous game of Lacrosse with Canadian football.
- Students will establish a variety of benefits from engaging in sports and recreational activities which extend beyond physical fitness and into the area of community development.
- Students will compose a piece of writing that compares the benefits of sports and recreation to another activity that is popular and pervasive among young people (playing video games, listening to music, or watching TV/YouTubers). Student writing will conclude with suggestions regarding the type of activity/ies that should be encouraged by other students, schools, parents and communities.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

STUDENTS WILL BE ASSESSED ON THEIR ABILITY TO:

- Gather and organize information required for the graphic organizer, making appropriate comparisons of like and dissimilar elements of Lacrosse and Canadian football;
- Identify a variety of benefits related to sports and recreational activities;
- Communicate their findings and conclusions in writing according to established success criteria.

EXTENSION OPTION: A class discussion. Lacrosse is Canada's official Summer Sport. Hockey is Canada's official



Winter Sport. Ron Lancaster, Hall of Fame CFL quarterback and coach, is quoted as saying of CFL Football: "It's the one professional sport that we have left that we can say is purely Canadian. It's the only one!"

What arguments can be made to support Lancaster's opinion?

RESEARCH ASSISTANCE: See appendices at the end of the Social Studies/History/Geography Section and at the end of the Resource Package

NOTES:



MATH

COMPARING CFL AND NFL PLAYING FIELDS



WHAT STUDENTS WILL LEARN:

Students will learn that different ways of measuring a rectangle are useful for different purposes.

EXPECTATIONS:

Mathematics - Grades 1-8

Strand: Measurement

Math Processes Expectations: Problem Solving and Connecting

	GRADE 4	GRADE 5	GRADE 6
OVERALL EXPECTATIONS	Solve problems estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies	Estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies	Determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism
SPECIFIC EXPECTATIONS	Pose and solve meaningful problems that require the ability to distinguish perimeter and area	Solve problems requiring the estimation and calculation of perimeters and areas of rectangles	Determine, through investigation using a variety of tools and strategies, the relationship between the area of a rectangle and the areas of parallelograms and triangles, by decomposing (e.g., cutting up a parallelogram into a rectangle and two congruent triangles) and composing (e.g., combining two congruent triangles to form a parallelogram)

WHAT TEACHERS WILL DO:

- Students will have already learned the relationship between the side lengths of a rectangle and the area and perimeter of the rectangle.
- WORKING IN GROUPS OF 2-3 Give students the dimensions of a CFL football field and the dimensions of an NFL football field: The CFL field is 110 yards long by 65 yards wide. The NFL field is 100 yards long by 53.3 yards wide.
- Ask the students to calculate the area and perimeter of each. When the groups are done, ask "How much larger is the CFL field compared to the NFL field? They will easily identify the larger field but will have to make a decision about what measurement to use before answering "how much larger". The teacher will consolidate by discussing that rectangles/polygons have many ways of measuring and comparing them, and that "larger" may have different meanings in different contexts. Which measurement is the best choice depends on that context.
- Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

Students will calculate the area and perimeter of each of the two fields. They will answer the question "How much larger is the CFL field compared to the NFL field? They will

have to decide how to define "larger" and be clear about their choice (width? length? perimeter? area?) to answer this question. They will then argue which ways of defining "larger" has the greatest effect on the way Canadian versus American football is played and how it affects the play.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Teachers will be able to assess student understanding and address any obstacles to success by circulating around the class and observing students working and listening to their conversations. When students share their conclusions, they will demonstrate their ability to distinguish area and perimeter, to describe the relationships between side lengths of a rectangle and its area and perimeter, and to justify which definition of larger makes the most sense in this context.
- Students will demonstrate their ability to make connections by relating the given information and their computed values to the context of playing football.

NOTE: Some interesting results can be found at www.sportingcharts.com/articles/nfl/cfl-vs-nfl-the-key-statistical-differences.aspx





USING MEAN TO MAKE A DECISION

WHAT STUDENTS WILL LEARN:

Students will learn that mean can be a problematic measure of central tendency when making decisions.

EXPECTATIONS:

Mathematics – Grades 1-8

Strand: Data Management and Probability

Math Processes Expectations: Problem Solving and Connecting

	GRADE 5	GRADE 6	GRADE 7	GRADE 8
OVERALL EXPECTATIONS	Read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs	Read, describe, and interpret data, and explain relationships between sets of data	Collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs; make and evaluate convincing arguments, based on the analysis of data	Collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots; apply a variety of data management tools and strategies to make convincing arguments about data
SPECIFIC EXPECTATIONS	Calculate the mean for a small set of data and use it to describe the shape of the data set across its range of values, using charts, tables, and graphs	Demonstrate an understanding of mean	Determine, through investigation, the effect on a measure of central tendency (i.e., mean, median, and mode) of adding or removing a value or values	Determine, through investigation, the appropriate measure of central tendency (i.e., mean, median, or mode) needed to compare sets of data

WHAT TEACHERS WILL DO:

- Students will have already learned about mode (grade 3), median (grade 4), and mean as measures of central tendency.
- **WORKING IN GROUPS OF 2-3** Each group will get one copy of the two sets of data, (provided in the handout). They will be asked to calculate the mean of each set. Both data sets have the same mean. However, the data itself represents two very different types of players: one who has hot and cold spells, and one who has consistent performance without the spectacular results of the first player. Students will be asked to consider which player they would want on their team and justify their conclusion. Note that there is no correct answer to the problem. This problem allows students to explore the value and pitfalls of mean as a measure of performance. When they share their conclusions, they will demonstrate how data is used to make

decisions, but also that decisions are rarely simply about computing a number. They may be asked to describe the characteristics of the data sets that make them different but leads to the same calculated mean. The teacher will consolidate by highlighting for what kind of data set calculating mean gives useful information. The teacher may ask what other measure of central tendency might be a better indicator for this purpose.

- Co-construct or provide success criteria.

EXTENSION: As an extension, ask the students to consider what “mean” may tell them about likelihood of a having a successful team. If one team has consistently average results and another team has good and bad years, which team will win more championships? Be willing to defend your point of view. **TIP:** Search on-line for the past 10 years. Look at the won-lost record of 8 CFL teams (leaving out Ottawa). Look at their Grey Cup records.



WHAT STUDENTS WILL DO:

Students will calculate the mean value of the two data sets and use the raw data to justify their opinion. They may offer what other information could be gathered to make the decision-making process more reliable.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Students will compute mean accurately and formulate reasonable arguments as to why mean is not a reliable measure of central tendency in this case.

HANDOUT INFORMATION

A coach is trying to decide which of two running backs is the more valuable player, so they track how many yards each of them gain over 10 plays. Here are the results:

YARDS GAINED PER PLAY

Running back 1	4	6	7	3	4	5	7	4	3	6
Running back 2	1	9	8	0	5	2	1	15	6	2

- Calculate the mean yards gained for each player.
- If you were the coach, which player would you rather have on your team and why?

NOTES:



COMPARING THE CFL AND NFL GAMES

WHAT STUDENTS WILL LEARN:

Students will learn how numerical information can be combined in various ways to form and defend different opinions.

EXPECTATIONS:

Mathematics – Grades 1-8

Strand: Number Sense and Numeration

Math Processes Expectations: Problem Solving and Reasoning and Proving

	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
OVERALL EXPECTATIONS	Solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies	Solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies	Solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies	Demonstrate an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers	Solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies

LEARNING SKILLS / WORK HABITS:

Collaboration

WHAT TEACHERS WILL DO:

- Before beginning, the teacher should decide how much of the information provided students will be given, based on their grade and their ability to work together on a large task.
- WHOLE CLASS Clarify the meaning of the information on the handout. Each group will get one copy of the handout. They will be asked to use the given information to decide which league probably has higher scoring games, the CFL or the NFL, and to create an argument to support their choice. They will share their calculations and arguments with the rest of the class. This problem is very open, since students are not being directed as to how to use the information.
- Possible teacher prompts:
 - » How might the difference in the size of field affect the total score in each game?
 - » How might the difference in the number of downs affect the scoring?
 - » Which league would probably have more passing?
 - » Which league would probably have more field goals?
 - » What effect might having the goalposts at the front

of the end zone have on the number of field goals?
What about touchdown attempts?

- The teacher will consolidate by highlighting how the same information may be combined in different ways to support different points of view.
- The teacher may allow time for teams to be formed, have both sides to prepare debate arguments using the information provided, and have a series of debates.
- Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

Students will use some or all of the information provided to form an opinion and a supporting argument about which league is likely to have higher scoring games, the CFL or the NFL.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Teachers will be able to gauge the degree of sophistication of students' use of the numerical information given by circulating around the class as students make their calculations and form their arguments. Students will demonstrate their computational skill and their reasoning and problem solving skills by successfully combining the given numbers into meaningful and relevant conclusions.



HANDOUT INFORMATION:**SOME MAJOR DIFFERENCES BETWEEN CANADIAN AND AMERICAN FOOTBALL:**

- The CFL uses 3 downs instead of 4.
- The CFL has a bigger field (110 yd x 65 yd vs 100 yd x 53.3 yd)
- The CFL has a bigger end zone (20yd deep vs 10 yd deep)
- The goal posts are at the front of the end zone in CFL and at the back of the end zone in the NFL
- The CFL has one more player on the field during play (12 versus 11)
- The distance between defensive team and line of scrimmage is longer in CFL: 1 yd (36 inches) versus 11 inches
- In the NFL, teams can run 40 seconds off the clock between plays versus 20 seconds in the CFL

NOTE: Some interesting results can be found at www.sportingcharts.com/articles/nfl/cfl-vs-nfl-the-key-statistical-differences.aspx 

NOTES:



ANGLE OF A KICK

WHAT STUDENTS WILL LEARN:

Students will learn about the relationships between side lengths and angles in a right triangle.

EXPECTATIONS:

Mathematics – Grades 1-8

Strand: Geometry and Spatial Sense

Math Processes Expectations: Problem Solving and Reasoning and Proving

	GRADE 5	GRADE 6	GRADE 7
OVERALL EXPECTATIONS	Identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures	Classify and construct polygons and angles;	Construct related lines, and classify triangles, quadrilaterals, and prisms
SPECIFIC EXPECTATIONS	Measure and construct angles up to 90° , using a protractor	Measure and construct angles up to 180° using a protractor, and classify them as acute, right, obtuse, or straight angles	Solve angle-relationship problems involving triangles

LEARNING SKILLS / WORK HABITS:

Collaboration

WHAT TEACHERS WILL DO:

- Students will already know how to measure angles using a tool such as a protractor and are now ready to practice.
- **WHOLE CLASS** Show the students a diagram of the field, locating the hash marks and the goal posts *SEE APPENDIX FOR FIELD DIAGRAM*
- **WORKING IN GROUPS OF 2-3** Each student will get a diagram on $\frac{1}{4}$ " grid paper *SEE SAMPLE PROVIDED*, where the kicker is positioned on a hash mark somewhere down field from the goal posts. Each group will get one extra copy of the diagram (for their final work and for sharing with the class.) They will be asked to solve the problem: If the field goal attempt is successful, what angle did the path of the ball make with the hash mark line? The problem is open, since the ball may pass anywhere between the goal posts. Students will generate solutions to the problem. They will share their solutions with the rest of the class, using whatever sharing tools are used in the class (e.g. chart paper, interactive whiteboard, document camera). Next, students will "move" the kicker to 5 new positions along the hash mark line and measure the new angle formed, using the same point for the ball to cross the goal line. They will be asked to generate a statement about the relationship between the distance of the kicker from the goal posts and the angle required to make a goal as the distance changes.
- The teacher will consolidate by highlighting why the distance from the goal line affects the angle of the kick.

- As a possible extension, students may be asked to determine the minimum and maximum angles that would be necessary to be successful from a fixed kicker position.
- A good discussion topic is also possible. Let the students know that the angle on the field is the same as the angle on the scale drawing, then ask what angle(s) they believe would increase the probability of a successful kick and what strategy the quarterback might use to get into a good position for a kick.
- Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

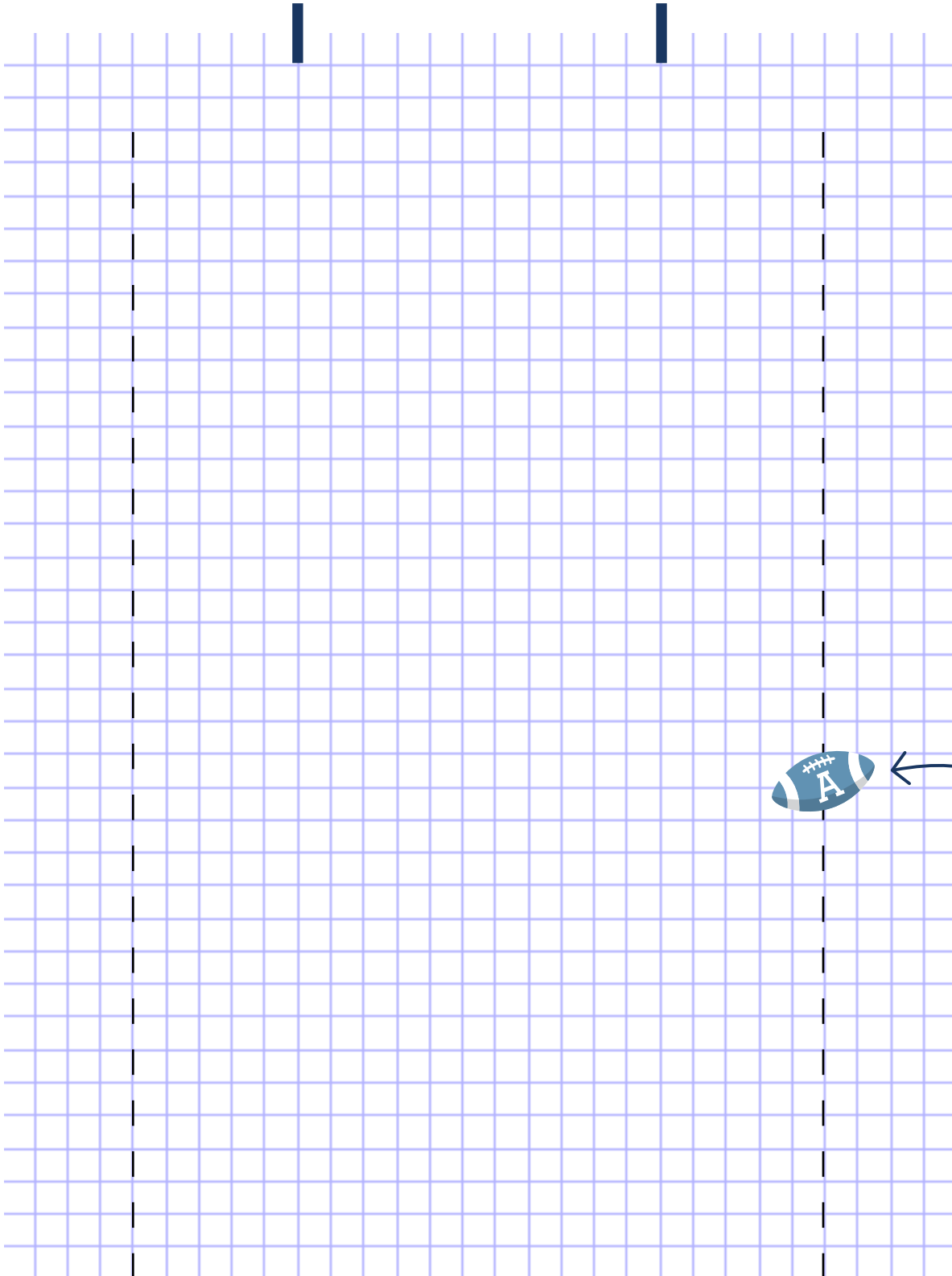
Students will recognize that a line needs to be added to the diagram to create an angle. They will position their tool in an appropriate way so as to get a reasonably accurate angle.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Teachers will be able to assess student understanding and address any obstacles to success by circulating around the class and observing students working and listening to their conversations. The teacher may look for the creation of an angle that corresponds to a successful kick and for the correct positioning of the tool.
- Students will demonstrate their understanding by successfully measuring angles with reasonable accuracy. Students will demonstrate their ability to formulate a relationship between angles and distance by describing their relationships.
- Students will demonstrate their ability to reason by collecting several results and describing a relationship using their observations.

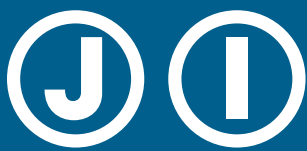


GOAL POSTS



KICKER





THE 104TH GREY CUP GAME

WHAT STUDENTS WILL LEARN:

Students will learn that some numbers have special properties based on their divisors and factors, and that there are many equivalent ways of representing a number.

EXPECTATIONS:

Mathematics – Grades 1-8

Strand: Number Sense and Numeration

Math Processes Expectations: Selecting Tools and Computational Strategies

	GRADE 6	GRADE 7	GRADE 8
OVERALL EXPECTATIONS	Solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies	Demonstrate an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal number	Solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies
SPECIFIC EXPECTATIONS	Identify composite numbers and prime numbers, and explain the relationship between them	Generate multiples and factors, using a variety of tools and strategies	Determine common factors and common multiples using the prime factorization of numbers

LEARNING SKILLS / WORK HABITS:

Organization

WHAT TEACHERS WILL DO:

- Students will have already learned about factors.
- Tell students that this year the CFL is celebrating the 104th Grey Cup in Toronto. Tell them that 104 is an abundant number. (An abundant number is a number that is smaller than the sum of its proper divisors. A proper divisor is any divisor other than itself.) Ask students to decide if 104 is an abundant number. Once this has been decided, the teacher will ask students for the prime factors of 104. When this has been completed, ask student pairs to write down their guess as to how many Grey Cup game numbers were abundant numbers, then have students determine which other Grey Cup game numbers were abundant numbers. (Abundant numbers to 104: 12, 18, 20, 24, 30, 36, 40, 42, 48, 54, 56, 60, 66, 70, 72, 78, 80, 84, 88, 90, 96, 100, 102, 104). The pairs who are closest to the correct answer may be recognized in some way.
- It may also be interesting to have them look for patterns in the numbers they found. Now to make it more interesting, which team is the “Abundant Grey Cup Champion” [i.e. won the most abundant number Grey Cups]?
- Co-construct or provide success criteria.

EXTENSION: An additional question that could be asked links to the history of Canada and the Grey Cup: The 104th Grey Cup is being played this year (in 2016), but between 1916 and 1919, the cup wasn’t awarded because of World War I. Use this information to determine what year the first Grey Cup was awarded. Alternatively, have students look up the first Grey Cup Year (which was 1909) and discover why 2016 is only the 104th Grey Cup.

Another possible extension is to ask students to find other ways to get the number 104. This can be tied to an examination of a standard Windows keyboard, which has 104 keys. Students could see different ways of grouping the keys on the keyboard and use these configurations to describe different ways of adding numbers to get 104. Students may be asked to speculate as to why the 104 keys are grouped in these ways and what considerations may have generated the design of the keyboard.

WHAT STUDENTS WILL DO:

Working with a partner, students will explore the factors of 104. They will decide if 104 is an abundant number and be asked to show their reasoning. They will identify the prime factors of 104. They will then select another number less than 104 to determine if that number is abundant. They will find as many abundant numbers they can. They will notice and describe patterns they observe between those numbers.



HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Teachers will be able to assess student understanding and address any obstacles to success by circulating around the class and observing students working and listening to their conversations. The teacher may want to observe the methods students use to generate the factors of 104 and other numbers chosen (systematic or random, is evenness taken into account? etc). The teacher will also be able to assist students in classifying numbers as prime or composite.

Students will demonstrate their understanding of factors, divisors, and prime numbers through their correct solutions to these problems.

Students will demonstrate their ability to select tools and computational strategies by:

- Choosing tools that support their understanding of and solution to the problem
- Creating a strategy to identify all the factors of a number

NOTES:



**WHAT STUDENTS WILL LEARN:**

Students will learn that distance measured on a slant path requires different thinking than when measured on a vertical or horizontal path.

EXPECTATIONS:

Mathematics – Grades 1-8

Strand: Geometry and Spatial Sense

Math Processes Expectations: Problem Solving and Reasoning and Proving

OVERALL EXPECTATIONS	Develop geometric relationships involving lines, triangles, and polyhedra, and solve problems involving lines and triangles
SPECIFIC EXPECTATIONS	Solve problems involving right triangles geometrically, using the Pythagorean relationship; Geometry and Spatial Sense

LEARNING SKILLS / WORK HABITS:

Collaboration

WHAT TEACHERS WILL DO:

- Students will have already explored and determined the Pythagorean relationship and are now ready to solve problems using that relationship. They will know about square roots and scale factor. Teacher may want to describe yards and feet and their proportional relationships to metric measure.
- **WHOLE CLASS** Show the students a diagram of the field, locating the hash marks and the goal posts *See appendix for field diagram*
- **WORKING IN GROUPS OF 2-3** Give each student a diagram on $\frac{1}{4}$ " grid paper *See sample diagram for example*, where the kicker is positioned on a hash mark somewhere down field from the goal posts. The scale is on the diagram. Give each group one extra copy of the diagram (for their final work and for sharing with the class). They will be asked to solve the problem: If the field goal attempt is successful, how far has the ball travelled along the ground? The problem is open, since the ball may pass anywhere between the goal posts. Students will generate solutions to the problem. They will share their solutions with the rest of the class, using whatever sharing tools are used in the class (e.g. chart paper, interactive whiteboard, document camera). Teacher will consolidate by highlighting why the computation of distance was connected to the geometry of a right triangle (connecting Geometry and Measurement).
- Co-construct or provide success criteria.

OPTIONS AND EXTENSIONS: An option for the teacher is to have each student in a group select a different position for the ball to pass through the goal posts. This would work if students were confident problem solvers.

As a possible extension, students may be asked to determine the minimum and maximum distances that would be necessary to be successful. An additional extension would involve calculating the vertical distance, knowing the cross bar of the goal posts is 10 feet high.

Another option: Have students look at "passing plays" positioning quarterbacks and receivers at different positions on the field. Determine how far a pass would have to be thrown to make a gain of 10 yards and a "first down".

WHAT STUDENTS WILL DO:

Students will use their knowledge of the Pythagorean relationship to determine how far the ball has travelled along the ground if the field goal attempt is successful.

NOTE THE CFL RULE: If the ball becomes dead within 24 yds of either sideline (outside the hash marks) or goes out of bounds (off the field completely), it shall next be scrimmaged 24 yds in from said side line (so, at the hash mark) at the yardage point where it becomes dead. (CFL Rule 4 section 4 article 2)

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Teachers will be able to assess student understanding and address any obstacles to success by circulating around the



class and observing students working and listening to their conversations. The teacher may look for the creation of a right triangle on the diagram and listen for the language of the Pythagorean relationship (squaring, right angle, hypotenuse), Teacher may question to see if students understand the relationship between the area in square feet and distance/length in feet.

Students will demonstrate their understanding of the Pythagorean relationship by successfully determining a reasonable distance.

Students will demonstrate their ability to reason by:

- Creating a strategy to determine a distance with the information given;
- Successfully accommodating the scaling information given;
- Addressing in some way the absence of grid to form complete squares.

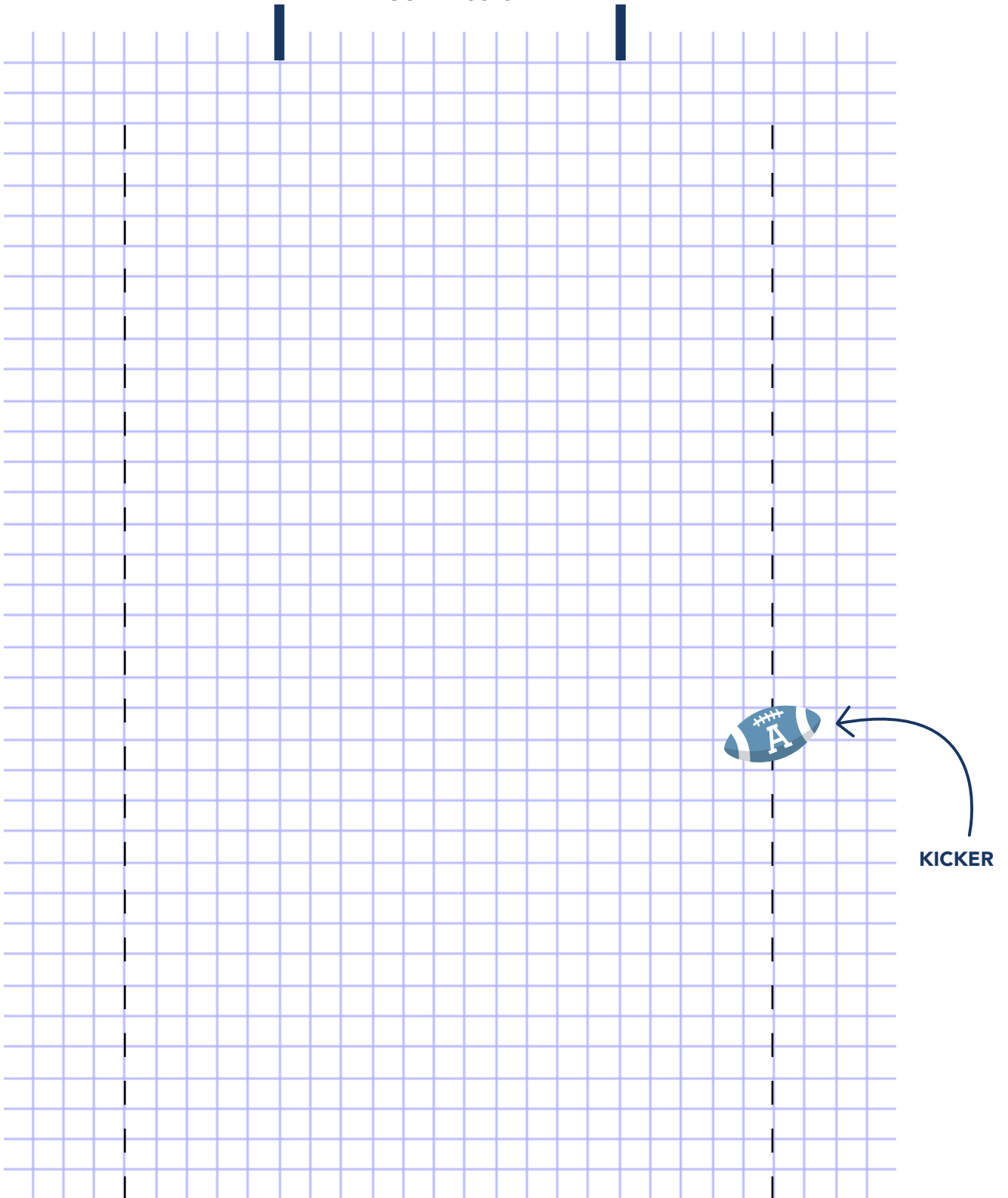
EXTENSION EXERCISE: Integrating Data Management & Probability. Have students determine: "who is the greatest Field Goal kicker in the history of the CFL?"

- What statistics are they using to make that determination?
- What criteria are they using to make that determination?

NOTES:



GOAL POSTS



Scale: Diagram is to scale.
1 grid line represents 2 feet



MEDIA LITERACY

OVERALL EXPECTATIONS:

1. Demonstrate an understanding of a variety of media texts
2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

The Media Literacy strand in the Language Curriculum has identical Overall Expectations for the Junior and Intermediate grades with similar corresponding Specific Expectations with increasing complexity through the grades. Several of the projects described would be appropriate for all five grades, though the teacher would be able to vary the complexity of the tasks and success criteria based on the Specific Expectations.

For each project we have identified the recommended Specific Expectations by their document identification numbers.



PLANNING A HALFTIME SHOW

WHAT STUDENTS WILL LEARN:

- Students will learn the purpose and effect of the Grey Cup Halftime Show.
- Students will learn how to organize and plan a multimedia performance.
- Students will learn how different Canadian performers represent different aspects of Canadian culture.
- Students will learn how media, including social media, can be used to promote performances.

EXPECTATIONS:

Language – Grades 1-8

Strand – Media Literacy

SE	GRADE	SPECIFIC EXPECTATION DESCRIPTION
1.3	4,5	Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
	6,7,8	Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts
2.2	4	Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning
	5,6	Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience
	7,8	Identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience
3.3	4	Identify conventions and techniques appropriate to the form chosen for a media text they plan to create
	5,6,7,8	Identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

WHAT TEACHERS WILL DO:

- Provide students with time and research tools including, if possible, networked computers.
- Invite students to watch samples of past Grey Cup Halftime shows (YouTube), noting the acts, performances, choreography, pyrotechnics (fireworks), dancing, lighting, etc. and discuss how they would appeal to Canadian football fans.

TIP: A useful site: www.youtube.com/playlist?list=PLoDpbj1UboQDe9ZDNfS9CsWdbimW4tlZr or search under "Grey Cup full games all – YouTube"

- Ask students to produce a plan for the upcoming Grey Cup Halftime Show.
- Co-construct or provide students with the success criteria.

WHAT STUDENTS WILL DO:

- The Grey Cup Halftime Show has a long and interesting history. It provides a great opportunity for Canadians to experience and enjoy non-athletic talent.
- Plan a halftime show for the Grey Cup that will help Canadians better understand and appreciate their country, their people and their culture.
- Watch some Grey Cup Halftime Shows on Youtube, especially the 2012 show, which failed to impress football fans.
- Choose two or three different entertaining acts that demonstrate the variety and pleasures of being Canadian.
- You can assume that there will be moving cameras and microphones that you can access around the stadium, in the audience, and on the performers. You can choose from professional or amateur performers from schools, community groups, clubs or the military.
- You can assume that there will be background screens and pyrotechnics.
- Select performers and performances that will appeal to football fans. That means that you will have to imagine fans' other interests.
- Part of your plan will include a promotion strategy,



where you will describe how and where (social media, commercials, etc.) you would promote the Halftime Show to potential audiences prior to the event.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will produce a plan describing a beginning, middle and end and transitions between acts. The plan might look like a storyboard, i.e., drawings and annotations. It might take the form of a Slides/ PowerPoint/Keynote presentation. The plan might be presented to the rest of the class in an oral presentation and might include video samples from performers' current work.
- Students will explain the reasons for the order of the performances, what each performer will do, and how these performances will help Canadians better understand and appreciate their country, their people and their culture.
- Students will describe the choreography of the performers, lighting and cameras and explain how these combine to provide entertainment and meaning.
- Students will explain how their Halftime Show will attract football fans.
- Students will include a promotion strategy, explaining how they would inform and encourage audiences to watch the show using a variety of media platforms, e.g., social media.

NOTES:





VIDEO REPLAYS: SUPPORTING FANS UNDERSTANDING AND ENJOYMENT OF THE GAME.

WHAT STUDENTS WILL LEARN:

- Students will learn how oral and video languages are used to help audiences understand the Grey Cup Game.
- Students will learn how oral and video languages are used to help audiences enjoy the Grey Cup Game.

EXPECTATIONS:

Language – Grades 1-8

Strand – Media Literacy

SE	GRADE	SPECIFIC EXPECTATION DESCRIPTION
1.2	4,5	Use overt and implied messages to draw inferences and construct meaning in media texts
	6,7,8	Interpret media texts, using overt and implied messages as evidence for their interpretations
1.3	4,5	Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
	6,7,8	Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts
2.2	4	Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning
	5,6	Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience
	7,8	Identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience

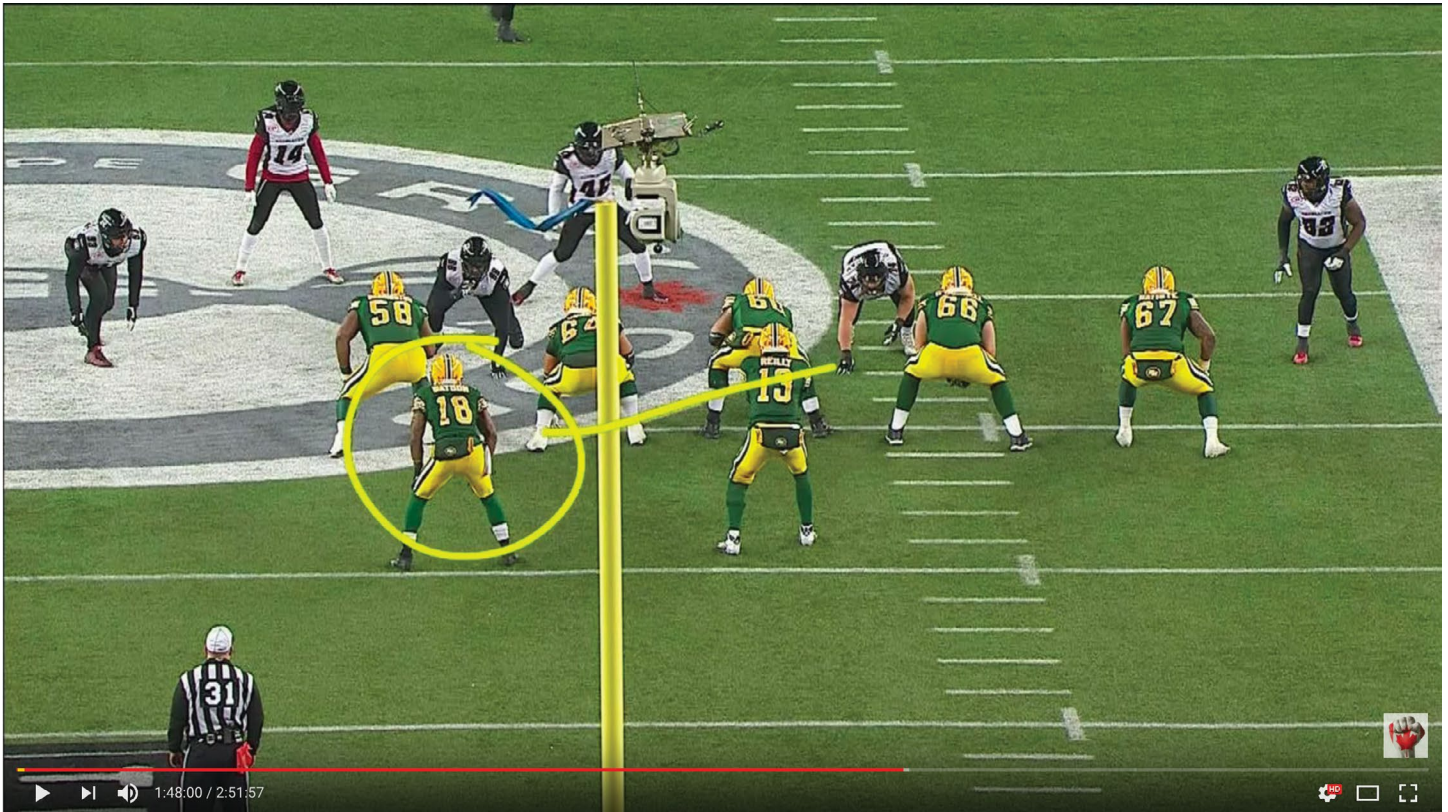
WHAT TEACHERS WILL DO:

- Provide students with time, research and production tools including, if possible, networked computers.
- Ask students to watch from 2:10:00 – 2:16:00 (2 hours and 10 minutes to 2 hours and 16 minutes) of the 2015 Grey Cup Game: www.youtube.com/watch?v=HHgHhWbxA2E, noting the uses of camera angles, replays, slow motion and commentary to help football fans understand and appreciate the pass interference rule.
- Ask students to create a presentation that explains and assesses the ways that the TV personnel helped football fans understand and enjoy the complexity and importance of the pass interference rule.
- Co-construct or provide students with the Success Criteria.
- outs, and challenging referees' calls.
- Watch from 2:10:00 – 2:16:00 (2 hours and 10 minutes to 2 hours and 16 minutes) of the 2015 Grey Cup Game recording www.youtube.com/watch?v=HHgHhWbxA2E.
- Note the uses of camera angles, replays, slow motion and commentary to help football fans understand and appreciate the pass interference rule.
- Assess how well each of these conventions and techniques was used to help fans understand and appreciate the complexity and importance of the pass interference rule.
- Create a report that explains how well the conventions and techniques were used.

WHAT STUDENTS WILL DO:

- The Grey Cup Championship is an important event for football fans, who watch to be informed and entertained. The 2015 Grey Cup Game was probably won because of careful attention to rules, calling time
- EXTENSION: Question: How have modern media techniques changed sports on the field? With referees having access to the same video replays the television audience has, they are often 'challenged' to review their calls. This brings benefits and problems. View a football game on live TV, from a past game, or at a stadium. Note the number of video replays and challenges. Create a Pro-Con paper or presentation: Has media





 CLICK TO PLAY

technology improved the sports experience for the audience?

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will watch, discuss and document the use of oral and video conventions and techniques in a portion of the 2015 Grey Cup Game.
- Students will produce a presentation that explains and assesses the effectiveness of oral and video conventions and techniques in helping football fans understand and appreciate the complexity and importance of the pass interference rule. The presentation might be made directly from YouTube, or take the form of a Slides/ PowerPoint/Keynote presentation.
- The presentation will provide examples—with students' assessments—of effective or weak uses of video conventions and techniques.
- Students may take on the extension exercise and demonstrate observation and analytical skills.

NOTES:



FOLLOWING THE ARGONAUTS ON SOCIAL MEDIA

WHAT STUDENTS WILL LEARN:

- Students will learn the characteristics of different social media.
- Students will explore and assess how the Argos use various social media to enhance their organization's relationships with their fans.
- Students will learn how to locate, understand and assess media experiences.
- Students will suggest ways that the Argos might improve the effectiveness of their social media use.

EXPECTATIONS:

Language – Grades 1-8

Strand – Media Literacy

SE	GRADE	SPECIFIC EXPECTATION DESCRIPTION
1.3	7,8	Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts
1.5	7	Demonstrate understanding that different media texts reflect different points of view
	8	Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view
2.2	7,8	Identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience

WHAT TEACHERS WILL DO:

- Provide students with time, research and production tools, especially networked devices.
- Support students as they visit, document, assess and critique relevant websites or apps:



- Support students as they create a report, an essay or a Slides/Prezi/PowerPoint/Keynote presentation.
- Co-construct or provide success criteria

WHAT STUDENTS WILL DO:

- The Argos use several social media to develop and maintain connections with their fans.
- Research and list the main characteristics of each of the following social media: Twitter, Facebook, Instagram, YouTube and Vine.
- Visit some of the Argos' social media pages *links can be found in the lower left corner of the Argos home page*
- Assess the effectiveness of the social media pages in boosting fan enthusiasm.
- Which social media do they use well, and which might be better used?
- Which social media are best at inviting fan participation?
- Which social media are missing that might help the Argos increase fan support?

- Create a post that expresses your enthusiasm for Toronto Argos football.
- Produce a report that assesses the Argos' social media and that you might send to the Argos to help them improve their social media uses.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will research to discover and list the main characteristics of Twitter, Facebook, Instagram, YouTube and Vine.
- Students will visit and assess the Argos' social media pages.
- Students will prepare a report assessing the effectiveness of the Argos' uses of social media.



ARGONAUTS COMMUNITY OUTREACH AND CORPORATE CITIZENSHIP



WHAT STUDENTS WILL LEARN:

- Students will learn that the Toronto Argos practice good corporate citizenship.
- Students will assess the characteristics of different community outreach programs.
- Students will create a promotion for a community outreach of their choice for a teen audience.

EXPECTATIONS:

Language – Grades 1-8

Strand – Media Literacy

SE	GRADE	SPECIFIC EXPECTATION DESCRIPTION
2.2	7,8	Identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience
3.2	7,8	Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice
3.3	7,8	Identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

WHAT TEACHERS WILL DO:

- Help students research and understand the Argos' community outreach programs: Huddle Up Bullying Prevention Program; Huddle Up & Make The Call; Level the Playing Field; BMO and Argos Community Coach Awards.
- Provide a variety of media production tools: cameras, recorders, sound and video editing software (all of these are often contained in laptops or tablets).
- Support students as they create media promotions.
- Co-construct or provide success criteria

- Present your promotion, explaining how and why it will successfully promote the program to the students in your school.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will create a media product designed to appeal to their school's student population.
- Students will explain how and why their media product will successfully promote the program to the students in their school.

WHAT STUDENTS WILL DO:

- The Toronto Argos are very proud of their corporate citizenship, meaning that they work hard to support their community. The support takes many forms, which can be found at: www.argonauts.ca.
 - » Search under: "Community" for a complete listing. Further details and examples from past years are located at: cfl.mrx.uploads.s3.amazonaws.com/tor/downloads/downloads/2015/03/4-argos2014-community2015035832.pdf
- Choose one of the outreach programs.
- Create a promotion (video, audio, graphic) that informs and encourages students to become involved in that outreach program. *To assist in your analysis, "Google" the program of your choice and see what others are saying about it.*
- For students outside the Toronto area, create a promotion that will encourage a similar program in their school with other community or sports partners.



**SOCIAL
STUDIES/
HISTORY
AND
GEOGRAPHY**

GRADE 8 PICKING A CITY FOR A CFL TEAM



WHAT STUDENTS WILL LEARN:

Students will learn to apply the geographic inquiry process as they analyze patterns among physical features, demographics and social/economic factors of the CFL team cities to determine the characteristics that make these cities ideal to host a professional football team. Students will also learn to incorporate geographic perspective, when proposing a new location for a CFL team.

EXPECTATIONS:

Grade 8, Geography - Strand B

Global Inequalities: Economic Development and Quality of Life

OVERALL EXPECTATION	<p>A1: analyse some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future</p> <p>A3: demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment</p>
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WHAT TEACHERS WILL DO:

SUGGEST TO STUDENTS: The 2015 Grey Cup game in Winnipeg attracted over 4.3 million viewers across Canada. During the 2015 season some teams, such as the Edmonton Eskimos earned a profit of over \$3 million a year. Several other teams had average attendance at CFL games of over 24, 000 people. What is it about certain cities that make them attractive locations for a CFL team?

Students engage in a geographic inquiry to establish some criteria for hosting a successful CFL team.

- Using maps, atlases, and/or Google Maps, Google Earth, ArcGIS Online students (or small groups of students) create a list of the unique physical features of one or more of the cities with a CFL team. Or, have each group of students select one of the current CFL cities and compare their findings.
- Create a second list to determine some advantages of that city/these cities in terms of their situation (proximity to natural resources/energy, population base, good transportation system).
- Gather data related to fan support, average attendance at games, the financial success of different teams, the number of years in the CFL, and the number of Grey Cup wins to generate/explore ideas about the success of CFL team cities.
- Students discuss/compare their lists. They will gather data to determine patterns related to the site and situation of current CFL team cities:
- What about the Atlantic Provinces? It has been suggested that the CFL place a team in New Brunswick or Nova Scotia. Building on earlier tasks, students investigate further, utilizing online databases, such as Statistics Canada, to evaluate St. John, Fredericton or

Halifax as potentially good locations for a CFL team. Have the students decide. Consider financial feasibility, proximity to fans, site and situation, the number of other activities, sports team options people have in that city or province and regional representation.

WHAT STUDENTS WILL DO:

- Students will gather and organize data related to the physical features and population characteristics of cities;
- Students will analyze patterns among the physical features, demographics and social/economic factors of cities;
- Students will work co-operatively to establish a set of criteria that can be used to determine whether a city in Atlantic Canada should be recommended for a CFL team location.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Students/groups develop/present a formal Proposal for a new CFL team location based on the criteria developed by the class, using a variety of visuals and interactive technologies, if possible. (Powerpoint, Prezi, Storymap, Powtoon, etc.)

RESEARCH ASSISTANCE: See appendices at the end of this Section and at the end of the Resource Package





WHAT ROLE DO SPORTS HEROES HAVE IN DEVELOPING A SENSE OF COMMUNITY?

WHAT STUDENTS WILL LEARN:

Students will learn, through investigation, how the relationship between CFL players, sports teams and their communities can contribute positive aspects to Canadian identity. They will also determine the qualities of a sports hero and how those qualities demonstrate exemplary citizenship.

EXPECTATIONS:

Social Studies, Grade 6: Strand A:

Heritage and Identity: Communities in Canada, Past and Present

OVERALL EXPECTATION	<ol style="list-style-type: none">1: Assess contributions to Canadian identity by various groups and by various features of Canadian communities and regions.2: Use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada
---------------------	---

WHAT TEACHERS WILL DO:

Suggest to students: Across Canada, CFL teams have a history of shared experiences - hope, challenge, and victory - with their cities, and beyond. Teams and players demonstrate exemplary examples of citizenship through their actions on the field, as well as in community initiatives, outreach programs, partnerships with schools and interactions with fans.

- Choose a CFL player who possesses both outstanding success in football, as well as active citizenship within his community. Students may consider current CFL players as well as former CFL players. Pinball Clemens is a great example. See: www.argonauts.ca/staff-michael-clemons/ www.mpcf.ca/ and www.argonauts.ca/staff-michael-clemons/.
- As a class, develop criteria for what it means to be a CFL sports hero. Consider such things as the importance of winning or succeeding in their position (Grey Cup wins, rushing or passing yards, touchdowns, sacks, tackles, etc.) compared to such things as being a team leader, sportsmanlike conduct, and paying back to the community.
- Students create a sports card to communicate information about the CFL hero. Include such things as physical characteristics, statistics, as well as other 'off-the-field' information/acts of citizenship within the community.
- Students share or trade sports cards with peers. Debate to determine which player is the biggest 'hero to the community'.
- Students evaluate the evidence from all presentations to determine a "Canadian Sports Hero of the Year". In what way is the player significant? How do we choose one hero over another?
- Assist students in locating appropriate sites for player information (e.g. CFL Team websites)
- Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

- Students apply elements of the social studies inquiry process (gather and organize information, evaluate and draw conclusions) to learn about the CFL players.
- Students collectively determine criteria of a sports hero and relate those qualities to exemplary citizenship.
- Students consider how sports events/teams/athletes/heroes can contribute positively to Canada's communities, and its national identity.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Some examples of ways that students may demonstrate their learning:

- Design a trophy or award dedicated to the "Canadian Sports Hero of the Year". What images or symbols should be on the trophy or award? Provide reasons regarding students' choice.
- Create and record a newscast or documentary about the player with an interview. Create a list of questions that establishes personal interests, early inspirations/heroes, and views about what it means to be a good citizen. Play the person in role, and imagine how he might answer the questions.
- Create a list of appropriate and credible sources of information.
- Write a letter to a player that explains why he is a good example of a sports hero.



GRADE 7 THE IMPACT OF BUILDING A CFL STADIUM



WHAT STUDENTS WILL LEARN:

Students will learn to apply elements of the inquiry process to looking at the costs and benefits to the environment and city in the building of a CFL Stadium.

EXPECTATIONS:


Grade 7, Geography – Strand B.

Global Inequalities: Economic Development and Quality of Life

OVERALL EXPECTATION	<p>B1: analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources</p> <p>B3: demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources</p>
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WHAT TEACHERS WILL DO:

In the past few years, several CFL cities have constructed new stadiums or renovated older stadiums, including Hamilton (Tim Hortons Field), Winnipeg (Investor's Group Field), and Toronto (BMO Field). In Regina, a brand new stadium, The New Mosaic Stadium, is nearing completion.

- Suggest that students consider the grand scale impact of the construction of large sports stadiums, as well as the many positive elements that sports teams/venues bring to communities and cities.
- Have students locate the current nine stadiums. Where possible, have them look at the history of football venues in that city (There is a pictorial history of Toronto Argonaut Stadiums on line at: www.argonauts.ca/stadium-history/ )
- Students can utilize a variety of media (video clips, online articles with photos/images) to support inquiries from multiple perspectives:
 - » Interpret and analyse some of the environmental impact involved in the construction and use of sports stadiums/CFL games (extraction of materials/natural resources, traffic congestion, lighting, sound systems, food preparation cleaning, etc.;
 - » Develop/propose suggestions for improvements to lessen the impact while still enjoying the stadium? (taking public transit; separating waste; reducing litter and vandalism);
 - » Gather information regarding the positive consequences, from a geographical/ societal/ economic perspective, of having these stadiums and sports teams in a city (employment, bringing a city together, attracting other businesses to the city, entertainment, other business growing up around the stadium area, allowing multiple teams to share the venue, promoting sports);

- » Evaluate sustainable programs or design ideas that are currently in use, such as, the Ticket to Ride program in Hamilton to combat traffic congestion; or, environmentally conscious design through the use of natural materials, as in the new stadium in Saskatchewan.

- Students debate perspectives.
- Co-construct or provide success criteria

WHAT STUDENTS WILL DO:

- Students will engage in elements of geographic inquiry to analyse some of the environmental impact that results from the construction and use of sports stadiums;
- Students will engage in elements of the inquiry process as they gather information regarding the positive consequences, from a geographical/ societal/economic perspective, of having stadiums and sports teams within a city;
- Students will develop and propose solutions that reduce the environmental impact from the construction and use of sports venues and promote sustainability.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

- Students will create a presentation using a variety of visuals to highlight their inquiries and include a detailed plan that outlines how to reduce the negative environmental impact from one or more processes involved in the construction or use of CFL stadiums.
- Students may engage in a pro-con analysis of building a CFL Stadium.

RESEARCH ASSISTANCE: See appendices at the end of this Section and at the end of the Resource Package



**WHAT STUDENTS WILL LEARN:**

Students will learn how to apply elements of the social studies inquiry process (gather and organize information, analyse some primary sources, evaluate and draw conclusions) as they explore some of the sports/recreational activities of early societies as well as contemporary Canadian society, specifically CFL football. They will also learn how to apply the social studies thinking concept of continuity and change related to sports/recreational activities with a focus on football.

EXPECTATIONS:

Grade 4, Social Studies – Strand A. Heritage and Identity: Early Societies, 3000 BCE–1500 CE

OVERALL EXPECTATION	A1. compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society
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WHAT TEACHERS WILL DO:**PART 1.**

Ask students to observe several images and descriptions of athletic/sports activities from a variety of early societies. Encourage and note inferences/questions/responses.

- Divide the class into small co-operative groups selecting one sport each. Make notes of the key elements of each game: how it is played; who participates; who attends the games.
- Consider: Gladiator games in the Roman Coliseum, Mayan Ball games, and the original game of Lacrosse as played by our Indigenous peoples.
- Have one group of students describe a modern CFL football game using the same criteria.
- Assist students in locating appropriate sources.
- Provide a graphic organizer to facilitate the organization of information.

PART 2.

Post graphic organizers side by side to allow students to easily compare and contrast information. Ask students first to provide a brief description of the game they selected. Then note/suggest similarities and differences amongst games:

- objectives of the game
- number of players
- who plays; how the players or teams are selected.
- competition between teams or communities or groups.
- levels of violence
- role and importance of rules and referees
- outcomes for the winning and losing players
- involvement of fans; the venues they used to attend

Pose a variety of questions that encourage student reflection on the nature of early sports and games, compared to the Canadian Football game today.

Sample questions:

- Why do people attend CFL or other sports events?
- Why do we cheer for a particular team?
- How do fans today compare to fans attending sports events in early societies?
- How has the way we watch sports like the CFL changed over time? (Compare a CFL stadium to the Roman Coliseum).
- What skills or attributes did players of sports in early societies share with modern CFL players?
- Which of the sports you identified are most similar to modern CFL Football?
- How are the players better off or worse off than the players in the games of early societies?

Based on the sports and recreational activities of these societies, ask students to infer some characteristics about the societies as a whole, and the role that sports and leisure played/plays in each society.

- Why do people attend sports events? What are the benefits? Have the reasons changed over time?
- Why do societies allow levels of violence at sports events, yet they do not allow in other situations? Has this changed since ancient times? In what ways are modern sports like football less violent? (Consider the role of rules and equipment. Why are they necessary?)

Co-construct or provide success criteria.

WHAT STUDENTS WILL DO:

- Students use elements of the social studies inquiry process to gather and organize information about a variety of sports and recreational activities of early societies and contemporary Canadian society with a focus on CFL football;
- Students analyse the similarities and differences among earlier forms of sports and recreational activities that



- resemble football, and modern CFL football.
- Students evaluate and draw conclusions regarding the impact of rules on how the game of football developed and is played today in Canada.
- Students watch a CFL game and comment on: equipment; fan reaction and how teams “rev it up”; violence and safety measures; the behaviour of players).

OPTION: Listen to the commentary during a CFL game. Give a student the opportunity to prepare a simple script and “call” a game at the Roman Coliseum, or a game of Lacrosse or Mayan Ball as played in more ancient times.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Students will be assessed on their ability to identify key pieces of information required for the graphic organizer and to answer the questions being posed. They will also make appropriate comparisons of like and dissimilar elements of these games. In written or oral form, they will be able to communicate their findings or conclusions to at least one of the designated questions.

SOME ON-LINE SOURCES TO START YOU OFF:

- A Beginner’s Guide to Canadian Football
www.gridironnewbrunswick.org/ftblintro.html
- The Rules of Canadian Football Explained:
www.youtube.com/watch?v=gumZEVzE7I4
- The Rise of Civilization – The Maya Ball Game:
anthropology.msu.edu/anp363-ss13/2013/04/24/mayan-ball-game/
- Lacrosse – The Canadian Encyclopedia:
www.thecanadianencyclopedia.ca/en/article/lacrosse/
- Ancient Rome – The Coliseum:
ome.mrdonn.org/colosseum.html

NOTES:



**WHAT STUDENTS WILL LEARN:**

Students will learn how to apply the historical inquiry process (gathering, interpreting, and analysing historical evidence and information) from a variety of primary and secondary sources as they explore and analyse the history and development of football in Canada, as a sports/recreational activity, from the late 1800s through the early 1900s in to the present day.

EXPECTATIONS:

Grade 8, History – B. Canada, 1890–1914: A Changing Society

OVERALL EXPECTATION	B1: analyse key similarities and differences between Canada in 1890-1914 and in the present day, with reference to the experiences of and major challenges facing different groups and to some of the actions Canadians have taken to improve their lives
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WHAT TEACHERS WILL DO:

- Suggest to students: CFL football is the product of centuries of earlier football and rugby clubs slowly developing into the organization that exists today. At the end of the 19th century, the football landscape in Canada consisted of several different rugby clubs, including the Canadian Rugby Union, which had teams play a mixed version of rugby and our current version of football. Ask students to share their knowledge of rugby. Suggest and pose a few framing questions to generate student thinking:
- Considering rugby and that football has changed over time:
 - » When and why did it become important to regulate football and standardize the rules?
 - » Which rules have changed over time, and why did they change?
- Students will initiate an inquiry that explores and analyses elements within the rich history of football in Canada, comparing the early forms of football to the form we play today. Facilitate as needed to support students as they develop questions/ideas for their inquiries.
- Sample student-generated inquiries may include:
 - » determine the early rules of the game, equipment used, and organizations involved in the 1890s and early 1900s, including the first Grey Cup game in 1909;
 - » causes and consequences for the changes and professionalization of football as a sport/recreational activity in the late 1800s in Canada;
 - » determine which changes or significant individuals were most important in the development of Canadian football (e.g. the forward pass, equipment upgrades)
 - » identify significant individuals who were most

important in the development of Canadian football

See: CFL Hall of Fame website, Players & Builders

- Provide students with time and research tools including, if possible, digital technologies. Assist them in identifying reliable websites for information.
- SUGGESTION: Find a description of the first Grey Cup game in 1909: how it was played, what the uniforms were, what the rules were, who played. (See: Additional Resources). Compare each of those to the 2015 Grey Cup game.
- Co-construct or provide students with success criteria.

WHAT STUDENTS WILL DO:

- Students will engage in elements of the inquiry process to analyse the rules of Canadian football in the late 1800s, and the role of recreation and football in peoples' lives at the time.
- Students will explore the concept of historical significance in relation to the development of professional sports clubs in the late 1800s and early 1900s.

HOW STUDENTS WILL DEMONSTRATE THEIR LEARNING:

Some examples of ways that students may demonstrate their learning, depending on the specific content of their chosen inquiries may include:

- Dramatic re-enactment of the early form of the game, including explanations of the 'old' rules and how the game works. Present their case in role for changes to the rules of the game.
- Creation of a commemorative coin, bank note, or postage stamp according to class criteria that showcases people of significance in the development of Canadian football. Include a short explanation about the historical significance of the person and communicate their



findings in a presentation to the class. You may wish to go to integrate this with Art expectations.

- Creation of a timeline or interactive timeline (i.e., HSTRY or Tiki Toki) that includes significant changes to Canadian football, providing details as to why the changes are significant. Share visuals with the class.
- Development of a monologue or proposal in role, as a coach in the late 1890s, describing or proposing changes to the game that should be made. Explain why the new rules are important (make the game more challenging, more safe, more exciting for the fans watching the game etc.) and provide diagrams or images of how the new rules would impact the game.

RESEARCH ASSISTANCE: See appendices at the end of this Section and at the end of the Resource Package

NOTES:



APPENDIX: SOCIAL STUDIES, HISTORY, GEOGRAPHY, & INDIGENOUS RESEARCH LINKS

CANADIAN CITIES (STATISTICS)

www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo05a-eng.htm
www.statcan.gc.ca/pub/11-626-x/11-626-x2014042-eng.htm
cfl.db.ca/
stats.cfl.db.ca/league/cfl/attendance/2015/
onedu.maps.arcgis.com/home/webmap/viewer.html?webmap=306c524a72304391b68ddd351086978a/

LACROSSE

www.akwesasne.ca/node/275
www.thecanadianencyclopedia.ca/en/article/lacrosse/
www.virtualmuseum.ca/edu/ViewLoitLo.do?method=preview&lang=EN&id=11711
www.humankinetics.com/excerpts/excerpts/lacrosse-player-positions-sport-basics-explained

SPORTS: BENEFITS

www.aspenprojectplay.org/the-facts

SPORTS: HEROES

www.argonauts.ca/staff-michael-clemons/
www.youcanplayproject.org/videos/entry/you-can-play-zander-robinson
www.theglobeandmail.com/sports/football/jr-larose-triumphs-over-adversity-to-reach-grey-cup/article4184155/
www.cbc.ca/news/canada/saskatchewan/jr-larose-anti-violence-program-1.3560020
www.cfl.ca/
www.cfhof.ca/

SPORTS AND RECREATIONAL ACTIVITIES OF EARLY SOCIETIES

www.gridironnewbrunswick.org/ftblintro.html
www.youtube.com/watch?v=gumZEVzE7I4
anthropology.msu.edu/anp363-ss13/2013/04/24/mayan-ball-game/
rome.mrdonn.org/colosseum.html

SPORTS TEAMS, LOGOS, MASCOTS

www.cbc.ca/m/sports/calling-on-edmonton-eskimos-to-change-name-1.3341778
www.cbc.ca/news/canada/british-columbia/jann-arden-eskimo-insensitive-1.3746065?cmp=rss&utm_source=twitterfeed&utm_medium=twitter
www.cbc.ca/m/sports/football/cfl/topstories/edmonton-eskimos-football-name-change-1.3341466
www.theglobeandmail.com/opinion/attention-edmonton-eskimos-inuit-are-not-mascots/article27512855/
[\[clothing-deemed-offensive-to-first-nations\]\(http://clothing-deemed-offensive-to-first-nations\)
\[www.theglobeandmail.com/news/toronto/two-toronto-schools-pulling-sports-teams-indigenousimagery/article29834961/\]\(http://www.theglobeandmail.com/news/toronto/two-toronto-schools-pulling-sports-teams-indigenousimagery/article29834961/\)
\[cfhof.ca/cfl/\]\(http://cfhof.ca/cfl/\)
\[news.sportslogos.net/2015/11/27/cfl-launches-brand-new-league-logo/\]\(http://news.sportslogos.net/2015/11/27/cfl-launches-brand-new-league-logo/\)
\[news.sportslogos.net/2013/11/27/move-over-super-bowl-cfl-standardizes-grey-cup-logo/\]\(http://news.sportslogos.net/2013/11/27/move-over-super-bowl-cfl-standardizes-grey-cup-logo/\)](http://www.torontosun.com/2016/09/01/peel-board-may-restrict-</p></div><div data-bbox=)

SPORTS VENUES

drive.google.com/open?id=1k4kOJ29XF2p-lof4ZJ7RDGCT6kQ&usp=sharing
www.sportmapworld.com/map/canadian-football/canada/cfl/cfl.db.ca/stadium-status/

NEW CFL STADIUM DESIGN

www.cfl.ca/2012/09/19/riders-unveil-concept-design-for-new-stadium/
www.cfl.ca/2015/08/18/calgary-announces-plans-for-new-stadium/
www.cbc.ca/news/canada/hamilton/news/which-cfl-team-got-the-best-stadium-1.2653574/
www.newmosaicstadium.com/
www.torontosun.com/2016/02/03/bmo-field-renovations-nearing-completion-in-toronto/
stadiumdb.com/designs/can/bmo_field/

INTERNATIONAL STADIUM DESIGN

greenbuildingelements.com/2012/09/18/five-of-the-worlds-most-sustainable-sports-stadiums/
humans4sustainablefuture.wordpress.com/2015/11/13/top-7-sustainable-sports-stadiums-in-the-world/
nhabitat.com/tag/sustainable-stadiums/
www.builtworlds.com/news/2015/8/31/the-top-sustainable-stadiums-in-the-country/

PLAN FOR NEW STADIUM IN SASKATCHEWAN

www.reginarevitalization.ca/stadium-project/

TICKET TO RIDE PROGRAM IN HAMILTON

www.hamilton.ca/hsr-bus-schedules-fares/riding-hsr/ticket-ride-program

TRADITIONAL LANDS AND TERRITORIES

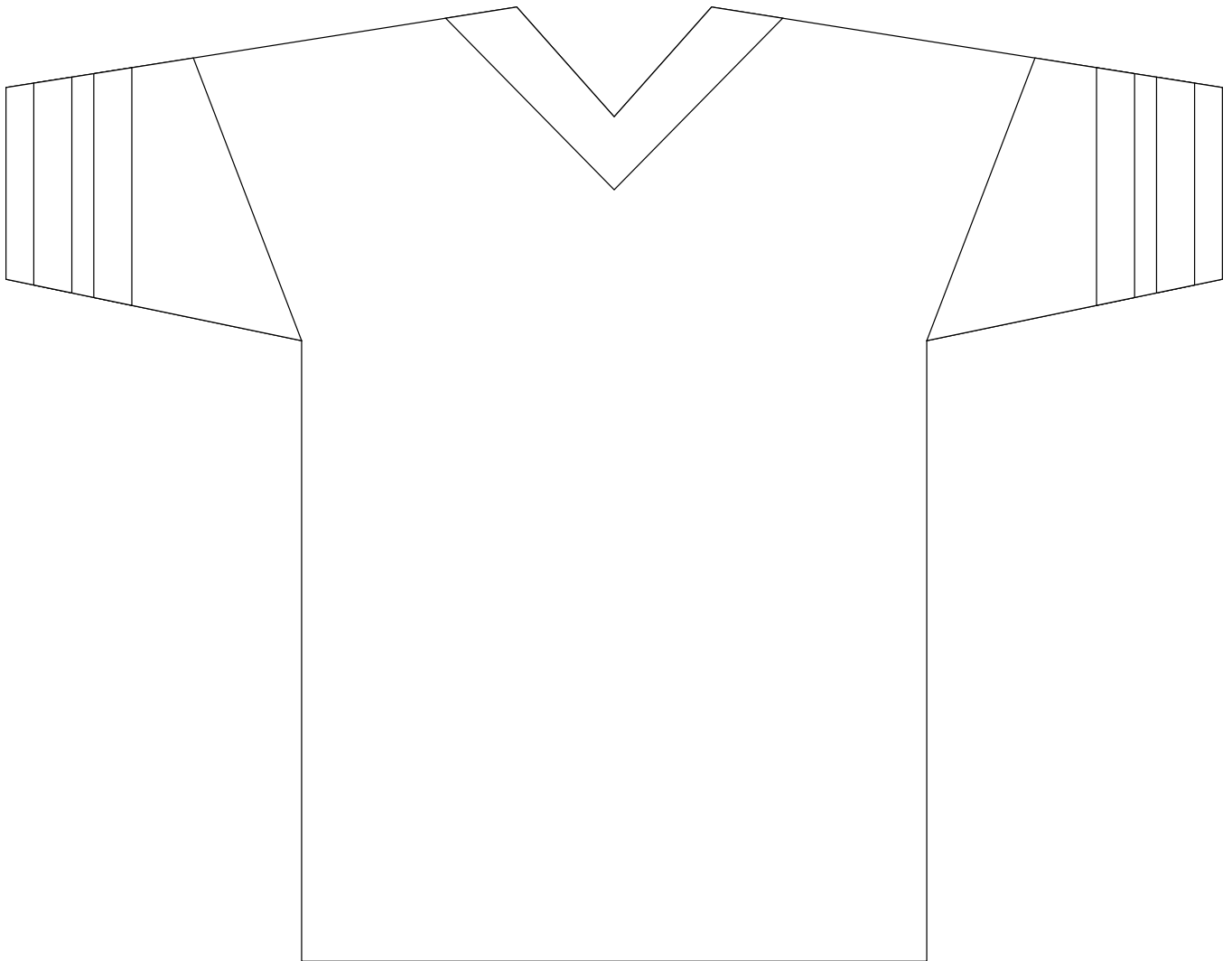
native-land.ca/ca/teachers-guide.html
native-land.ca/
fnpim-cippn.aandc-aadnc.gc.ca/index-eng.html

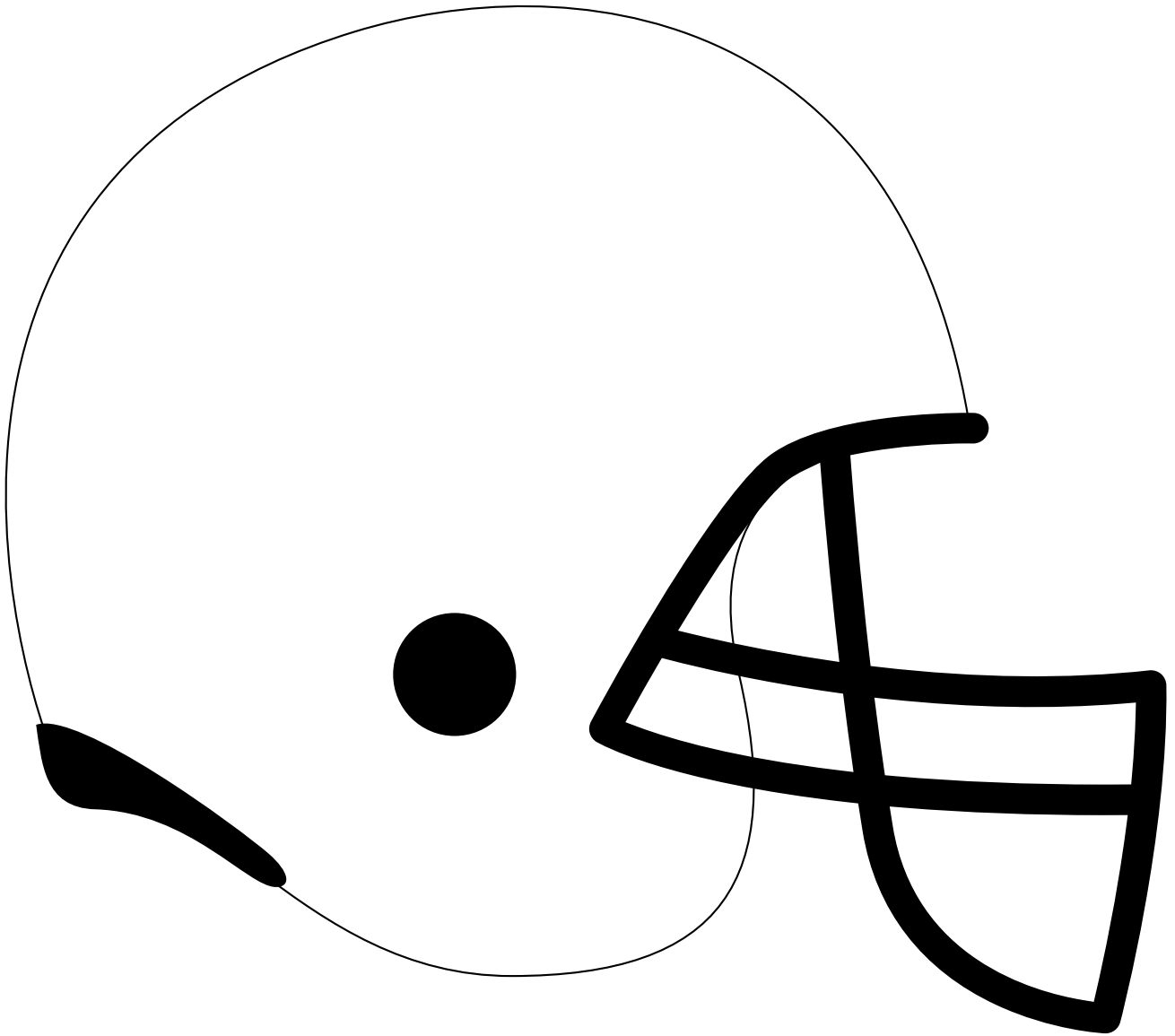
REFERENCE

muskratmagazine.com/canadian-cities-rooted-in-traditional-indigenous-territories/



APPENDICES





STANDINGS

Note: GP = Games Played, W = Wins, L = Losses, T = Ties, Pts = Points

WEST DIVISION

TEAM	GP	W	L	T	PTS

EAST DIVISION

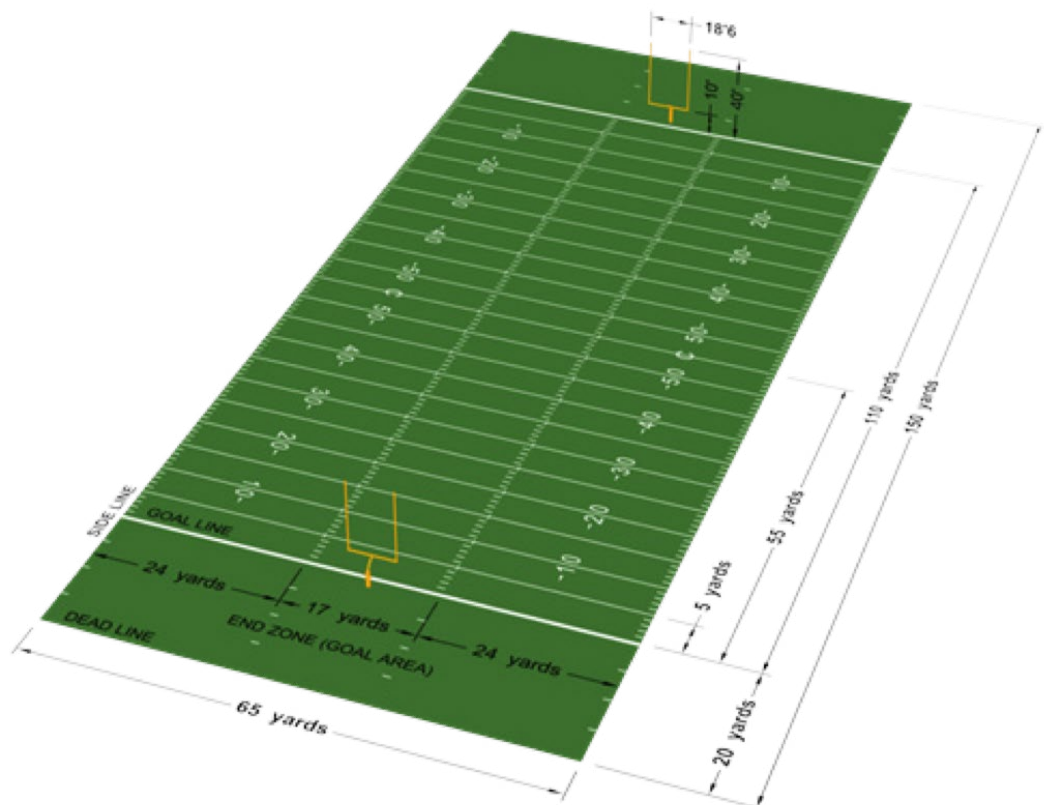
TEAM	GP	W	L	T	PTS

WEST DIVISION TEAMS: BC Lions, Calgary Stampeders, Edmonton Eskimos, Saskatchewan Roughriders, Winnipeg Blue Bombers
EAST DIVISION TEAMS: Hamilton Tiger-Cats, Montreal Alouettes, Ottawa RedBlacks, Toronto Argonauts



CFL RULES AND THE UNIQUE GAME IN CANADA

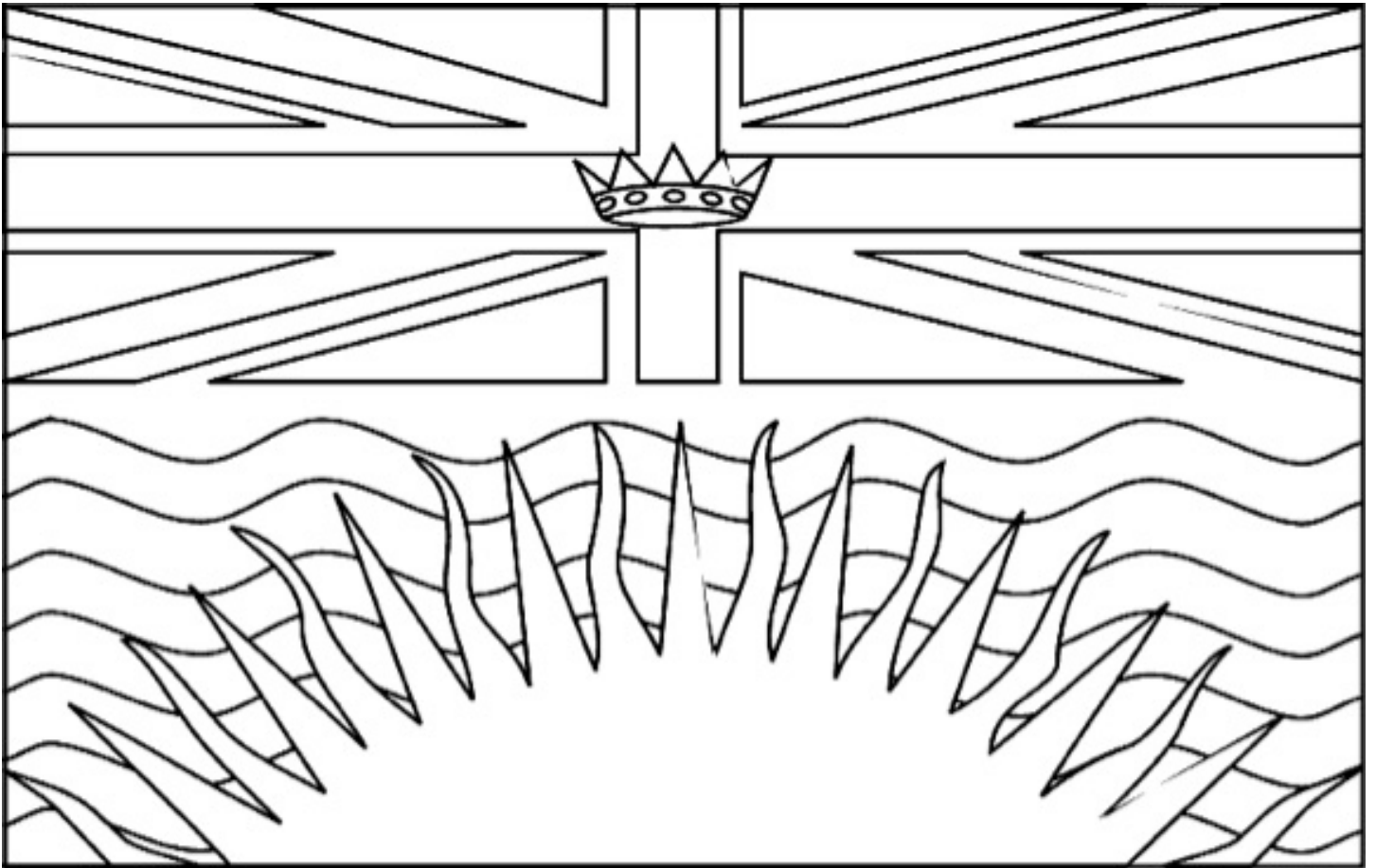
- Each game has 2 teams – dark jerseys are the home team
- Most points are scored through touchdowns (6 points) and field goals (3 points), but there are other ways to score points
- Game starts with a coin toss and then a “kick off”
- The receiving player runs until they are tackled or they reach the end zone, where they score a touchdown
- If they are tackled before the end zone, the receiving team gets 3 chances (downs) to try and move the ball at least 10 yards (about 10 metres). If they don’t move the ball 10 yards in 3 downs, the other team gets the ball and will try and score a touchdown
- Often teams will try and kick a field goal on the 3rd down if they are not close to reaching the required 10 yards
- Each team has a quarterback who throws the ball, line backers who stop the other team from tackling the quarterback, receivers who run to receive the passes from the quarterback, and kickers who kick for field goals and kick-offs
- CFL is the Canadian Football League and our game of football is unique to Canada
- In the United States they have the NFL (National Football League)
- In Canada we have 3 downs – NFL has 4 downs
- Our field is a different size (larger) than the NFL
- We have 12 players on the field – NFL has 11
- Canadian Football has 9 teams – the NFL has 32 teams

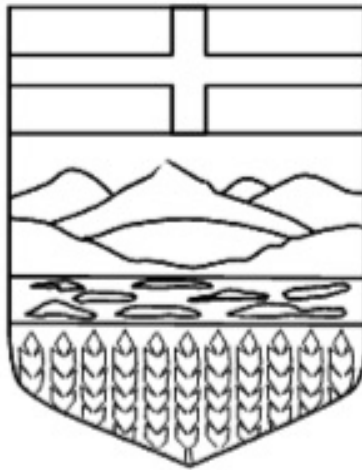




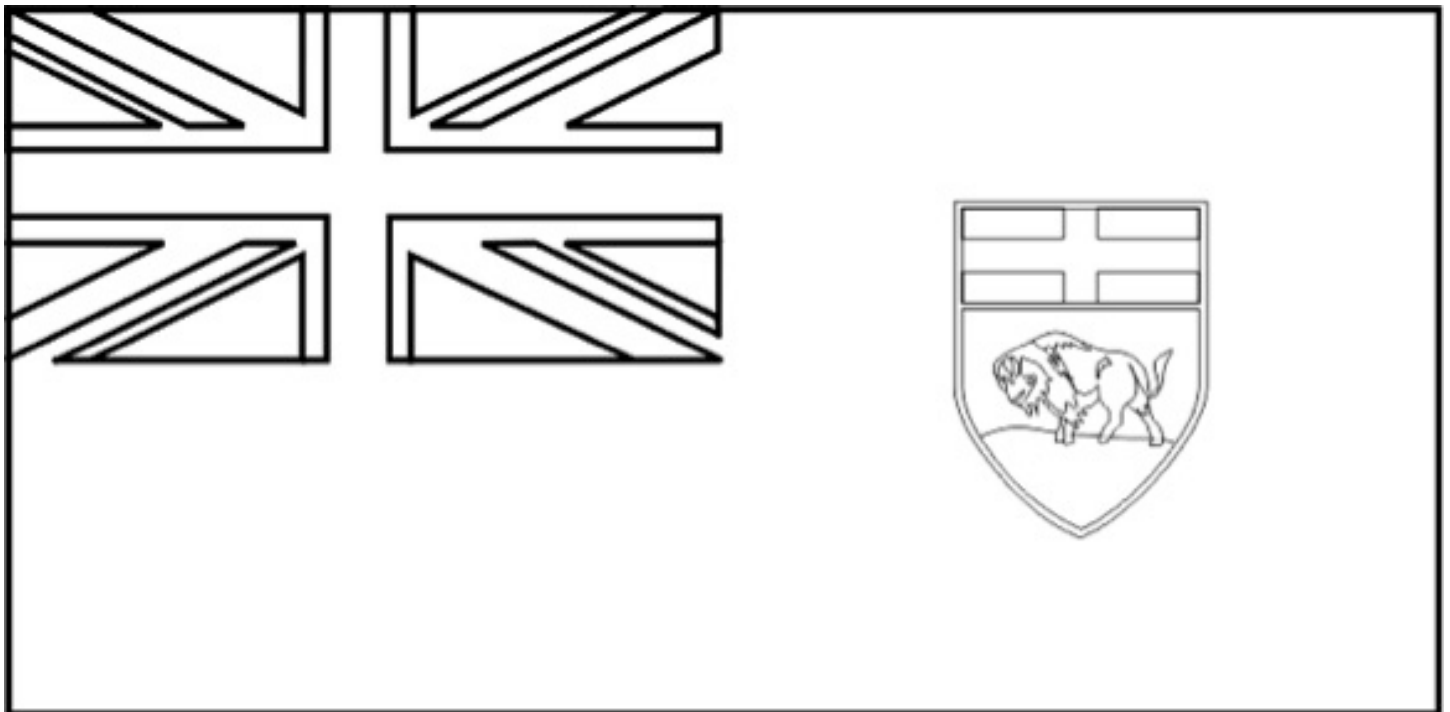
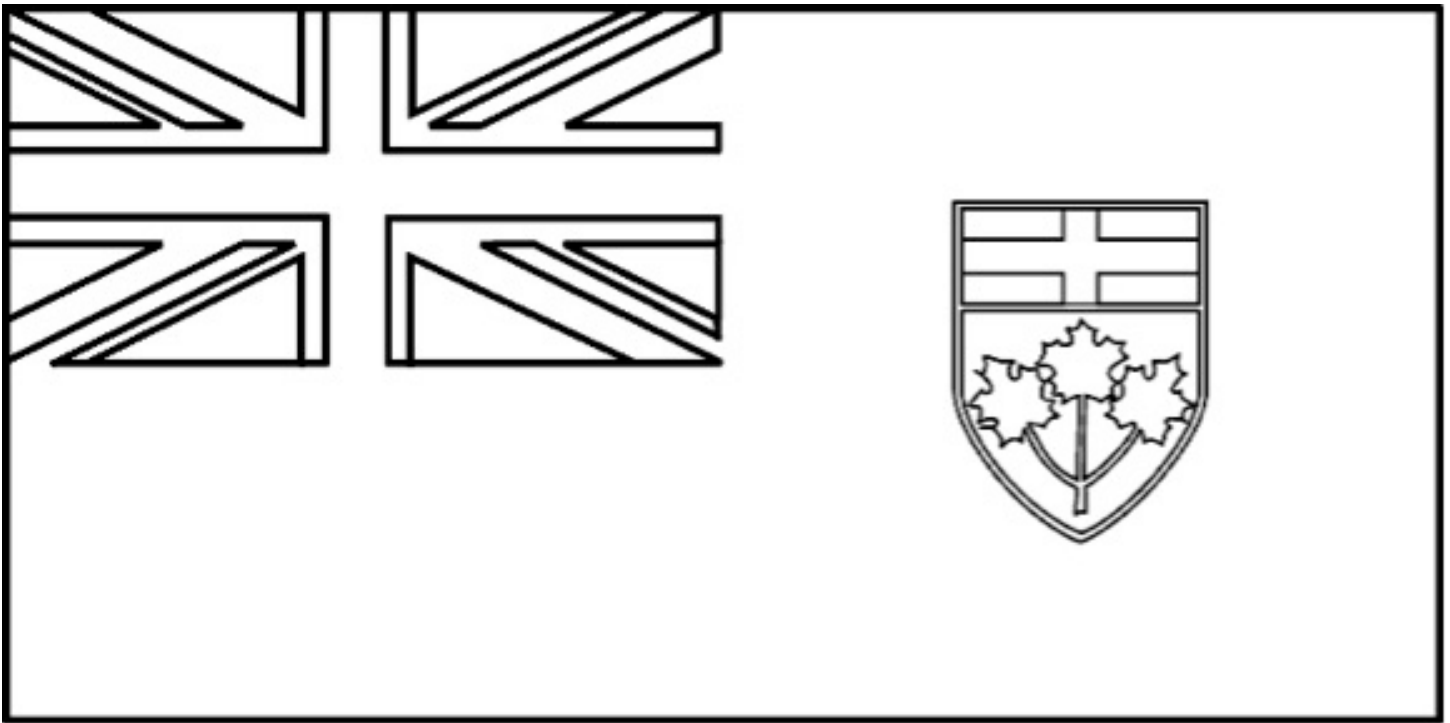
NUMBER	CITY	PROVINCE	TEAM NAME
1			
2			
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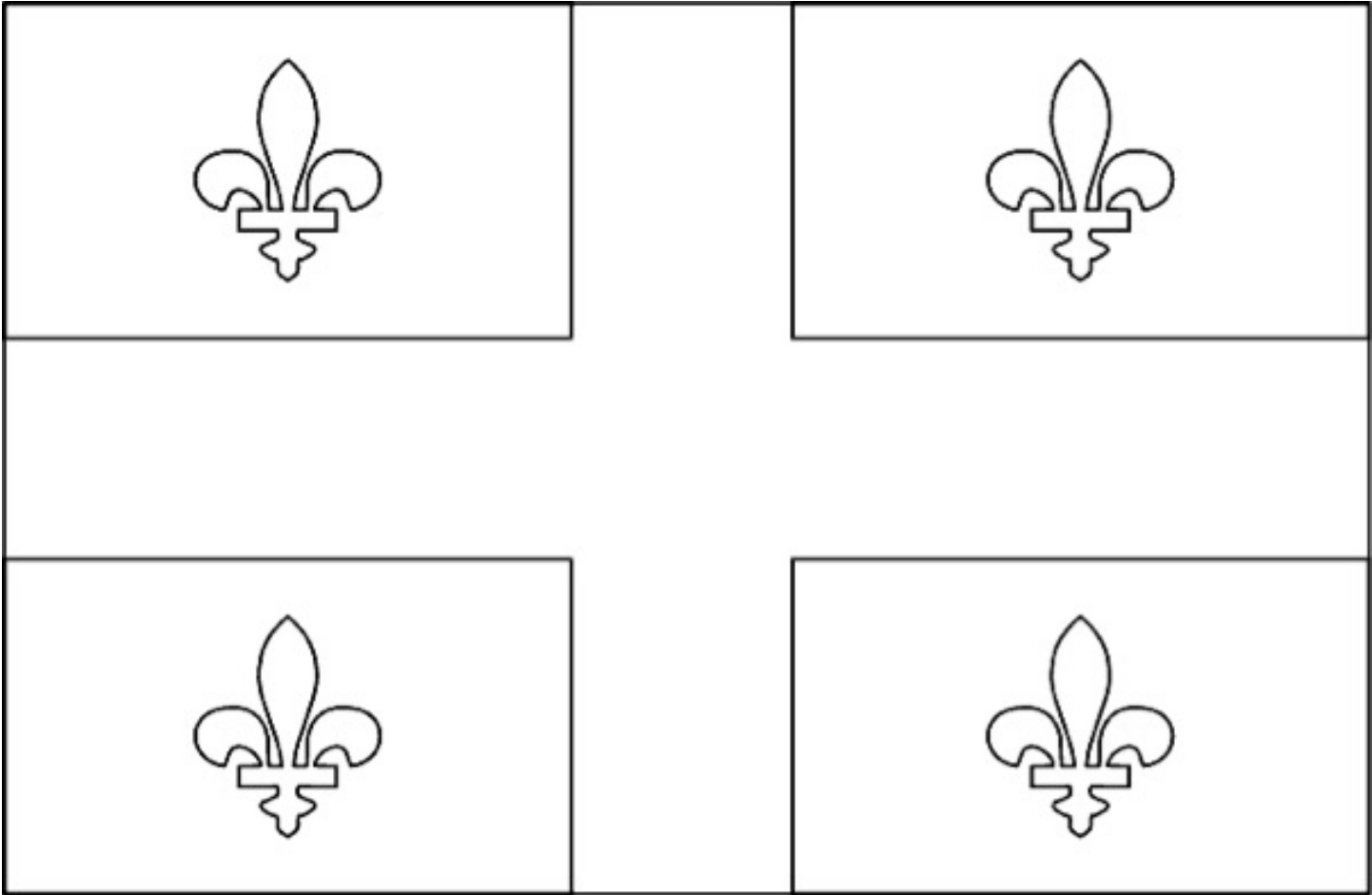




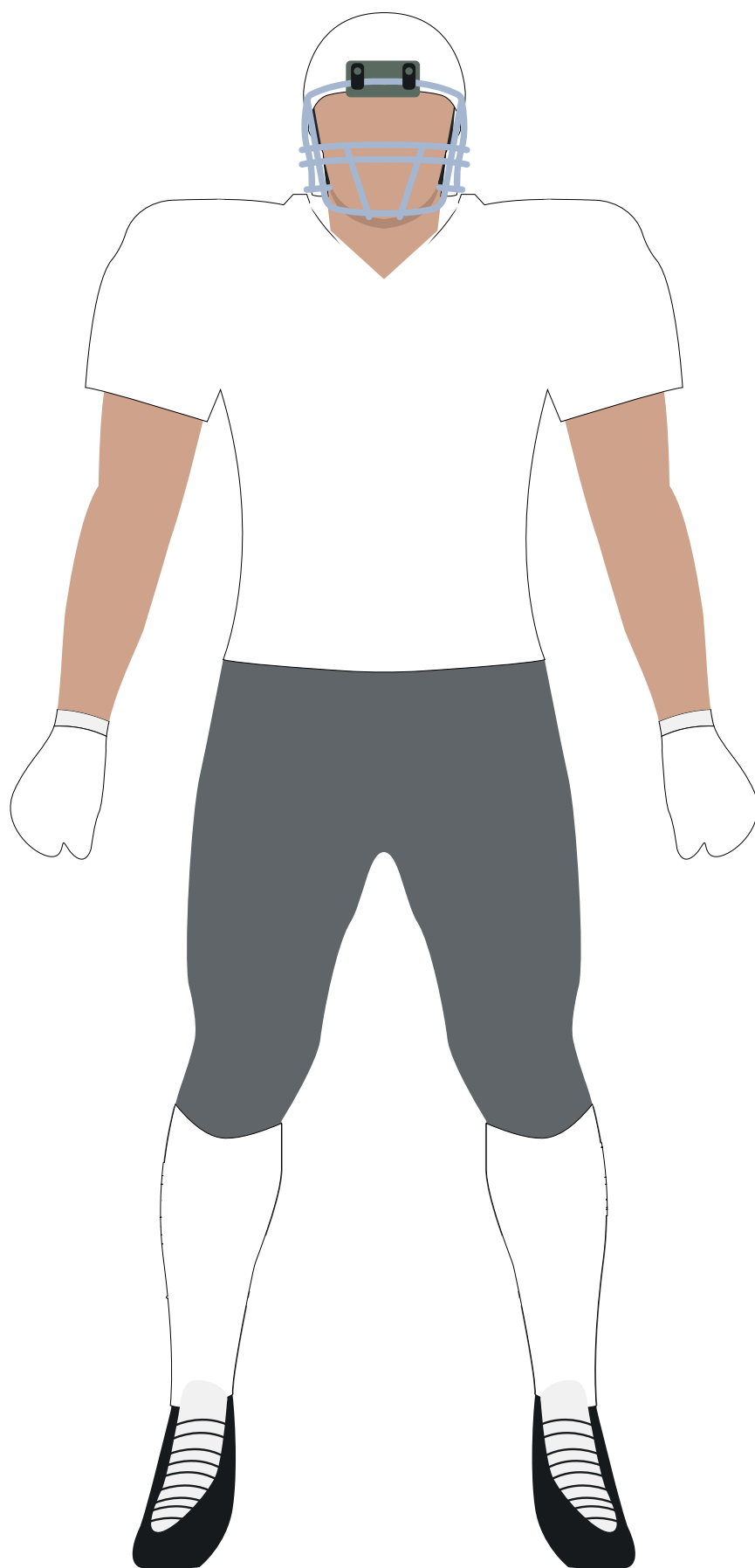














ADDITIONAL RESOURCES

1. The Ontario Curriculum, The Arts Grades 1-8, 2009
www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf
2. The Ontario Curriculum, Health & Physical Education Grades 1-8, 2015
www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf
3. The Ontario Curriculum, Language Grades 1-8, 2006
www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf
4. The Ontario Curriculum, Mathematics Grades 1-8, 2005
www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf
5. The Ontario Curriculum, Social Studies Grades 1-6 History & Geography Grades 7 & 8, 2013
www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf
6. The Ontario Curriculum, The Arts Grades 9 & 10, 2010
www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf
7. The Ontario Curriculum, Canadian & World Studies Grades 9 & 10, 2013
www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf
8. The Ontario Curriculum, English Grades 9 & 10, 2007
www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf
9. The Ontario Curriculum, Health & Physical Education Grades 9 -12, 2015
www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf
10. The Ontario Curriculum, Mathematics Grades 9 & 10, 2005
www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf
11. The Ontario Curriculum, Native Studies Grades 9 &10, 1999
www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies910curr.pdf
12. Ontario Ministry of Education, Aboriginal Perspectives- A Guide to the Teacher's Toolkit 2009
www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf
13. CFL Canadian Football League website: www.cfl.ca
14. Toronto Argonauts Football Club website: www.argonauts.ca
15. Toronto Argonauts Alumni Association: arggoalumni.com/
16. Grey Cup Festival website: www.greycupfestival.ca
17. Canadian Football Hall of Fame website: www.cfhof.ca
18. Argonaut History: www.argonauts.ca/year-by-year-history-part-1/
19. A Beginner's Guide to Canadian Football: www.gridironnewbrunswick.org/ftblintro.html
20. CFL Rules of the Game Explained: www.youtube.com/watch?v=gumZEVzE7I4

BOOKS:

1. The Grey Cup, A History. Graham Kelly. Johnson Gorman Publishers. 1999
2. Grey Cup Century. Michael Januska. Dundurn Publishers. 2012
3. 100 Grey Cups, This Is Our Game. Stephen Brunt. McClelland & Stewart Publishers. 2012
4. Double Blue, An Illustrated History of the Toronto Argonauts. Edited by Jim O'Leary & Wayne Parrish. ECW Press. 2007
5. Weigl Educational Publishers "Canadian Football Teams" series of books (2013): o B.C. Lions (ISBN 978-1-77071-445-8) o Calgary Stampeders (ISBN 978-1-77071-446-5) o Edmonton Eskimos (ISBN 978-1-77071-447-2) o Hamilton Tiger-Cats (ISBN 978-1-77071-448-9) o Montreal Alouettes (ISBN 978-1-77071-449-6) o Saskatchewan Roughriders (ISBN 978-1-77071-450-2) o Toronto Argonauts (ISBN 978-1-77071-451-9) o Winnipeg Blue Bombers (ISBN 978-1-77071-452-6)





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