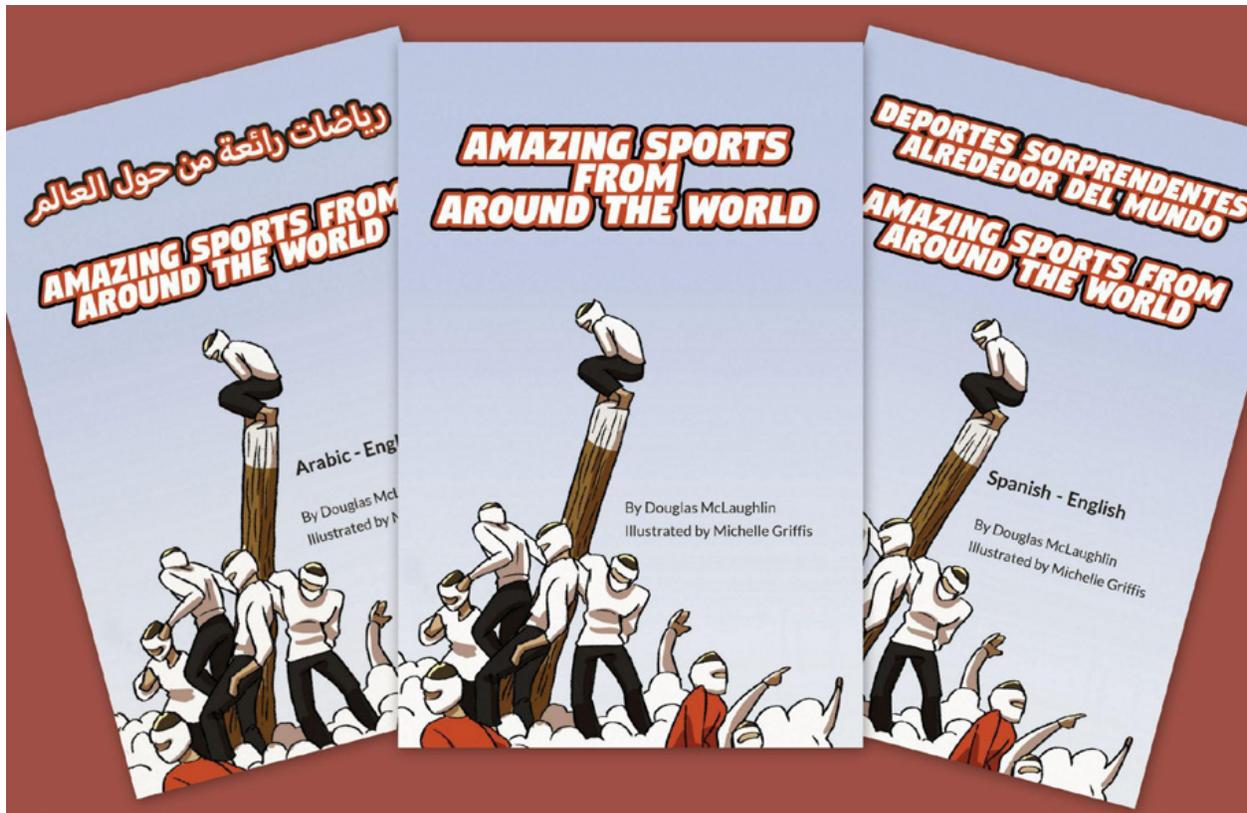


THEME: Sports Around the World



Goal: Recognize and celebrate diverse sports from around the world. Foster awareness of sports played in other cultures and areas of the world.

Book Used in Lesson:

Amazing Sports from Around the World written by Douglas McLaughlin and illustrated by Michelle Griffis

Snapshot of Lesson:

- Discussion of common elements of sports and creation of word web
- Vocabulary development activities
- Read-aloud of the story
- Make connections by answering literal, inferential, and evaluative questions
- Group work: research project or art/drama activity

Background Information & Discussion Points for Facilitator:

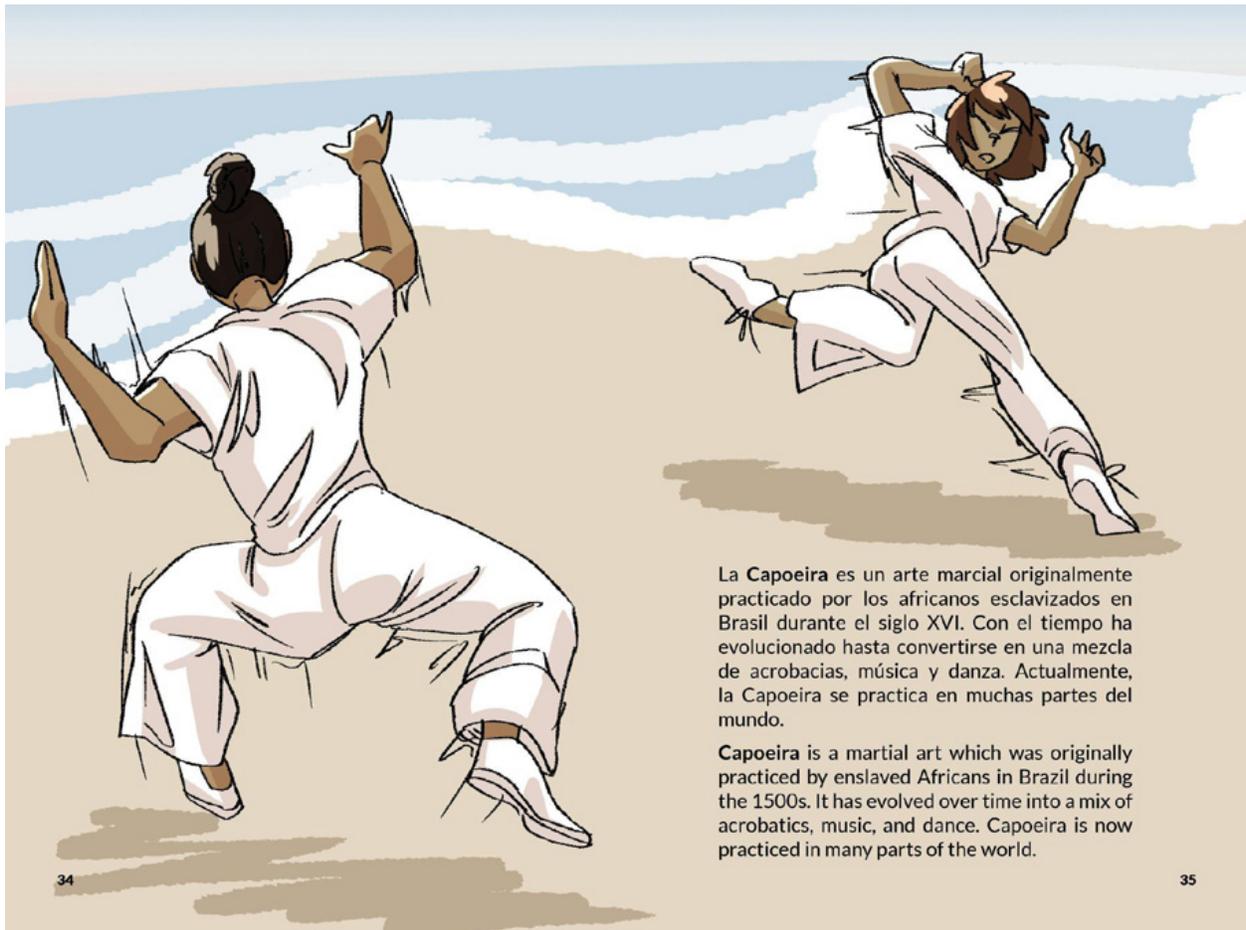
Amazing Sports from Around the World depicts culturally diverse sports from around the world. The book celebrates the ingenuity and uniqueness of different cultures and how they utilize their language, culture, and environment to create and play sports.

It may be interesting to show students the “Additional Resources” page after conducting the *Amazing Sports from Around the World* lesson (see Appendix B). This will provide the facilitator and students with more information about the sports depicted in the story and opportunities for students to conduct further research.

This lesson can be adapted based on the age group of your students. Depending on the reading ability of your students, you may choose to have your students read the book independently or in pairs.

Grade Level: 2nd-8th

Time Frame: 30-40 minute session



La **Capoeira** es un arte marcial originalmente practicado por los africanos esclavizados en Brasil durante el siglo XVI. Con el tiempo ha evolucionado hasta convertirse en una mezcla de acrobacias, música y danza. Actualmente, la Capoeira se practica en muchas partes del mundo.

Capoeira is a martial art which was originally practiced by enslaved Africans in Brazil during the 1500s. It has evolved over time into a mix of acrobatics, music, and dance. Capoeira is now practiced in many parts of the world.

Objectives:

Knowledge:

- Learn and identify elements of multicultural sports.
- Compare and contrast sports from around the world.
- Learn about the environments of different countries.

Skills:

- Discuss how different environments affect the sports that are played.
- Use language to explain and describe the different sports.
- Identify the main idea of the text.
- Compare sports depicted in the story to sports familiar to or played by the students.
- Enhance comprehension strategies using literal, inferential and evaluative questioning.

Attitudes:

- Appreciate different sports from around the world.
- Foster an understanding of how the environment that surrounds us affects our lives.

Essential Questions:

- What can you learn about a country or culture based on the sports that they play?
- How do sports bring people together?
- How does the environment, climate, or geography of a location affect the sports that are played?
- What common elements can you identify in different sports played around the world?

Materials and Resources:

- *Amazing Sports from Around the World* written by Douglas McLaughlin and illustrated by Michelle Griffis
- Vocabulary display
- Computers and materials for group work activity

Linkage and Integration Across Subject Areas:

- **Language Arts:** Vocabulary development, reading, using language to explain and describe, using language to formulate and answer questions.
- **Geography:** Locate countries depicted in the book on a map.
- **Science:** Study various climates and animals depicted in the book.
- **Math:** Practice conversion between units of measurement.
- **Art:** Analyze manga-inspired illustrations.

Vocabulary to be developed in this lesson:

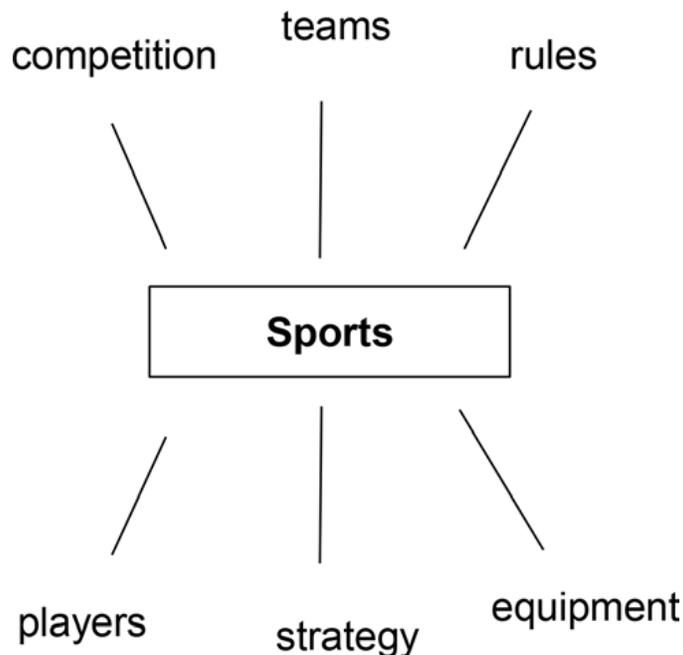
Acrobatics	Flexibility
Artistry	Speed
Competition	Stamina
Cooperation	Strategy
Coordination	Strength
Endurance	Technique
Enslaved	Variation
Equipment	

Procedure:

Introduction:

1. Elicit background knowledge by posing the question: What are some of your favorite sports to watch or play? As a whole group, identify commonalities between sports discussed and create a word web to help students understand that most sports have common elements.

Example:



Vocabulary Development:

2. Using the list of vocabulary words above, the facilitator should introduce the words to the students. The facilitator may choose to use a word wall, flashcards, an anchor chart, a visual display, or another method of their choosing. Note that certain elements of sports are listed as vocabulary words.
3. Using the illustrations from the text as a visual aid, the facilitator should show the students an image of the sport alongside the sport's name. This will help generate interest, as well as familiarize students with the terms before reading.
4. The facilitator might also take the opportunity to develop language skills by asking students to describe what they see in the image and develop pre-reading strategies by asking students to make predictions about the text.
5. The facilitator should keep sports vocabulary visible to students on a word wall or on the board, so that the facilitator can refer back to the terms throughout the lesson.

Reading:

6. Read the text, *Amazing Sports from Around the World*. The facilitator should be sure to show all of the illustrations to help students recall the vocabulary as the text is read.

7. During the reading of the story, engage students in making connections to their own experiences, including:
 - i. Sports they have played or watched
 - ii. Countries they have visited or are from
 - iii. Languages they speak or are familiar with

Discussion to Encourage Reflection and Response:

8. Once the story has been read, allow for a class discussion based on the story. The facilitator may use questions from the list below or add questions based on their knowledge of the children with whom they are working.

Literal Questions

(Readers use information directly from the text to answer this type of question. Facilitator may ask students to point to specific areas in the text to support their response.)

- i. What countries are included in the story?
- ii. How do various sports depicted in the book incorporate animals found in the natural environment?
- iii. Are there any sports that are played in the same country?
- iv. Have you heard of any of the sports mentioned in the book before?

Inferential Questions

(Reader must use the information in the text to deduce the answer. Facilitator may ask students to point to specific areas in the text to support their response.)

- i. What can you learn about a country or culture based on the sports they play?
- ii. What do the different sports have in common?
- iii. How does the climate and natural environment affect some of the sports played?
- iv. What similarities and differences do the sports have?
- v. What types of materials are needed to play each sport?
- vi. What do you notice about the natural environments shown in the book?

Evaluative Questions

(Reader uses their own knowledge to explore answers to this type of question.)

- i. Which sport from the book would you like to play most and why?
- ii. Why do people from different cultures play and enjoy sports?
- iii. How are sports universal?
- iv. Have you played any of the sports introduced in the book or sports that are similar?
- v. What similarities and differences do you notice between the sports in the book and sports that you have played or watched?
- vi. How might some of the sports shown be different if they were played in another setting?

Group Work Activity:

9. **Research Project (older students):** Split students into pairs or small groups and assign each group one of the sports from the story. Groups will complete independent research about their sport using the internet and the “Additional Resources” page (Appendix B). Groups will create a final product of their choosing - either a poster, slideshow, or brochure - that highlights important information about the sport and the culture. Projects should also include drawings and/or images from the internet. Projects should be shared and celebrated with the whole group.

10. **Art/Drama Activity (younger students):** Split students into pairs or small groups and assign each group one of the sports from the story. Groups will choose to create either a drawing or short drama that represents the sport. Final products should be shared and celebrated with the whole group.

Conclusion:

11. Facilitator should revisit the theme of sports and the word web created at the start of the lesson. Ask students to share why they think people from all over the world and from different cultures enjoy sports, even though the sports might look different. As a concluding question, ask students to share what they learned from the book and lesson.

Assessment:

- **Facilitator Observation:** Children’s engagement and interaction with the lesson, engagement in discussions, engagement with facilitator designed tasks.
- **Facilitator Questioning:** Higher and lower order questioning (i.e., literal, inferential, and evaluative questions).
- **Facilitator Designed Tasks:** Making predictions, vocabulary, group work activity, discussion.

Accommodations/Differentiation:

- **Differential modes of Representation:** Illustrations, flashcards, pictures/ photographs.
- **Differential Questioning:** Use of higher and lower order questioning (i.e., literal, inferential, and evaluative questions).
- **Differential Product/Response:** Written responses, oral responses, art responses.
 - i. Provide extra wait time and language scaffolds/supports for students who need them (e.g. showing pages from the book, sentence starters).

- ii. All students (but especially English language learners, or ELLs) will benefit from pictures accompanying the vocabulary to be learned in the story.
- iii. For ELLs, it may be helpful to allow the child to take home the dual language book either before or after the lesson. It can then be read at home in the home language before class engagement which will promote students' confidence in talking about the book in class. If possible, ask the parents to record the book being read in the home language. The book and recording can then be brought into school so that other students can see and hear some of the home languages spoken by their classmates, deepening their appreciation for language diversity. Note that the student can also use the QR code in the back of the book to listen to an English recording of the book before class to increase their familiarity with the English vocabulary.

Extension Activities:

- **Math:** There are many measurements listed in the book. Use the Language Lizard "Measurements Around the World" lesson to teach students about how other parts of the world would measure the items mentioned in the book and how we can convert between systems of measurement. [Click here](#) to access the "Measurements Around the World" lesson. Appendix A lists measurements and provides practice for measurements specifically listed in *Amazing Sports from Around the World*.
- **Art:** The illustrations in *Amazing Sports from Around the World* are in the manga style. This provides an opportunity for the group to do an art study of the history and qualities of manga illustration. The group could also study famous manga artists.
- **Geography:** Students can locate the different countries from the story on a globe and conduct further research about the culture, environment, people, and languages of the country.
- **Mythology:** The first page of the story depicts Atlas from Greek Mythology. Students can learn about the story of Atlas and look at other illustrations and sculptures depicting Atlas throughout history.
- **History:** Page 28 mentions Genghis Khan. The facilitator can use this page as a starting point to teach the group about Genghis Khan and the Mongol Empire.
- **Social Studies:** Using the festivals mentioned in the book as inspiration (Tunarama Festival, Scottish Highlands Games), students can research other types of festivals around the world.
- **Physical Activity:** Using sports from the story as inspiration, challenge students to invent their own sport in small groups and have them teach the rest of the class.
- **Writing:** Many elements of sports from the story are reliant on the physical environment where the sport is played. For example, Skijoring is played in the snow on skis and Elephant Polo utilizes a native animal to Asia, the elephant. Challenge students to imagine and write about how one of the sports would be played differently in their native country or another country of their choosing.

سيبكا تاكرو هي رياضة جماعية تشبه كثيرا الكرة الطائرة. ولكن، يسمح للاعبين ضرب الكرة بأقدامهم، وأرجلهم، وصدورهم، ورأسهم فقط. استخدام الأيدي ممنوع! يعود تاريخ سيبكا تاكرو، والتي تعني "ركل الكرة"، إلى القرن الخامس عشر في ماليزيا. واليوم، ازدادت شعبية هذه الرياضة لتشمل جميع أنحاء جنوب وجنوب شرق آسيا.

Sepak Takraw is a team sport that is a lot like volleyball. However, players are only allowed to hit the ball with their feet, legs, chest, and head. No hands are allowed! Sepak Takraw, which means "kick ball," dates back to 15th century Malaysia. Today, this sport is popular throughout southern and southeast Asia.



Appendix A - Part 1

Amazing Sports from Around the World Units of Measurement Practice

Conversions

1 foot \approx 0.3 meters

1 pound \approx 0.45 kilograms

1 mile \approx 1.6 kilometers

Caber Toss (pages 4-5)

A caber is 16 to 22 feet long.

About how many meters is that? _____

A caber weighs from 100 to 180 pounds.

About how many kilograms is that? _____

Tuna Toss (pages 10-11)

A tuna is tossed 121 feet.

About how many meters is that? _____

A tuna can weigh 20 pounds.

About how many kilograms is that? _____

Ostrich Racing (pages 32-33)

An ostrich can be 9 feet tall .

About how many meters is that? _____

An ostrich weighs 200 pounds.

About how many kilograms is that? _____

An ostrich runs 43 miles per hour.

About how many kilometers per hour is that? _____

Free climbing (pages 36-37)

El Capitan is 3,000 feet tall.

About how many meters is that? _____

Appendix A - Part 2

Amazing Sports from Around the World Units of Measurement Answers*

**The answers below are approximations using the conversions provided on the previous page.*

Caber Toss (pages 4-5)

A caber is 16 to 22 feet long.

About how many meters is that? 4.8 - 6.6 meters

A caber weighs from 100 to 180 pounds.

About how many kilograms is that? 45 - 81 kilograms

Tuna Toss (pages 10-11)

A tuna is tossed 121 feet.

About how many meters is that? 36.3 meters

A tuna can weigh 20 pounds.

About how many kilograms is that? 9 kilograms

Ostrich Racing (pages 32-33)

An ostrich can be 9 feet tall .

About how many meters is that? 2.7 meters

An ostrich weighs 200 pounds.

About how many kilograms is that? 90 kilograms

An ostrich runs 43 miles per hour.

About how many kilometers per hour is that? 68.8 kilometers per hour

Free climbing (pages 36-37)

El Capitan is 3,000 feet tall.

About how many meters is that? 900 meters

Appendix B

Here is some more information about the sports listed in *Amazing from Sports Around the World*

Note: The links below provide sites where you can find more information about the sports listed; they were relevant sites at the time of publication of this lesson. You can find more information, as well as some exciting videos, by searching online.

Bokh (Mongolia)

(bökh)

Mongolian wrestling - Wikipedia

Mongolian wrestling, known as Bökh (Mongolian script: ᠪᠣᠬᠠ; Mongolian Cyrillic: Бөх or Үндэсний бөх)

Bokh is a traditional form of Mongolian wrestling that dates from the 13th century. Participants aim to maintain their standing position while toppling and/or forcing their opponent to the ground. This signifies the end of the match. Sportsmanship is a foundation of the sport, and opponents are expected to maintain courtesy and consideration in competition.

Traditionalsports.org

Worldnomadgames.com

Eternal-landscapes.co.uk

Bo-taoshi (Japan)

pronunciation in Japanese characters

Bo-taoshi (棒倒し)

Pronounced in a video <https://youtu.be/ATr61bUTUQo>

Bo-taoshi is a Japanese sport played by notably large teams. It is essentially a variation on Capture the Flag, played on a sizable scale. Two teams of approximately 75 players compete to defend (or seize) a pole set at a designated height. Matches are typically short (2 minutes), and group coordination and strategic planning are essential for success. Bo-taoshi is a tradition of Japanese cadets and students in military and educational settings.

Traditionalsports.org

Treehuggers.com

Culturetrip.com

Caber Toss (Scotland)

(key-ber taws)

Caber Toss is a traditional Scottish sporting event. It is one of the most recognizable aspects of Scottish culture, and is one of the centerpiece events of the annual Scottish Highland Games. In competition, participants lift, handle, transport and toss a large pole (caber) in an end-for-end manner across an open outdoor setting. Since competitors are judged on the fluidity of their tosses, technique is as important to success as physical strength.

Topendsports.com

Barbend.com

Theculturetrip.com

Thetartankilt.com

Capoeira (Brazil)

(ka'-pwejre)

Capoeira is a discipline of African origin that saw significant development and interest in Brazil. Its presence there dates to the 17th century, and it has evolved over time into a fusion of martial arts, acrobatics, and traditional African dance. Capoeira's diverse elements have inspired students from around the world to learn and continue its tradition.

Traditionalsports.org

Topendsports.com

Fightingreport.com

Elephant polo (Nepal)

Elephant polo is a variation of traditional polo, one of the oldest team and field sports. Typically played on horseback, elephant polo follows the same rules but allows for two players to each elephant. In addition, the play area is 3/4 the length of a standard polo pitch. Elephant polo is very popular in Nepal, India, and Thailand, among other Asian countries.

Elephantpolo.com

Topendsports.com

Learnthaiwithmod.com

Peaklife.in

Free Climbing (Alpine)

Free Climbing is an extreme variation on traditional rock climbing. In this case, the climber navigates a series of pitches without the use of climbing equipment to aid their progress. Items such as anchors, ropes, and clips are utilized and allowed only after the pitch has been climbed, and to allow for rest and refueling. Grip strength, balance, and hand-foot coordination are vital to free climbing success.

Liveabout.com

Climbernews.com

Timeoutdoors.com
Gripped.com
Theatlantic.com

Jai Alai (Latin America)

Wikipedia shows two pronunciations for this one.

Jai alai (/ˈhɑː.ələɪ/: [ˈxai aˈlai]

Jai Alai is a handball game predominantly played in Spain and South America, as well the Philippines and Florida. The sport, which translates from the Basque as “merry festival,” is played on an indoor court similar to that of racquetball, and involves players volleying the ball (pelota) against the wall with the aid of a wicker hand device (cesta). Notably, due to the design of the Jai Alai court, all players must play right-handed. Jai Alai continues to be played on the professional and amateur levels throughout the world.

Topendsports.com
Artofmanliness.com
Jai-Alai.info
Basquetribune.com

Kho Kho (India)

(khō-khō)

Kho Kho is a team sport of Indian origin that is reminiscent of tag. 12 player teams engage in timed rounds of tagging and defending on a rectangular playing area. Kho Kho requires no equipment, and it rewards speed, agility, and strategy. The International Kho Kho Federation is one of several organizations to oversee worldwide competition and events.

Traditionalsports.org
Topendsports.com
Buzztribe.news
Shutterstock.com

Nzango (Congo)

Pronounced in this video <https://youtu.be/GpSOGnz8Mlw>

Nzango is a traditional African team sport played primarily by women. Two teams in lined formations face off in athletic competition without physical interaction. Opponents engage in competitive choreography, plyometrics, and gymnastics against a rhythmic foundation of handclaps and foot stomps to score the most points. Even in competition, Nzango is an expression of joy and celebration.

Traditionalsports.org
Bangkokpost.com
Makeheritagefun.com

Ostrich Racing (South Africa)

Ostrich Racing is a sport where participants compete in a fashion similar to horse racing. Ostrich size allows for jockeys to ride them, and the usage of reins and wagons can contribute to considerable speed in competition. It is quite popular in South Africa, as well as parts of the United States including Florida and Arizona.

Topendsports.com

Theindependent.com

Paulickreport.com

Parkour (France)

Parkour Definition & Meaning - Merriam-Webster

par·kour | \ pär-'kür , 'pär-,kür \

Parkour is a sport and discipline that has seen worldwide interest and popularity for the past two decades. Participants, known as traceurs, transport themselves through environments of varying levels, designs, and configurations, utilizing only body movements such as running, jumping, vaulting, and plyometrics among others. Deriving mainly from French military training and innovations, parkour promotes athleticism, balance, and optimal fitness, as well as creativity, critical thinking and adaptation. Worldwide, teams of traceurs participate in gatherings called jams to promote exchange of ideas and techniques to further develop the sport.

Topendsports.com

Parkour.com

Wonderopolis.org

Bioneer.com

Mpora.com

Pilolo (Ghana)

(pi-lo-lo)

Pronounced in this video https://youtu.be/RslQ_Wlg3h4

Pilolo is a sport from Ghana that is played primarily by children. Its name translates as “time to search for.” Indeed, the game has characteristics of Hide and Seek and scavenger hunts. Teams of at least 4, consisting of leaders, timekeepers, and searchers, collaborate to find and accumulate hidden objects in a set time period. It is a fun game of skill and observation for children.

Gameskidsplay.net

Ghanaweb.com

Quidditch (England)

(kwi-dich)

Quidditch, a game made famous in the Harry Potter book and film series, has emerged as a popular sport worldwide. Described as “basketball on broomsticks with six hoops,” Quidditch teams compete to score the most points by pitching the game ball (quaffle)

through a series of hoops of different sizes and heights. The International Quidditch Association (IQA) is the governing body for worldwide competition.

Rulesofsport.com

Livewire.psu.edu

The-peak.ca

Sepak Takraw (Southeast Asia)

(seh-puhk tuh-kraa)

According to this, the name of this sport comes from two different languages.

Sepak takraw - Wikipedia

Etymology

The word sepak is Malay (Jawi: **قوس**) for kick while the word takraw is of Thai (Thai: **ตะกร้อ**) origin that can be translated as muzzle or woven rattan ball. "Sepak Takraw" quite literally means "to kick a rattan ball". The choosing of this name for the sport was essentially a compromise between Malaysia and Thailand in Kuala Lumpur in 1960.

The sport is also known locally as "Sepak Raga Jaring" in Malaysia, where the term "Jaring" meaning net in Malay was added to the traditional "Sepak Raga" game when it was created by Hamid Mydin in Penang in 1945. In Thailand, it is simply known as its original name of "Takraw". Internationally, only the term "Sepak Takraw" is being used to refer to the modern sport of Sepak Takraw.

Here is a video where someone is pronouncing the name of the sport.

<https://youtu.be/Fkli8ofBkbc>

Sepak Takraw is a team sport very similar to volleyball. Players hit the ball with their feet, legs, chest, and head. No hands are allowed! Sepak Takraw, which means "kick ball" in Malay, dates back to 15th century Malaysia and is popular today in southern and southeast Asia.

Rulesofsport.com

Topendsports.com

Sepaktakraw.org

TheAtlantic.com

Thejakartapost.com

Skijoring (Norway)

Skijoring Definition & Meaning - Merriam-Webster

ski-jor-ing | \ 'skē-jōr-īŋ

Skijoring is a Scandinavian winter sport. Participants race on skis that are transported and controlled by horse, dog packs, or motorized vehicle. The Skijoring cross country race course incorporates multiple obstacles, ramps, and dips for the racers to navigate. Events are held throughout Norway, Sweden, Russia, and Canada.

Yoursoutdoors.ca

Traditionalsports.org

Rover.com

Tuna Toss (Australia)

Tuna Toss is the centerpiece of the annual TunaRama festival in Port Lincoln, Australia. It is a competition that originated there in the late 1970s. Participants compete to throw the fish the farthest distance, and frozen undersized tuna are typically used. The current record is held by Sean Carlin, who threw a distance of 121 feet.

Topendsports.com
Tasteatlas.com
Sportsoutsidethebox.Wordpress.com
Jobbiecrew.com

Xikunahati (South America)

(Zee-ku-na- REE-tee)

Xikunahati is an indigenous sport with similarities to soccer. Participants play on all fours and transport the game ball primarily with their head. Popularity of the sport is significant in Brazil where it is also known as hiara. It is a prominent part of the annual World Indigenous Games.

UNESCO.Org

Yukigassen (Japan)

Yukigassen (雪合戦)

Yukigassen is a Japanese winter sport that could be considered as competitive snowballing. (It translates as “snow battle”.) Two teams of 7 players compete to attain the most snowball hits. A set number of 90 snowballs are made in advance of competition. Tournaments have taken place throughout Japan, as well as Finland, Canada, and Alaska.

Traditionalsports.org
Shouldersofgiants.com
Yukigassen.intl.com
Atlasobscura.com
Theguardian.com
Sportcenter625.Wordpress.com