

Grade 4

Health Objective 2.07

Identify personal protection equipment needed for sports and recreational activities.

Math 4.01

Collect organize, analyze display data (including graphs and bar graphs to solve problems.

Materials Needed:

4 white T-shirts
4 bicycle helmets
4 knee pads
4 elbow pads
4 wrist guards
Slips of paper with name of equipment and picture on them
Dry-erase board or chalkboard
Dry-erase marker or chalk
Pencils
Paper
Rulers (to make bar graphs straight)
Poster paper for commercial ads
Markers for ads
Tape

Focus:

[Consider doing this activity outside.] There are a few preparations required for this focus activity. The desks should be moved out of the way prior to teaching, so students can run to each end of the classroom safely. There should be four piles of equipment at the end of the classroom. Two piles of equipment should be close together and away from the other two piles. Two of the piles should each have a helmet and a white T-shirt in it. The other two piles should each have a white T-shirt, a helmet, two knee pads, two elbow pads and two wrist guards.

Explain the relay race to the students. Students will be divided into two teams and in a line behind one another in the back of the classroom. When the race begins, one person from each team should run down to one pile of equipment. Then, put the equipment on, take it off and run back and tag the next students in the line. Every person on the team has to put on the first pile of equipment before moving on to the second pile of equipment. Once everyone on the team has put on both piles of equipment, everyone on that team should sit down in the back of the room. The first team to have everyone sitting down on the floor wins.

Teacher Input:

Discuss with the students the purpose of each of the pieces of equipment and how that equipment is used. Explain to the students that knee pads, elbow pads, and wrist guards should be worn to go in-line skating and skateboarding. Explain also that helmets should be worn while bike riding, in-line skating, and skateboarding. Explain the importance of proper fit for equipment to protect effectively. It would be effective to show a helmet the correct size and one too large so students better understand the concept of correct fit.

Brainstorm with students other sports that require protective equipment (football, baseball, or hockey) and why that equipment is important for protection.

Practice & Assessment:

Create slips of paper with the names of different types of protective equipment on them. Draw three columns on the board. Label one column **Bike Riding**, another column **Skateboarding and In-line skating** and the third column **Both**.

Pass out tape and equipment slips of paper to each student. Ask students to go to the board and tape the slip of paper to the board in the appropriate column.

Class Survey:

Survey the class to see how many people wear helmets while bike riding, in-line skating and skateboarding. Survey the class to see how many people wear kneepads, elbow pads, and wrist guards while skateboarding and in-line skating. Help students create a bar graph of their results.

Second class survey:

(Prior to the activity ask other teachers if they will allow the students to survey their class.) Place students into groups of four. Assign each group another classroom that they will be going to visit to survey the class. Then, have the student survey the other class to find out how many people wear helmets while bike riding and in-line skating and how many students wear knee pads, elbow pads and wrist guards while skateboarding and in-line skating. Students will create a second bar graph and compare it with their own class.

While still in their groups ask each group to create a commercial, or public service announcement about any sport they choose and the equipment necessary to participate safely in that activity.