

Unit	Character Focus	Lesson	Brain Challenge Focus	Lesson	Body Challenge Focus	
1	Ambition	1	Gov. Pat Quinn/Active Transportation	Making Connections	1 Team Building Challenges	
		2	Philip Petit	Character Motivation	2 Balance	
		3	Muhamad Ali	Summarizing	3	Kick Boxing/Bike & Ped Safety
		4	Muhamad Ali	Writing Poetry	4	Kick Boxing
		5	Muhamad Ali	Sequencing	5	Kick Boxing
		6	Challenge By Choice	Literacy Exploration	6	Stations: Balance and Control
2	Citizenship	7	Bike/Ped Safety	Classifying and Categorizing	7	Bike/Ped Safety and Basketball
		8	Phil Jackson	Listening and Speaking	8	Basketball
		9	Anfernee Hardaway	Making Connections	9	Basketball
		10	The Pistons	Summarizing	10	Basketball and Football
		11	Tiki and Ronde Barber	Author's Purpose	11	Football
		12	Challenge By Choice	Literacy Exploration	12	Stations: Agility and Muscular Strength
3	Determination	13	Bike/Ped Safety	Communicating Instructions	13	Bike/Ped Safety
		14	Roger Banister	Creative Writing	14	Record Breaking
		15	Wilma Rudolph	Character Motivation	15	Running
		16	Wilma Rudolph	Parts of Speech	16	Relays
		17	Wilma Rudolph	Sequencing	17	Track and Field Events
		18	Challenge By Choice	Literacy Exploration	18	Stations: Endurance
4	Discipline	19	Jose Limon	Figurative Language	19	Dance
		20	Clayton Peg Leg Bates	Letter Writing	20	Dance
		21	Twyla Tharp	Writing Poetry	21	Dance
		22	Bike/Ped Safety	Asking Questions	22	Dance
		23	Discipline in Nutrition	Following Directions	23	Fun and Fit Celebration and Performance!
		24	Challenge By Choice	Literacy Exploration	24	Stations: Flexibility and Agility
5	Perseverance	25	Major Taylor	Making Predictions	25	Bike/Ped Safety
		26	Major Taylor/Bike & Ped Safety	Making Predictions	26	Bike/Ped Safety
		27	Roberto Clemente	Literary Elements- Setting	27	Kickball
		28	Hank Aaron	Friendly Letter	28	Kickball
		29	Sandy Kofax	Fact and Opinion	29	Kickball
		30	Challenge By Choice	Literacy Exploration	30	Stations: Coordination
6	Courage	31	Bike/Ped Safety	Outside Inside Poetry	31	Bike/Ped Safety
		32	Cincinnati TOP Soccer	Fluency	32	Soccer
		33	Obed Garcia	Cause and Effect	33	Soccer
		34	Erick Weihenmayer	Plot Structure	34	Limitation Challenges
		35	Special Olympics	Summarizing	35	Character Olympics
		36	Challenge By Choice	Literacy Exploration	36	Character Olympics
7	Citizenship	37	Program Review	Activate Prior Knowledge	37	Fortune Cookie Day
		38	Wrap Up Projects	Activate Prior Knowledge	38	Fortune Cookie Day
		39	Presentation Rehearsal	Public Speaking	39	Fortune Cookie Day
		40	Fun and Fit Celebration!	Directions	40	Fun and Fit Celebration!



Breakfast of Champions

STANDARDS AND OBJECTIVES

Learning Objectives:

- ✓ Students will be able to summarize the biography of Wilma Rudolph.
- ✓ Students will be able to identify characteristics of Wilma Rudolph.
- ✓ Students will be able to identify verbs and adjectives as parts of speech.

Illinois Learning Standards Addressed:

Language Arts Goal	Standard
Reading	1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
Reading	1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
Reading	1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).
Writing	3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.

REQUIRED MATERIALS

Book: Wilma Unlimited by Kathleen Krull, or the alternate reproducible reading, *The Fastest Woman in the World*, and corresponding Teacher's Edition (text can be found in the Brain Challenge Reading Packet)

One blank piece of paper; 11" x 14"

Crayons, colored pencils or markers

2 pieces of chart paper labeled Verbs and Adjectives

Masking tape

Scissors

Glue

Cereal Box Template; 1 per student (reproducible)

Optional: A box of Wheaties for students to see the box and taste the cereal

Optional: Sample project showing a finished Athlete Cereal Box

LESSON ELEMENTS

Vocabulary:



Polio: A contagious disease that attacks the spinal cord and muscles throughout the body and can cause permanent damage, paralysis and even death.

Crippled: Unable to walk because of an illness or injury.

Ceremony: A formal event to honor someone or something.

Verb: An action word.

Adjective: The part of speech used to describe a noun or a pronoun.

Character Focus: Determination

Character Definition: Not giving up easily when working toward a goal.

Character Connection: Wilma was determined to play outside, walk and run without her leg braces.

Text Summary: Wilma Rudolph was told that she would never be able to walk again, but through her determination, she eventually won three Olympic gold medals in running and was honored as the fastest woman in the world.

Literacy Focus: Parts of speech



Community and Character Brain Warm-Up (10 minutes)**Group Draw****SET-UP**

- ✓ Give one person the large blank piece of paper.
- ✓ Give every student a different-colored marker.
- ✓ Ask students to sit in a circle.

FRAME THE ACTIVITY

Today's Community and Character Brain Warm-Up is called Group Draw.

EXPLAIN THE ACTIVITY

The person who has the paper will start by making a squiggle or line on the paper, and then passing the paper to the person on his/her right. That person may turn the paper in any direction and add one more line, squiggle or shape. Each person will add one more line, squiggle or shape. Your goal as a group is to create a picture of something. Don't tell your neighbors what you're trying to draw – let them use their own creativity.

Once everyone has had a turn, ask the group to come up with a title for the picture. Then ask these questions for a short reflection:

- Q: *How did you work together as a group to complete the picture?*
- Q: *Is everyone in the group happy with the picture that was created? Why or why not?*
- Q: *Was it harder to make the picture or to come up with a title? Why?*
- Q: *Is it easier to do things by yourself or with others?*
- Q: *Why is it important to be able to work with others?*

Step-by-Step Procedures (40 minutes total)**Literacy Lesson** (15 minutes)**Pre-Reading**

I am going to read the Wilma Rudolph story to you once more. This time, I am going to read it more quickly so that we have time for our response activity.

Display the two pieces of chart paper labeled Nouns and Adjectives.

Refer to the chart paper.

- Q: *Will someone please remind us what a verb is?*
- A: A verb is an action word. Write this on the chart paper under Verb.



Q: *Good. What about an adjective?*

A: An adjective is a word that describes a noun, which can be a person, a place, a thing or an idea. Write this on the chart paper under Adjective.

As I read, notice how the author expresses ideas about Wilma in the text. When you hear a verb, or an action word, that describes something Wilma does in the story, raise your hand to share what you have noticed, and I will write it on our list.

Similarly, when you hear an adjective that describes Wilma, raise your hand to share so that we can record it. You will use these lists as resources for your response activity later today.

Exploring the Text

Read the story straight through. When students raise their hand to report verbs or adjectives, write them on the chart paper. When you are finished, tape the two charts to the wall or board at the front of the room.

Goal Discussion

None

Response Activity (25 minutes)

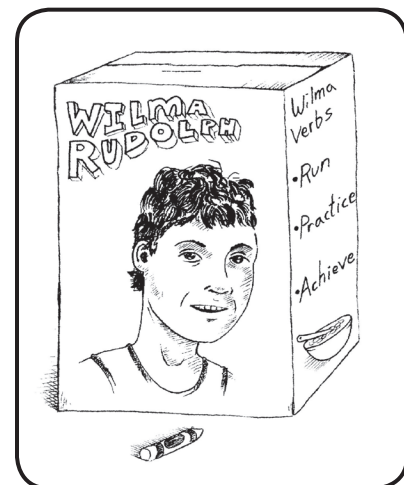
Have any of you ever eaten the breakfast cereal, Wheaties?

Wheaties advertises itself as the “Breakfast of Champions.” Over the years, Wheaties has featured photographs of many champions on the fronts of their cereal boxes.

Wheaties never honored Wilma Rudolph by putting her picture on a cereal box, but she certainly was a great champion. So we are going to create our own Wilma Rudolph cereal boxes to honor her.

Show students the cereal box template and your sample cereal box, if you have created one. Show students how to cut out the box template, fold it to make creases, and decorate the sides and ends. Direct students to include the following on their boxes:

- On the front, a picture of Wilma Rudolph
- On the back, a sentence that begins “Wilma Rudolph showed determination by...”
- On one side, three adjectives that describe Wilma Rudolph
- On the other side, three verbs that Wilma Rudolph performs in the story



Encourage students to use verbs and adjectives listed on the two charts.

Students can glue the box closed so that it stands by itself.

Brain Cool-down/Check for Understanding (10 minutes)

Concentric Circles – Wilma Rudolph

SET-UP

- ✓ Divide students into two equal groups.
- ✓ Ask them to stand in two concentric circles facing each other.

Everyone in the outer circle should be facing a partner on the inner circle. You may need to participate to make sure everyone has a partner.

Ask the following questions. After giving time to discuss each question, allow one or two people to share before rotating the outer circle.

Q: *What made Wilma keep trying to walk even when it was painful?*

Q: *Are there things you can do now that were hard for you at first?*

Q: *Why did kids at school make fun of Wilma's leg brace? How do you think Wilma felt? How would you feel if someone made fun of you?*

Q: *How do you think Wilma felt when she walked in church for the first time without a brace?*

Q: *Why did Wilma and her mother mail the brace back to the hospital?*

Q: *How did Wilma's mother help her daughter succeed?*

Q: *Wilma won the 100-meter dash, the 200-meter dash, and the 400-meter relay at the 1960 Olympic Games in Rome. Do you know any other Olympic events?*

TRANSITION IDEA

Parts of Speech Parade

This parade will focus on adjectives. As you lead the line, point to different objects, then ask students in the line to share an adjective that describes each object.



EXTENDING THE LESSON

Wheaties Through History

Challenge students to explore the history of athletes featured on the Wheaties box. See resource below.

ADDITIONAL RESOURCES LIST

ONLINE

A student writes about why Wilma Rudolph is her hero.

<http://myhero.com/go/hero.asp?hero=wilmaRudolph>

PBS's Read-Aloud Book Club featured Wilma Unlimited. For more ideas to explore the book, visit the PBS website.

http://www.pbs.org/parents/bookfinder/bookclub/PKGO_bc04_wilma.pdf

This is a nearly complete list of all the athletes who have appeared on the Wheaties box over the years.

http://en.wikipedia.org/wiki/List_of_athletes_on_Wheaties_boxes

PRINT

The Capstone Graphic Biographies series inspires, entertains and informs readers about individuals who have made significant contributions to society.

Engfer, Lee, Martin and Cynthia. Wilma Rudolph: Olympic Track Star. Capstone Press, 2006.

Look in this book for more ideas like the cereal box activity.

Botka, Gwen, Catherine Hiatt, Jennifer Richmond, and Doug Wolven. More Alternatives to Worksheets. Creative Teaching Press, 1994.

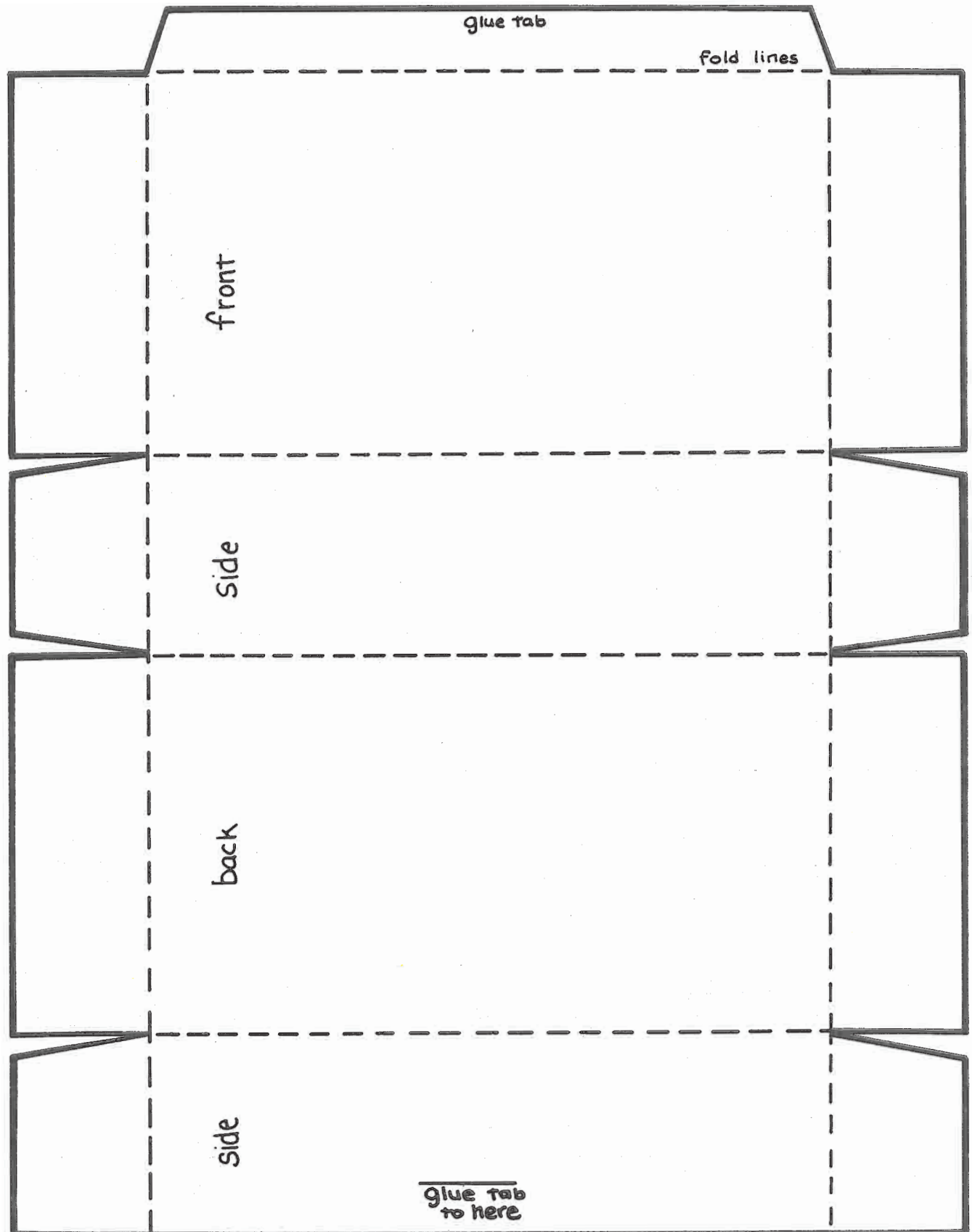
If you liked Group Draw, find 106 more interactive games and activities in this book.

Jones, Alanna. Team-Building Activities for Every Group. Rec Room Publishing, 1999.



Cereal Box Pattern

Write or draw on the sides of the box pattern. Cut out the pattern. Fold on the dotted lines. Glue the sides together.





Determination as a Team

STANDARDS AND OBJECTIVES

Learning Objectives:

- ✓ Students will be able to make healthy choices about exercising their bodies.
- ✓ Students will be able to recognize the difference in the way their bodies work while doing aerobic and anaerobic exercise.
- ✓ Students will be able to demonstrate teamwork skills while working towards a common goal.

Illinois Learning Standards Addressed:

Physical Development and Health Goal	Standard
Physical Fitness	20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.
Physical Fitness	20.B.1 Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).
Team Building	21.A.1a Follow directions and class procedures while participating in physical activities.
Team Building	21.B.1 Work cooperatively with another to accomplish an assigned task.
Communications and Decision Making	24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).
Communications and Decision Making	24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).

REQUIRED MATERIALS

Fortune Cookie container

Fortune Cookie card

Pen, pencil or marker

4-5 batons or other objects to pass

20 poly spots, or paper plates or pieces of construction paper; 1 per student plus one extra for each team

20 cones

LESSON ELEMENTS

Vocabulary:



Relay: A race in which each team member completes part of the course and is then followed by another who does the same.

Character Focus: Determination

Character Connection: Students will demonstrate determination by working together as a team to accomplish a common task.

Activity Summary: Students will participate in a number of relay races to practice working as a team.

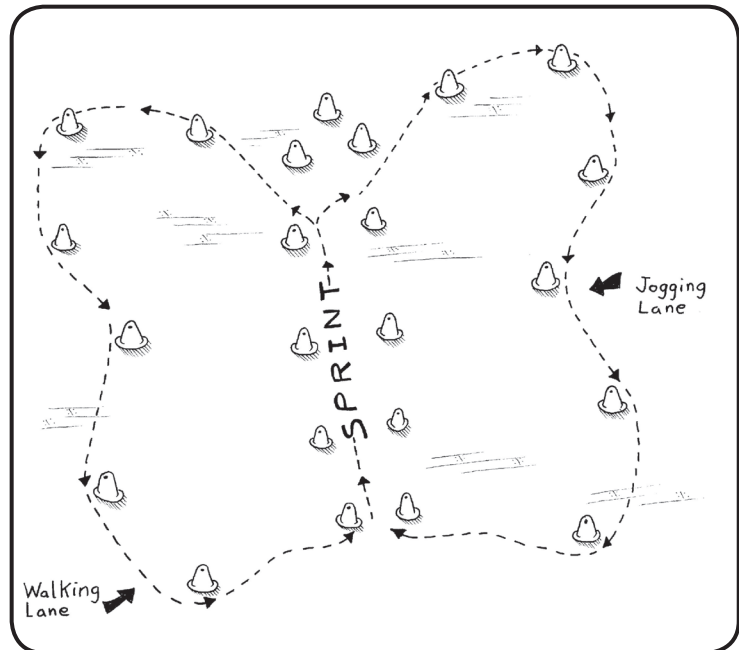


Body Warm-Up (10 minutes)**Butterfly Run****SET-UP**

- ✓ Make butterfly outline on the floor or ground using cones to create a center lane and two wings, as shown.
- ✓ Put a sign at the head of the butterfly with arrows that point to the left and say "Jogging Lane" and arrows that point to the right that say "Walking Lane."

FRAME THE ACTIVITY

We are going to warm-up our bodies today with an activity called the Butterfly Run. It is called the Butterfly Run because from above, the path that we are using looks like a butterfly.



Point out the body and the wings.

EXPLAIN THE ACTIVITY

You will begin at the head of the butterfly. You can choose to go either direction. If you choose to go to the right, you will jog around the outline of the wing. If you choose to go to the left, then you will walk around the outline of the wing. No matter which way you chose to go, when you get down to the bottom of the butterfly, you will sprint as fast as you can up the Butterfly Sprinting Lane. When you are back at the head, you can decide again which direction you would like to go. Since you are making your own choices in the activity, it is important to stay focused on following the directions.

See how many times you can sprint up the Sprinting Lane!

Begin the activity. Leave a few moments for discussion at the end of the warm-up.

Last session, we discussed the difference between aerobic and anaerobic activity. Which part of the butterfly was anaerobic, using a short burst of energy?

Answer: The Butterfly Sprinting Lane

Good. Which parts of the butterfly provided an aerobic activity that helped oxygen to get to all the parts of your body?

Answer: The walking and jogging lanes

What are some differences that you noticed about your body after the sprinting? The jogging? The walking?

Answers will vary.

VOTE

Should Butterfly Run be put in our Fortune Cookie so that we might play it again?

If a majority of students vote for it, write Butterfly Run on a Fortune Cookie card and store it in the Fortune Cookie container.

Stretching Warm-Up (5 minutes)

Our Team Captain today is _____ and he/she will help to lead our stretching today.

With the Team Captain, lead students through stretching sequence (appendix A).

Step-by-Step Procedures (35 minutes total)

Activity 1: **The Standard Relay** (12 minutes)

SET-UP

- ✓ Divide students into groups of four or five.
- ✓ Place a line of starting cones – one for each group – along one end of the gym. Place a line of goal cones directly opposite along the halfway line.
- ✓ Place one baton or object next to each starting cone.
- ✓ Have paper plates ready to be passed out to every group.

FRAME THE ACTIVITY

Wilma Rudolph's last race at the 1960 Olympics in Rome was the 400-meter relay. A relay is a race in which each team member completes part of the course and is then followed by another who does the same. In the 400-meter relay, four teammates each run 100 meters, totaling 400. Sometimes this is called the "four by one."

Today, you will have three different relay race challenges. While you are working with your team to reach the team goal and complete the challenge, I want you to focus on being positive team members. That means waiting patiently for your turn and using positive language to encourage one another.



EXPLAIN THE ACTIVITY

Divide students into teams of four or five and ask them to line up behind the starting cones.

When we start, the first person in your group will pick up the baton and run to the goal cone and back. When you get back to the cone, you will hand the baton to the next person in line and go to the end of the line.

When you receive the baton, run as fast as you can to the goal cone and back. Then hand the baton to the next person. Keep on running back and forth to the goal for three minutes, until I tell you to stop. Then add up the number of trips your relay team made to the goal and back.

When I shout "Go!" we'll run the relay race for another three minutes. Let's see if you all can break your team records!

Begin the relay. After three minutes, call "Stop!" and ask each team to report how many times they got to the goal cone and back. Then shout "Go!" and give them three more minutes to attempt to break their previous records.

Activity 2: The 40 Ways to Get There Relay (12 minutes)**SET-UP**

- ✓ Use the cone set-up from the previous activity.
- ✓ Shuffle the teams. Ask each team to count off. Then the "ones" from each team will go to the first cone, the "twos" to the second cone, and so on.

FRAME THE ACTIVITY

This is called the 40 Ways to Get There Relay.

EXPLAIN THE ACTIVITY

The goal in this race is the same as it was in the last one – to get to the goal cone and back, and pass the baton to the next person in line. But this time, everyone has to figure out a different way to get to the cone and back. No two people on your team may travel the same way. So if the first person in your line skips to the cone and back, nobody else can skip. You each need to come up with your own individual ways to move.

What are some ideas you have to get yourself from this cone to the goal and back?

Possible answers include running, running backward, doing somersaults, skipping, crawling, hopping on one foot, galloping.

Just like last time, you will pick up the baton, go to the goal cone, come back and pass the baton to the next person, then go to the end of the line. Keep on taking turns and finding new ways to travel. After four minutes, your team will

add up how many trips you made to the goal cone and back. Then, we'll take a moment together to talk about the slowest, fastest, hardest, silliest and most fun ways that you came up with to get to the goal.

Begin the relay. After about four minutes, call "Stop!" and give students time to share the different locomotor ideas they used. Then start another round. Challenge them to find even more ways to get to the goal and back.

Activity 3: **Stepping Stone Relay Race** (11 minutes)

SET-UP

- ✓ Use the cone set-up from the previous activity.
- ✓ Shuffle the teams again. Ask each team to count off. Then the "ones" from each team will go to the first cone, the "twos" to the second cone, and so on.
- ✓ Give one poly spot to each student, plus an extra for each team.

FRAME THE ACTIVITY

This is the Stepping Stone Relay. These poly spots are your stepping stones.

EXPLAIN THE ACTIVITY

This relay is similar to the River Crossing activity that we did our first week together. Line up behind the starting cone, each of you standing on a stepping stone. The extra stone goes to the first person in line. The line leaders drop the stones in front of them and step forward. Then everyone else steps forward on one stone. The last ones in line bend over, pick up the stones behind them, and pass those stones forward to the front of the line. Then the line leader drops that stone one step ahead and everybody moves forward again. Remember, you can only step on the stones!

Keep on moving forward until your team reaches the goal cone. Then shuffle your line so you have new team members at the front and back of your line, and keep on using the stepping stones to get back to your starting cones.

Begin the relay. The game ends when all the groups are back at their starting cones, or when you call time.

Body Cool-down/Reflection (10 minutes total)

Body Cool-Down (2 Minutes)

We have 10 minutes left of our time together. During these 10 minutes, we are going to walk to cool down our muscles, and then we are going to reflect together about the experience that we had today. Please take a minute to walk one time around the room and then come back and sit in a circle.

Reflection (8 Minutes)**Relay Reflection**

In a relay race, it's your turn to run when you get the baton. Similarly, in today's Relay Reflection, when you get the baton, it's your turn to answer. So when you get the baton, you can share your thoughts and then pass the baton to the person sitting on your right.

Ask:

What are some things that you think your teams did well together?

What are some things that you think you or your teammates can work on to be even better teammates?

EXTENDING THE LESSON**The Log Roll Relay****MATERIALS**

2 cones per small group

SET-UP

- ✓ Divide students into groups of four or five.
- ✓ Set up a cone at the start and goal line for each team.

EXPLAIN THE ACTIVITY

The first team member gets down on the ground on his or her side and rolls "log style," to the goal cone and back. Then the next team member rolls. Do this until each team member has had a turn.

ADDITIONAL RESOURCES LIST

ONLINE

Scholastic has three more ideas for relay races.

<http://www2.scholastic.com/browse/article.jsp?id=3748187>

The PBS site ZOOM is for kids, by kids. They have a lot of relay race ideas!

<http://pbskids.org/zoom/activities/games/>

PRINT

This book has over 450 indoor and outdoor games for kids—including a section on relay races.

Wise, Debra. Great Big Book of Children's Games: Over 450 Indoor and Outdoor Games for Kids. Grand Central Press, 2004.

