

Lesson Plan 1

“Interview, Inquire, Investigate: What can you Find Out at the Ballpark?”

Children determine what they would like to know and how they can find it out when visiting Jackie Robinson Ballpark.

Students will be able to:

- I Identify and describe the relationship between human activity and the environment.

Objectives:

The children will explore the richness of a particular environment and experience by anticipating, planning ahead and seeking out information and understanding through a variety of observations and discussions.

Materials:

Books about baseball, sporting events, occupations, stadiums, and cities; steno pads and pencils

Before the Game:

Hold multiple discussions about what to expect to see and learn at the Education Day baseball game. After the discussion, each child should have several specific plans for observation and gathering information. Some methods might be asking questions of other fans, interviewing an employee, counting, estimating and sketching what they see, and thinking of specific questions for further research upon their return.

Students should work in groups to design two BRIEF questions that could be asked to gain the information we would like. How should they be phrased to be succinct and polite? Assign some children the task of interviewing an usher or concessionaire.

At the Game:

Children enjoy the game while actively observing and making mental notes of information the class has identified as being of interest. Interviews can be conducted as opportunity affords. Children may choose to sketch or make notes on their pads to record information they are seeking.



Lesson Plan 2 “(Put Your Name Here) Stadium”

Children, to any level of complexity and with a variety of focuses, create their own version of a baseball stadium. This can be done on paper, as a classroom center, or in Make-Believe. It could also take over the classroom for a time.

Students will be able to:

I Identify and/or describe the relationship between human activity and the environment.

Objectives:

Children will apply their understanding of economics, occupations and service in developing a model of a baseball stadium.

Materials:

Child-made props; books about baseball and stadiums; samples of “real” programs, tickets, job applications, and paychecks; child-made signs and advertisements, child-made applications, tickets, money, and programs.

Before the Game:

As a class, plan a day at the ballgame within the classroom. Discuss the roles that students can take on, the setting and props to be designed and made, and the details to be developed.

At the Game:

Be very observant and gather examples of hard data (tickets, programs, even food wrappers) to assist in designing the class stadium.

Beyond the Game:

Open the ballpark in the classroom: offer applications and interviews for prospective employees, develop advertising, design and create the physical representation of the stadium itself, hold try-outs for players, make real or pretend (paper, clay, cardboard) food, develop roles (such as player, fan, ticket-taker, manager, vendor, announcer, etc) and allow opportunities for children to take on multiple roles. Discuss what worked and what didn't and WHY!



Lesson Plan 3 “Concession Stand”

Children gather information to develop and run their own version of a stadium concession stand.

Students will be able to:

- | Apply the counting and collection of coins and bills in a buying situation.
- | Identify the factors of production needed to produce various goods and services.
- | Classify various economic activities as examples of production and consumption.

Objectives:

Develop a menu for a classroom concession stand based on student preferences and feasibility, estimate costs of common items based on prior experiences and on remaining competitive prices, design and make signage and advertisements, and apply knowledge of occupations involved through role-playing.

Materials:

Steno pads, paper, cardboard, clay, paint, markers, paper, pencil

Before the Game:

Predict what will be available at the game’s concession stand and the prices. Make a list of things to look for while at the game and prepare a few students with assignments to record information on steno pads.

At the Game:

Selected students can copy foods and prices from concession stands (Appendix D). All students should notice what the other fans are eating (especially NON-student fans), and make mental note of the “best” foods and the ones not so appealing. Also remind students to give attention to methods of sale and advertising.

Beyond the Game:

Children open a concession stand in the classroom. They can work in teams to make their own menus and prices (based on surveyed interests of classmates) and set up a structure and roles for acting out the concession stand.

Other variations: Give various budgets to fans. Ask “What can you buy for \$5?” and require students to think of three different meal combinations for one amount. Ask what they can buy with a specified amount to share among three people or what can they buy with a \$5 bill and still have “folding money” left for their mom and/or dad. Workers in the concession should find ways to “push” items that are underselling.



Lesson Plan 4 “Distance Learning”

Children research the cities and of the Cubs opponents.

Students will be able to:

- I Demonstrate map skills by identifying selected major reference points on earth.
- I Demonstrate map skills by using a map key to understand map symbols and a linear scale to measure distances on a map, and a direction indicator.

Objectives:

The child will use map skills to describe locations of places on a map, and compare features of his/her local community with that of other communities.

Materials:

Appendices I & M, maps of Florida with mileage scales, a variety of resources, paper and pencil

Before the Game or Beyond the Game:

Children work in teams to research a city that sends a team to oppose the Cubs. At least one team of children should choose the team which the Cubs will face on the Education Day game that they attend. Some areas of research could include:

- * population of the city
- * products and occupations of the city
- * distance to the city from Daytona Cubs (determine which are closest & farthest)
- * other professional sports teams from the same city or area
- * historical facts of interest
- * famous persons born in the city

Each team should determine and access sources for information (people, books, chambers of commerce, team front offices, internet, etc...) and then work together to decide how to share the information about their city with the rest of the class. Showcasing could include: posters, maps, tables and graphs, skits, drawings, etc...



Lesson Plan 5
“Find My Way to the Ballgame”

Children gather information on the way to and from the ballpark to make a map of their route on game day.

Students will be able to:

- I Demonstrate map skills by identifying selected major reference points on the earth, using a direction indicator and a map key to understand map symbols.

Objectives:

The child will work with others to gather information to draw a map of the local community.

Materials:

Steno pad to record information, maps of the city of Daytona Beach and of your city or town (optional) - see appendix J, paper and pencil

Before the Game:

Walk in the immediate area of the school, making note of the street signs and discussing right and left turns. Ask children to keep track of their route from their homes to the school, noting the names of the streets they ride or walk and of the turns they make on each. Help children to use that information to make a map of their route.

At the Game:

On the bus, cars, or on the walk to Jackie Robinson Ballpark, have children observe and call out the street signs and the turns made. An adult and child volunteers can record the information as given. For example, “Right turn! Now we’re on Beach Street!” Check those written directions upon the return trip.

Beyond the Game:

As a class, draw a map of your recorded route to Jackie Robinson Ballpark. Include all streets you traveled on, and mark the turns. Individual children can draw landmarks in the appropriate places and develop keys. Include a compass rose and determine whether they traveled north, south, east or west on each street.

