

# They Wore WHat?

## Lesson 1: In Her Footsteps | Suggested Grades: 2-3

## Lesson Plan

### Objectives:

Students will...

- Learn about golfer, Violet Pooley-Sweeny
- Compare and contrast uniforms worn today with those of the past
- Design their own "Uniform of the Future"

### Curricular Links:

- English Language Arts
- Social Studies
- Visual Arts  
(See Appendix 1.1)

### Materials:

- hat
- 3 skirts (to simulate a skirt and petticoats)
- undershirt
- long-sleeved shirt

### The Big Idea

Clothing has changed over time, including that worn by athletes competing in sporting events. Students will learn how sporting attire was different in the past and make connections to the uniforms they see today.

### Opening Motivator (40 min)

1. Brainstorm a list of sports with your students that they like to play or watch. Record the list on a flip chart or a large piece of paper.
2. Give each student a piece of paper and instruct them to draw a picture of themselves wearing the uniform or clothes that they would wear while playing their chosen sport. Instruct your students to add detail to their drawing. For example, students who play soccer should include cleats, shin guards, long socks, knee pads, shorts and jerseys. Ask your students to label their drawings.

### Classroom Activity (2x40 min)

1. Ask students if they know what people who played sports 100 years ago might have worn. After listening to any ideas students might share, show and discuss the pictures of Violet and other athletes from Appendix 1.2 or, if you have access to a computer lab, you can view and read more information online at [www.bcsportshalloffame.com](http://www.bcsportshalloffame.com) then click on Hero In You, then Student Area, then In Her Footsteps Lesson One.
2. Choose a volunteer from your class to wear the clothes you have provided.

### Teaching Tip

If you are having trouble finding enough clothes, your colleagues who teach Kindergarten might be able to loan you clothes from the Dress-up Centre. It is not important that the clothes look old-fashioned, only that you have enough to simulate the many layers Violet wore.

3. Have your volunteer put on the layers of clothes over their own clothes. Discuss with your class how this outfit would affect movement. Stress that:
  - Violet played and practiced in secret when she was a young child as 'girls playing golf would not have been approved of
  - Violet's clothes would have had frills and bows and would have been tight

- Violet would have worn shoes that were narrow and pinched her feet
  - It was considered immodest to show your ankles, legs or petticoats
  - Violet became known for wearing elastic bands around her waist and her puffed sleeves to keep her clothes from getting in the way of her golf swing
4. Move beyond the past and the present to the future! Have your students design a “Uniform of the Future”. Students can imagine changes in a presently-played sport or invent a sport of the future. Ask your students to design and draw a uniform for the sport. Remind students to think about safety, ease of movement, etc. when designing their uniform. They could write an explanation of the uniform and sport to accompany their drawing. You might decide to do this as a group or partner project,

### Conclusion and Reflections (30 min)

After your discussion, ask students to write about what they have learned. Students could write in their journals or on paper you provide. You might choose to focus on one or more of the following questions:

- How have uniforms or sporting outfits changed over time?
- Describe the clothes that Violet Pooley-Sweeny wore to play golf. Explain how these clothes might affect you if you were playing sports.
- How would you react if you wanted to play a sport and your community thought it wasn’t appropriate for you?

### Extension Idea

Present students’ “Uniforms of the Future” with a gallery walk around the room. Place students’ work on tables or the wall. Have half of your students walk about the “gallery” while the other half of the students answer questions and explain their uniform and sport to the walkers. Then switch so everyone has a chance to be a walker and a presenter.

# Appendices

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## Appendix 1.1

### Prescribed Learning Outcomes for this lesson (Grade 2-3)

#### Language Arts

- contribute relevant ideas to discussions
- offer direct responses to their reading, listening or viewing experiences supported by reasons, examples and details

#### Social Studies

- draw simple interpretations from personal experiences, oral sources, and visual and written representations

#### Visual Arts

- draft ideas for images using observation, memory and imagination
- develop and make personally meaningful images for specific purposes

\*From BC Ministry of Education Integrated Resource Packages

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**Pictures of Violet Pooley-Sweeny and others wearing uniforms  
from the late 1800's to early 1920's**



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**Appendix 1.2**



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Appendix 1.2



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Appendix 1.2

