




Respecting Diversity Through Cooperative Games

This lesson can be used for Grade 3 and Grade 4.
For these grades, the Curriculum Outcomes are included in the lesson.

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Lesson Objective

- To acknowledge that all people have similarities and differences in abilities and beliefs.
- To understand the necessity of working peacefully and cooperatively together for the common good.
- To show respect for others, and their beliefs and abilities.
- To learn to work together as a team.
- To develop listening skills.

 **Time:** two thirty-minute periods

Materials

- Access to a gymnasium or large open area
- One piece of string for all students, no longer than 20 cm (may not be necessary.)
- Group Handout: one per group

Getting Started

Knowledge Now

- Sit in a circle and using a think/pair/share activity, have the students brainstorm the meaning of *teamwork* and *respect*. Have students think about it individually, then turn to a partner to share. Have the students share with the rest of the class what they came up with.
- Ask students to think of a time in their lives when it was necessary to work as a team to accomplish a goal; for example, cleaning the house when company is coming unexpectedly. Have a few students share their experiences. As well have the students explain why they thought teamwork was important in that particular experience. Emphasize the importance of respect during sharing and discussion time.

Engaging Interest

- Introduce the game of *Sticky Tag*. Explain to students that one student will be “it.” The student who is it is to run around and try to get other students to “stick” to him or her. The students who are tagged must join the sticky group. The students need to attach themselves to the group either by holding hands or holding onto the pieces of string so that they are still attached. (The string may not be necessary—it is only for the students who do not want to hold hands). The sticky group must try to get all the students in the class to stick to them to form a long sticky string of students. The sticky group is not allowed to let go of each other and must work together to capture the nonsticky students.
The game will go on until there are no students left to stick with. Play the game a few times, choosing different students to start off the game.
- Once the game is over have the students do some stretches to stretch their muscles. While they are stretching, ask them what they learned from the game. Ask them to think about the other students playing. What was the goal of the game? Did the students find that it was hard at times to accomplish their goal? Was teamwork important? Were the students respectful towards one another during the game? Discuss.

Learning Activities

- Divide students into groups of about five or six students per group. Try to group students so that each group includes students with a range of abilities and strengths. Have the groups sit together. Ensure that students can see you.
- Explain the game. Each group is on their way home from a long adventure. All they need to do is cross the bridge to get to their village. Tell the students that the gym floor has mysteriously turned into a large lake. There are four separate bridges for each group to cross, but if students in each group do not cross together as a group, then the bridge will break. The bridgekeeper (teacher) will ensure that all groups are following the rules and sticking together. If a bridge breaks, the group must start from the beginning.
- Bridge crossing rules: Group must stick together at all times; one person cannot run across and leave the team behind. Students may use only assigned body parts to cross. For example, if someone has only one hand, he or she may touch the bridge with only one hand.
- Handout 1 – One student handout per group.
- Each person in the group is a certain character on the adventure. Beside each character is a characteristic (eg, one foot, two feet, and so on). The character can only use these body parts to cross the bridge. This requires working together to get across.
- Depending on the group of students, allow groups to decide on which character they want to be. If students are having difficulties, assign characters (eg, tallest student in each group will be Bee-Leaf, and so on).

- Before allowing students to plan, briefly review what it means to work together, what are some things that teamwork involves (for example; listening, respecting different suggestions, helping students who need help).
- **Make sure students understand the rules before beginning.**
- Give students a couple of minutes to think of ways to cross the bridge using their given abilities. Allow students to ready themselves for the bridge crossing. Groups must all start at the same time and from the same starting line.
- Watch carefully for the groups who break rules.
- Complete the teacher checklist either during the activity or after the lesson. Be sure to observe students individually. Taking brief anecdotal notes during the activity may help you complete the checklist after the activity.

Debrief

- Have the students sit in a circle and ask students what was important about the game? What was the goal? Was it the same for each person? What did they need to do to accomplish the goal? Ask students to think of the group members. How are they the same? Discuss. After discussing similarities, discuss differences. How did group members treat each other?
- If they had not worked as a team, what might have happened? Would they have crossed the bridges?
- Ask students to think back to the individual teamwork experiences that they thought about earlier in the class. Ask students to think of the people involved. How are the people involved similar or different? Did it matter that there were differences?
- We have differences in beliefs and values. Ask students to share what they believe/value example: honesty, understanding, patience, or it can be a faith based belief example prayer, worship, etc. Ask students if the differences in beliefs/values created any difficulty when they had a similar goal, such as crossing the bridge? Discuss.
- Ask students to share some of their beliefs/values, example: honesty, respect, teamwork, prayer, worship, etc.
- Discuss with student that since in our classroom we have these beliefs and values, would there be more or different beliefs/values if we asked the students in the whole school?

Assessment/Analysis

- Use the attached checklist to determine whether students have fulfilled the learning outcomes.
- Using anecdotal records, record students' attitude toward the activity as well as attitude and responses during discussion time.

Application

- In our classroom, what are we working towards as a group? As a school?
- In our world, what do we all work towards as a team of humans? What is our common goal?
- Students may have beliefs that alter from those of their friends; does that make them feel different about their friends? By knowing and learning more about other peoples' beliefs, we gain a better understanding of who they are.
- Ask students about the consequences of not showing respect for differences in beliefs and abilities as well as consequences for not working together. Ask students to think of events in our world that illustrate people showing respect for one another and working together.

Activities for Extension and/or Integration

- Could be used as a Grade 3 or 4 lesson
- Art 2, 3, 4: As a class, create a class quilt. Each individual student will draw and colour a small square sheet of blank paper illustrating his/her most important belief. Focus Grade 2 students on shape positioning as well as colour combinations. Grades 3 and 4 should also focus on making their pictures more realistic. Each square should be equal in size. When all students have completed their square sheet, align the squares to create a large square/rectangle. This can be pasted on a wall or on a bulletin board. Cut out long strips of construction paper and place the strips along the perimeter of the quilt to make a border. Glue all the squares together along with the black border.
- Language Arts 2, 3, 4: Have students write a short story about respect and teamwork among students their age. Make sure students understand the components of a story.

Grade 2 Physical Education Learner Outcomes

General Outcome C: Students will interact positively with others

Communication: C2-1

- Students will identify and demonstrate respectful communication skills appropriate to context.

Fair Play: C2-3

- Students will identify and demonstrate etiquette and fair play.

Leadership: C2-4

- Students will accept responsibility for assigned roles while participating in physical activity.

Teamwork: C2-5

- Students will display a willingness to play cooperatively with others of various abilities, in large or small groups.

Grade 3 Physical Education Learner Outcomes

General Outcome C: Students will interact positively with others

Communication: C3-1

- Students will describe and demonstrate respectful communication skills appropriate to context.

Fair Play: C3-3

- Students will identify and demonstrate etiquette and fair play.

Leadership: C3-4

- Students will accept responsibility for assigned roles while participating in physical activity.

Teamwork: C3-5

- Students will display a willingness to share ideas, space and equipment when participating cooperatively with other.

Grade 4 Physical Education Learner Outcomes

General Outcome C: Students will interact positively with others

Communication: C4-1

- Students will articulate and demonstrate respectful communication skills appropriate to context.

Fair Play: C4-3

- Students will identify and demonstrate etiquette and fair play

Leadership: C4-4

- Students will select and demonstrate responsibility for assigned roles while participating in physical activity and will accept ideas from others that relate to changing/adapting, movement experiences.

Teamwork: C4-5, C4-6

- Students will participate cooperatively in group activities
- Students will identify and demonstrate positive behaviors that show respect for self and others.

Safe and Caring Topics and Concepts

1. Living Respectfully

- Working cooperatively in groups
- Helping others learn or attain a goal
- Developing positive interdependence and relying on each other to complete tasks
- Giving and receiving help
- Listening carefully
- Respecting and appreciating others' ideas, insights, solutions and contributions

2. Developing Self Esteem

- Respecting and celebrating our unique identities

3. Respecting diversity and preventing prejudice

- Respecting different point of view builds community (teamwork)
- Celebrating the diversity in the classroom
- Building respect for diversity

Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
Go to www.sacsc.ca/strategies for strategy descriptions	<ul style="list-style-type: none"> • Think-pair-share • Teamwork • Discussion 	<ul style="list-style-type: none"> • Reflecting and thinking • Solving problems 	<ul style="list-style-type: none"> • Explanations

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Modeling • Games 			<ul style="list-style-type: none"> • Brainstorming

Supplementary Resources

Canadian Child Care Federation. (1996) *Helping Children Respect and Appreciate Diversity*. http://www.cfc-efc.ca/docs/cccf/rs035_en.htm

EdScope, L.L.C, (1996-2004) *Games and Relay Races*. From the University of Missouri. <http://www.lessonplanspage.com/PE23.htm>

Benefits of Cooperation. <http://www.incrediblehorizons.com/benefits-of-cooperation.htm>

Characters:

Bee-Leaf: (2 feet)

Tea-ma: (1 foot)

Dye-Ver-City: (1 foot)

Ah-Bill-Ity: (2 hands)

Rez-Pet: (2 knees)

Pea-Ce: (1 hand)

