

AMAZING RACE...

Lesson One

Materials: 4x4 Puzzle Handout (one for every 4 students)
 Poster Paper with headings/questions as listed below
 Group Work Reflection Sheet BLM 40 (Strategies that make a difference) one/student
 Comic strips (for group formation)
 8 different coloured pencil crayons/ group

PE/HE Outcomes: K.4.5.B.1a; S.4.5.A.1; S.4.5.A.4

Curricular Connections: ELA 5.1.1; 5.2.3; 5.2.2; 4.2.3

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	Divide class into groups using comics. (See Strategies notes regarding group formation.)	
Acquiring Activity	Use Carrousel Strategy to have groups respond to posters marked with the following: 1/ Define "Race". 2/ How can everyone be a winner in a race? 3/ Define "Respect". 4/ Describe behaviours that show respect. 5/ Use a Y Chart (BLM 59 Strategies) on Stress...Looks Like Feels Like; Sounds Like 6/ How can you solve a problem?	Ensure that language is included with behaviours
Applying Activity	Discuss, as a class, how these questions affect "A Race".	
Closure	Continue with the same groups to complete the "4x4 Puzzle".	
Assessment Strategies	1. Group Work Reflection BLM 40 (Strategies that Make a Difference) 2. Self Assessment Record in Journal "Two Stars and a Wish" A. Two things I thought that I did well when working in our group are____. B. Something I'd like to do better at next time is _____. I will improve this by _____. (What he/she will do to work at the stated goal.)	Handwriting- remind students to focus on size, slant, shape, spacing, alignment and appearance. See ELA curriculum guide 5 pg. 340
Adaptations/ Modifications/ Challenges	Talk about Anger Management: see page 5-110 to 5-111 PE/HE curriculum guide	

AMAZING RACE...

Lesson Two A... Role of the Individual within a Group

Materials: Clue cards, coloured cubes, coloured pencils or crayons, dot matrix paper (or grid paper), BLM 37 (Success)

PE/HE Outcomes: K.4.5.A.1; K.4.5.2.b; K.4.5.A.2.a; K.4.5.B.3.a; K.4.5.B.3.c

Curricular Connections: Math SS-VII.1.5; SS-VII.2.5; ELA 1.1.2; 1.2.1; 1.2.3; 1.2.4; 2.3.3; 2.1.3; 5.2.1; 5.2.2; ELA 5.2.3; 5.2.4

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	Have the students line up in order of birth dates. Divide students into groups of 6 from front to end of line.	
Acquiring Activity	1.State the task: To build a three dimensional figure with the coloured cubes, using the information on the on the "Build It" clue cards. 2. Distribute 8 coloured cubes (two blue, two green, two red and two yellow) to each group. Have each group member draw one clue card. 3. State the rules: - The clue card is theirs alone and no one else may touch it. - The blocks may be touched only when it is a member's turn. - Students share their clues by reading its information out loud. - Help may be asked from a fellow group member in reading the information. - If a question arises, ask group members before asking the teacher. 4. Tell students to: - Read the clues on their cards to their group. - Share their thinking to help the group come to an understanding of each vocabulary term. - Analyze the clues until a solution seems to have been found. 5. Tell the students that they will recognize the correct solution when everyone agrees that the three-dimensional figure matches with the cubes.	
Applying Activity	Each member of the group will record the solution by drawing it.	Extend into Math class with lessons as outlined in curric. guide for SS-VII.1.5 and SS-VII.2.5 (pages D-32 to D33)
Closure	Class discussion: 1. What did group members do to help your group be more successful? 2. What behaviours would make group work more difficult? 3. What are the benefits of working as a group rather than working alone? 4. What did you do in your group work that was helpful? 5. How can you set group goals?	(consensus, arbitrary decision, turn taking, etc.)
Assessment Strategies	1.In journal, students respond to "How does cooperation help in group work?" 2. Group Work Assessment BLM 37 (Success for All Learners)	
Adaptations/ Modifications/ Challenges		

AMAZING RACE...

Lesson Two B...Role of the Individual within a Group

Materials: Paper, pencil, typed story "Space Pioneers" (on overhead), playing cards; poster with "Roles for Cooperative Learning" (PE/HE curric. guide page 5-95), BLM 5-10 (PE/HE Curriculum)

PE/HE Outcomes: See Lesson Two A

Curricular Connections: See Lesson Two A

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	Divide the class into groups of 4 using playing cards.	
Acquiring Activity	Identify ways of setting group goals for cooperative learning and team building. Orally go through Group Goal-Setting Process as outlined on page 5-95 of PE/HE curric. guide. Focus on the "Roles for Cooperative Learning". (Don't do the "scenario" as outlined on page 5-95. We do this in lesson 3.) Have students determine their "roles" for today's activity.	Have poster with "Roles for Cooperative Learning" on it.
Applying Activity	<ol style="list-style-type: none"> 1. Read the "Space Pioneers" story while students are seated in their groups. 2. Show the list of "Advisors" on the overhead. 3. Ask each participant (individual at this point, not group) to identify the five advisors he/she would want to help settle the newly discovered planet. Take 3 minutes. 4. Discuss the difference of a group of people making a decision by consensus in contrast to voting. 5. Announce that the groups will have 15 minutes to reach a consensus on which 5 advisors to take into space. 6. Check off the 5 advisors you have agreed on. 	consensus = collective opinion; agreement in opinion; an agreement arrived at by most concerned and agreed upon by all in a group
Closure	<p>In large group, the "Reporter" of each group will present the information. Class discussion:</p> <ul style="list-style-type: none"> - What do you see as the main purpose of the Space Pioneers activity? - What did you have to do to reach consensus on which your group would take? Was it an effective way to come to an agreement? - How did different group members provide leadership for this activity? - How did you feel personally about your group's choices? -What did you contribute to help your group make the selection? 	
Assessment Strategies	<ol style="list-style-type: none"> 1. Review by playing "What's Behind You" about "Roles for Coop. Learning" (3 min.) 2. BLM 5-10 (PE/HE): Check off "Evaluate how well the process works." 	
Adaptations/ Modifications/ Challenges		

AMAZING RACE...

Lesson Two C... An Individual's Role within a Group

Materials: Chart paper, scenarios, felt markers

PE/HE Outcomes: See Lesson Two A

Curricular Connections: See Lesson Two A

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	Tell the students that they have all lost their voices (A teacher's dream?!), and they have no writing equipment and can't use sign language. They have to line up according to height. Count off into groups of four.	
Acquiring Activity	<ol style="list-style-type: none"> 1. Discuss how the following would affect your group work: Someone who- never talks; talks all the time; refuses to stay on task; "bugs" other kids in the group; gives "silly/ inappropriate" answers. 2. Record on chart paper as class brainstorms for "What can you do to improve any of these situations?" 3. Introduce "I feel" statements 	<p>Respect and responsibility should come up here</p> <p>Include "try not to be the one doing the behaviour"</p> <p>Verbal and non-verbal behaviours</p>
Applying Activity	<ol style="list-style-type: none"> 1. In groups, students need to pick a role for each person. (It has to be a different role than what they were last time.) Each group goes to a chart paper that has a scenario glued to the middle of it. 2. Each group writes one appropriate response that they reach by consensus to the situation presented. Group members sign their response. Upon an agreed upon signal from the teacher, the groups move to the next scenario. Each group writes an appropriate response to each scenario. A response cannot be used more than once.) Encourage vocabulary! 	<p>"I Messages-Eye Messages" - see attached info by Lenore Berscheid, Jeanne Gibbs and Allan Beane</p>
Closure	At the conclusion, have group members read the scenario they end at and the other appropriate responses to the scenario.	
Assessment Strategies	<ul style="list-style-type: none"> - "Two Stars and a Wish" in their journals - Present students with a scenario. Students respond in their journals independently. 	
Adaptations/ Modifications/ Challenges	If time, discuss how strong social skills within a group can help with making and keeping friends.	See attached "12 Tips for Making and Keeping Friends"

AMAZING RACE...

Lesson Two D... An Individual's Role in a Group: Self-Concept

Materials: Chart paper, drawing paper, pencils, recipe/index cards, pencil crayons, "How Are You Feeling Today" overhead

PE/HE Outcomes: See Lesson Two A

Curricular Connections: See Lesson Two A

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	Show overhead, "How Are You Feeling Today". Give students 2 minutes to quietly read and observe pictures. Discuss.	
Acquiring Activity	"The Highs and Lows" (from PE/HE curric. guide page 5-92) "Imagine That" (also from pg. 5-92)	
Applying Activity	<ol style="list-style-type: none"> 1. Distribute a 3x5 file card to each student and adult in the class. 2. Each person writes his/her name on the top of the card and then drops the card into a bag or draw box. 3. Each student draws a classmate's card and returns to his/her desk to record on the circle why the person whose name is drawn is "the most wonderful person in the world." Use a coloured pencil crayon to record the comment and sign your initials. 4. Return the card to the owner and repeat until each person has four comments. You cannot repeat a comment. 	
Closure	<ol style="list-style-type: none"> 1. Discuss how you felt just before you received your card; just after you received the card. Did it feel scary? Explain. How did it feel to write nice things about another person? 2. Attach your index card to your agenda. Share it with your parents. 	
Assessment Strategies	Journal Entry and Observation: Imagine That (see page 5-93 PE/HE curric. guide)	
Adaptations/ Modifications/ Challenges	As a class, determine who writes wonderful comments. (not an adult). The student or students, who have this gift, could speak to the class about how they do this and why they go out of their way to do more.	Check out 100 Ways to Say You're Great

AMAZING RACE...

Lesson Three... Problem Solving

Materials: Posters with “Group Goal-Setting Process” and “Roles for Cooperative Learning”, “Dear Abby” or other advice column, situation cards in envelope - 1 envelope/group, blank recording sheet for problems or concerns, BLM 5-11

PE/HE Outcomes: K.4.5.A.2.a; K.4.5.A.2.b; S.4.5.A.1; K.4.5.B.3.c; K.4.5.B.4; S.4.5.A.3

Curricular Connections: SS: 5-S-301; ELA: 5.1.1; 5.1.3; 5.2.1; 5.2.2; 5.2.3, 5.2.4

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	1.“Dr.Muttie” groups of 5 or more, Objective: untangle group and make a circle. Divide class into groups of 5 or more. Everyone in the group bunches together and grabs the hand of someone else in the group. (Can’t be the person beside you). Without letting anyone go, untangle yourselves to make a circle. 2.Divide the class into groups of 4 using playing cards.	
Acquiring Activity	1.Read a “Dear Abby” or advice column to the class so they have an idea how to respond to their questions. Discuss. 2. Have students record a problem or concern that they have seen or heard (age appropriate) on the small slips of paper.	
Applying Activity	1. Give each group an envelope inside which there are a collection of papers on which are written a concern or problem (real issues) that are age appropriate for the class. 2. Ask each group member to each take a turn at reading a problem out loud from a paper to the rest of the group. Then have the person say, “If I were Dear Abby I would suggest this person...(advice)” 3. Continue until all of the problems have been read and answered. Return the problems to the envelope and repeat the process if time permits (or to allow slower groups to finish the first time through). The advice must be worded differently the each time. 4. Distribute envelopes with class generated problems/concerns. Repeat as above.	NOTE: be sure to “edit” (i.e. take out) inappropriate problems that students may submit. Speak to the student privately at a later time.
Closure	A. Class discussion: 1. What type of problem seemed to be the most frequent? 2. Why is being able to solve a problem an important skill? 3. How well did your group members listen? How could you tell? 4. What is the link between good listening and good solutions to problems? 5. What did you feel when you listened to other students’ concerns? 6. How did you feel when you were giving a solution?	Refer to “8 Steps to Conflict Resolution” and a self-test that older students may find interesting (to determine their conflict resolving behaviour)
Assessment Strategies	1.Journal responses to all or some of the questions from Closure above. 2. Brainstorm and make a list of strategies for conflict resolution (see K.4.5.B.3.c). Have each student pick one and print it out in artistic style for display on a wall. 3. BLM 5-11 PE/HE Have each group complete one sheet (enlarge to double the writing space.) Ask each group to record the problem at the top of the page as well.	
Adaptations/ Modifications/ Challenges	Extend K.4.5.B.3.c (conflict resolution strategies) to include strategies for preventing or avoiding uncomfortable or dangerous situations (K.4.5.B.4)	

AMAZING RACE...

Lesson Four A... Click Clack Moo, Cows That Type

Materials: 6 ropes per group of 4 or more, one box per group, Teacher Notes from page 5-111 PE/HE curriculum guide on poster paper, blank recording sheet for scenarios, BLM 36 (Success for All Learners)

PE/HE Outcomes: K.4.5.B.3a; K.4.5.B.3c; K.4.5.A.2a; S.4.5.A.3; S.4.5.A.4

Curricular Connections: ELA: 1.1.1.; 1.1.2; 1.2.3; 2.2.2; 2.2.3; 2.3.2; 2.3.3; 2.3.4; 2.3.5; 4.1.1; 4.1.2; 4.1.3; 4.2.1; 4.2.2; 4.2.3; 4.2.5; 4.4.1; 4.4.2; 4.4.3; 5.2.1; 5.2.2; 5.2.3; 5.2.4

Art: drawing, colouring, artistry of print

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	Have students line up alphabetically. Number off into groups of 4 or more. "Diffuse the Bomb"- Objective: to remove a box from an area without stepping inside the area. Description: A box is placed in the middle of a marked off area big enough so that it is impossible to reach the box without stepping in the area. Continue until a team has completed the task. Have the team explain how to accomplish the task. All groups should try to move the box.	
Acquiring Activity	Before You Know It Activity pg 5-110 PE/HE curric. guide	
Applying Activity	On the Spot and Control Check Activities pg 5-110 PE/HE curric. guide. Refer to poster. Keep posted in class.	
Closure	What's Behind You for review	
Assessment Strategies	1. Quiz as below 2. BLM 36 "How We Co-operated in Our Group Work"	Handout "20 Things to do instead of
Adaptations/ Modifications/ Challenges	Extension: Use the handout, "Angry Situations" for "homework". Ask students to keep track of situations on TV that cause anger.	Hurting Someone Back"

Anger Management Review... /10 Name: _____

1. List at least four different anger cues.

_____ /2

2. What are four suggested anger management steps? _____

_____ /

4

3. List 4 suggested Anger Management Strategies:

AMAZING RACE...

Lesson Four B... Click Clack Moo, Cows That Type

Materials: Picture Book “Click Clack Moo, Cows That Type” by Doreen Cronin; Guided Prediction sheet; Word Splash, “Cheat Sheet”

PE/HE Outcomes: See Lesson Four A

Curricular Connections: See Lesson Four A

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	1. Give students the “Word Splash” (Success for All learners, p6.28) for the story. Working in pairs or individually, have students choose pairs of words to write in sentences they think may be true. Record sentences on the bottom of the Word Splash sheet. 2. Do a guided prediction with the students. Have them look at the cover of the book and reflect on some of the vocabulary of the story (given in the Word Splash). Students complete the Guided Prediction form.	
Acquiring Activity	1. Read the story, “Click, Clack, Moo: Cows That Type” out loud. Discuss vocabulary (negotiation, ultimatum and neutral party) as you read.	
Applying Activity	1. After the students have listened to the story, have them check to confirm or reject their predictions and indicate whether their statements are “true”, “false” or “I don’t know”. 2. Complete the Guided Prediction form. Collect for assessment.	
Closure	Each student will write his/her own “negotiation” story patterning after the story and using the story planner (BLM 49 Success for All Learners). Students use the “Cheat Sheet” for revision and self-editing. Once self-edit is complete, students can do a peer edit using the Conference Questions (ELA curriculum guide p 5-326)	
Assessment Strategies	1. With students’ input, develop a rubric from a set of criteria to describe the characteristics of creative, neat and organized stories that engage the audience. Include criteria such as, but not limited to, the following: <u>Part 1</u> (for final <u>edit</u>): clear flow of ideas with a distinct beginning, middle and ending; evidence of creativity and new approaches; integration of sound effects; correct spelling, grammar and punctuation; evidence of self edit/revision; creative vocabulary <u>Part 2</u> (for final copy): legibility of writing; attractive layout; appropriate use of visuals; overall neatness and appeal to the eye. 2. Teacher will complete an “adult edit” with the student and fill in the rubric Part One with the student.	
Adaptations/ Modifications/ Challenges		

AMAZING RACE...

Lesson Five... The Race is On! Trivia here we come!

Materials: Picture Dominoes (enlarged and cut out); Trivia Questions; Trivia Record Keeping Sheets (Question Grid); “Roles for Cooperative Learning” poster; BLM-39 “How Was Our Group Work?”, BLM-56 “Checklist and Learning Log” and BLM-57 “Self-Assessment of a Collaborative/Co-operative Task” (all from Success), chart paper, blank map of the world (1/grp)

Class Tally Sheet for Trivia Tasks

PE/HE Outcomes: S.4.5.A.1; S.4.5.A.3; S.4.5.A.4; K.4.5.2a

Curricular Connections: ELA: 2.2.2; 3.1.1; 3.1.3; 3.1.4; 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5; 3.3.1; 3.3.2; 3.3.3; 5.2.1; 5.2.2; 5.2.4

MATH: N-I.4.6; SS-IX.2.5; SS-V.1.5; SS-VI.3.5/SS-VI.3.6; SS-I.2.4/SS-I.2.5; SS-IV.3.4/SS-IV.3.5; N-I.5.4

SCIENCE: 5-4-03; 5-4-09; 5-4-15; 5-4-17; 5-4-18; 5-3-06; 5-3-10; 5-2-04; 5-2-14

SOCIAL STUDIES: 5-KG-043; 5-KH-038; 5-KL-022; 5-KH-029; 6-KH-030; 5-KH-025; 5-KH-030; 5-KH-033; 5-KL-018; 5-KH-041; 5-KH-025; 5-KI-009; 5-KH-039; 5-KH-041; 6-KH-038; 6-KC-006; 6-KE-059

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	Whole class activity- Because there are 15 dominoes, a “role” is needed for extra students in the class. Have students volunteer to be each of the “roles” as outlined on the poster. You could also assign two students to one domino as needed. Distribute the dominoes. The class will be times to see how long it will take them to, using the dominoes, form a circle. Follow the directions on the “Picture Dominoes” sheet.	
Acquiring Activity	<ol style="list-style-type: none"> As a class, brainstorm for resources of information. List on a piece of chart paper for future reference (and add-ons!) Meet with the Librarian to determine best use of library and skills needed for research in the library. Review internet safety rules and expectations. 	<p>Recommend almanac</p> <p>Ask Jeeves for Kids (on line) is a great resource</p>
Applying Activity	<ol style="list-style-type: none"> Students work in heterogeneous groups set by the teacher. Discuss how to interpret questions and which sources of info might be most appropriate for the question. Students work on the task using the Jigsaw Strategy (p22. Strategies That Make a Difference). During the task, if students have any questions they must first ask other students in their group. If no one in the group knows how to answer the question, an adult may be asked. 	<p>Students need a variety of sources recorded on their trivia sheet for locating information.</p> <p>Book the Library! (and librarian’s assistance if possible)</p>
Closure	Allow 30-45 minutes for the Trivia Task. At the end of the task, allow groups 5 minutes to share their information with their group. Then as a class, go through the answers. Record answers on the overhead. Groups correct their own sheets as a group. Students record the correct answers on their task sheets in a different colour of pen/pencil. Keep track of group scores on a class tally sheet.	Have task sheet copied on the overhead and record answers on the overhead.
Assessment Strategies	<ol style="list-style-type: none"> After each of the first three Trivia Days, have the students complete one of the BLM forms. Keep track of individual scores on a class tally sheet and/or collect individual record sheets as well. 	
Adaptations/ Modifications/ Challenges	Create Trivia cards with questions and answers to be used as “fillers” when waiting in line, for a speaker, for recess... whenever you have a few minutes.	

AMAZING RACE...

Lesson Six... The Grand Finale!

Materials: BLM-33 and 34 (Success for All Learners); Start of Race Rules; Adult Team Leaders Helpful Hints; Ziploc bags for clues; construction paper for clues; clues: one per group with one extra in bag; general map (blank) of school and community (1/group); master copy of map of school and community with words and symbols on it; permission forms; teacher chosen groups of 4 or 5/group, balls, blank maps of Canada cut up into provinces and territories (for puzzle pieces), 3 copies of a complete map of Canada, "Fast Forward" cards for principal, secretary and adult leaders

PE/HE Outcomes: S.1.5.A.2; S.1.5.B.2; S.4.5.A.1; S.4.5.A.3; S.4.5.A.4; S.2.5.A.1b

Curricular Connections: ELA: 5.1.4; 5.2.1; 5.2.2; 5.2.3; 5.2.4; MATH: N-V.2.5; SS: 6-KL-025

Lesson Components	Learning/Teaching Strategies	Teacher Notes
Activating Activity	1. The day before the event, have students meet in their groups and determine a team name. (Teacher chosen groups). As a group, determine roles of each individual. Recorder must complete BLM-33 with the help of the group. Remind students to dress appropriately for the day. 2. The morning of the event, hide as many of the clues as you can before the start of the race. Have parent volunteer hide the playground clues as soon as all students are off of the playground.	-Arrange for one adult per group. See adult notes. (Include PE and librarian if poss.) PERMISSION FORMS - prepare maps - the underlined parts on the clues can/should be changed
Acquiring Activity	Meet briefly with the teams, each with an adult leader, to read "Start of the Race Rules". Begin the race!	Set up course.
Applying Activity	1. Students with the group leader, follow the clues as outlined on the attached sheets. 2. Keep the originals of the map up on the wall for reference throughout the race.	Inform staff what is happening (especially the secretary!) Get permission from any community people if students need to cross their property.
Closure	Determine time for each group. (Teams need to show the ball, the map, the Tangle Table and hand in any Fast Forwards they may have received.) Revisit the questions 1,2 3,4 and 6 in Lesson One.	
Assessment Strategies	Students complete BLM-34 as a group and "Two Stars and a Wish" in their journals independently about the event.	