

BE THE CHANGE

Grade: All primary grades	Topic: Participate
Curriculum Area: Cooperation/Peaceful Coexistence	Title: Two Together
<p>U.N. Rights of the Child Article(s):</p> <ul style="list-style-type: none"> • Children have the right to meet together and to join groups and organizations as long as this does not stop other people from enjoying their rights. (Article 15) • Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account. (Article 12) 	<p style="text-align: center;">Teaching Strategies</p> <p>Children often do not understand the concept of cooperation on a larger level, and still experience difficulties cooperating and understanding each other. Through the following role-playing game, the students will need to find ways to communicate non-verbally, explore cooperation and build inclusion. As with any of the role-playing games, it is in the debriefing that the true power of the learning is revealed.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Put the students into pairs, each pair receiving one crayon and one piece of paper. • Explain that they are each to hold the crayon at the same time and are not allowed to speak at all during the game. • They must then draw a picture together (without prior discussion as to what that picture will be). Both of the students must be holding the crayon at all times. • Students then draw a picture and are not finished until they are both happy with what is on the page. • The artwork must be signed with both names (remember, no talking and both will be holding the crayon for the entire time). • Put up the pictures and bring the children together for the debriefing. <p>Debriefing:</p> <p>During the discussion emphasize both the cooperative nature of the task just finished as well as the need to find a way to communicate that did not include words. Ask:</p> <ul style="list-style-type: none"> • How did you find the rule about not talking? • How did you communicate? • What happened when you had a disagreement? How was it solved? Did anyone break a crayon? • Did you share equally in the task of drawing the picture? • How did you decide what to draw? • What did you learn about sharing and getting along? • Did anyone find that you felt left out? • What do you think you learned today that would help you get along with others better? • Do you think that grown-ups could use some of these ideas about getting along? • What important tips could you give to someone that would help him or her be successful with this game? • What one important idea do you have from today that you would like to discuss? (Record these ideas).
<p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>	
<p>Information Studies: Overall Expectations</p> <ul style="list-style-type: none"> • demonstrate an understanding of varied ways of creating and communicating information • analyze and evaluate the nature and importance of information in personal life and society 	
<p>Resources:</p> <ul style="list-style-type: none"> • <i>The NES A Activities Handbook for Native and Multicultural Classrooms</i> (Sawyer and Green 1992) <p>Supplies:</p> <ul style="list-style-type: none"> • Crayons (enough for one per pair of students) • Paper (enough for one per pair of students) • A place to display the finished artwork 	
<p>BE THE CHANGE... Suggestions for Action</p> <ul style="list-style-type: none"> • Create a cooperation poster from the important ideas that the students bring forward, display it in the school • Brainstorm and write the book, "The world would be a better place if..." (First page being everyone had to share one crayon) 	