

LESSON PLAN by: Meganmarie Pinkerton
Adapted from: *Team Building Activities*

Lesson: Swamp Crossing Part II

Length: 40 minutes

Age or Grade Intended: 4th Grade

Academic Standard(s):

4.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.

4.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

4.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships.

Performing Objectives:

After discussing appropriate active listening skills students will provide positive/constructive criticism after watching quietly as other groups perform a task.

After discussing how to use cooperative group strategies students will work together in small groups to cross a “swamp” using five pieces of cardboard.

After crossing the “swamp” students will orally discuss effective group work strategies including cooperation, respect and active listening.

Advanced Preparation by the Teacher: Review swamp crossing story. (Students are stranded on an island and need to get water and soap b/c they are dirty. There is a near by island across the swamp that has water and soap but it is protected by gorillas. They must cross the alligator infested swamp using magical stones (cardboard), which may only be moved by picking them up and moving them, if they slide they are lost. All group members must get to the other island and then get the water and come back across using the “stones”) Set up the “island” or small marked off area where students will pick up the jug of water and soap. The teacher needs a jug of water and soap, and five 1 foot by 1 foot pieces of cardboard. Clear a space in the room to serve as the “swamp” long enough so that students will not be able to just walk across using the cardboard, they must pick up the stones and keep the line moving.

Procedure:

Introduction/Motivation: Pick up students at their room and ask if they remember the activity that we did last week. Have them explain what we did. Do they think that they can make it all the way over to the island and back today? (Bloom’s knowledge)

Step-by-Step Plan:

1. Review the group rules and expectations, active listening, be respectful, and cooperation. Ask students to explain what those rules mean, give examples of how they can accomplish those things today. Why are these things important to our activity? (Bloom’s knowledge, analysis and comprehension, Gardner’s interpersonal)
2. Instruct the group that didn’t go last week to start (team 3). Give them two opportunities to get it. (Gardner’s interpersonal and kinesthetic)
3. Once each group finishes hold a class discussion about what they did well, how they worked together as a group and cooperated and what they could have done a little bit better to help their groups. (Gardner’s interpersonal and linguistic, Bloom’s analysis and evaluation.)

4. Move on and let the 2nd team start on the water island and make it back then go to group 1 and then the 4th group. Discuss after each group goes. (Gardner's interpersonal and linguistic)
5. When all the groups have gone discuss the best cooperation and group strategies and why those worked out well. Connect them to the three expectations of cooperation, respect and active listening. (Bloom's synthesis and evaluation)
6. As a class discuss the connection of these ideas to everyday life experiences, school group projects, sports teams, activities in class ect. (Bloom's synthesis and application)

Closure: The other two teachers will vote on the two best active listeners then pass out a prize to those two active listeners. Thank the class, line up and walk back to their classroom.

Adaptations: This activity is geared towards students in this class who have trouble with social skills, such as students with ED. It will be helpful for all students to be accepting and work on skills that they need to work well with others. They are working in groups so that if it is difficult for them to problem solve then they will need to work together to solve the problem so that the whole team succeeds. This will work on acceptance and self esteem as well as improve their cooperation methods, active listening skills and respect for others.