

**Activity: Lend a Hand**

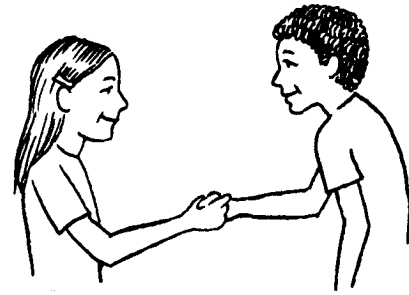
**Grade Level:** Grade 2

**Major Emphasis:** Cooperation

**Major Curriculum Area:** Social Studies

**Related Curriculum Areas:**

Refer to Outdoor Education Curriculum Matrix K-2  
Physical Education  
Human Relations



**Program Indicator:**

The student will be able to demonstrate a positive self concept by participating in appropriate activities involving group interaction and cooperation to accomplish various tasks.

**Student Outcomes:** The student will:

1. cooperate and communicate with others to accomplish a task.
2. interact with others to develop trust and a positive attitude.

**Readiness:**

1. Introduce vocabulary:  
accomplish  
cooperation  
goal  
safety  
teamwork  
trust
2. Introduce basic safety rules relating to group activities.
3. Make individual blindfolds to use at the outdoor education center.

**Materials:**

All-Aboard squares  
Traffic Jam squares or carpet squares  
blindfolds (should bring their own)  
hula hoops  
flagging  
several dowels (1" x 3')

### Procedures: (DL1,2,3,4&5)

1. The instructor should review necessary safety rules and the concept of cooperation.
2. Assemble the students in an open area. Some activities are appropriate for small groups (6-8 children); others work well with a larger group.
3. Select from games described in the Outdoor Education Initiative and Confidence Guidebook:

Name Game	Doctor	Trust Circle (Willow in the Wind)
All Aboard	Traffic Jam	

4. The teacher should select appropriate activities from the following list: (Refer to Supplement A)

Songs by Syllables	Community Walk	Hoop Relay
Sightless Line Up	Blindfold Walk	Good-bye Handshake
Birthday Line Up	Lummi Sticks	Follow the Leader
Create a Shape	Circle the Circle	

### Summary: (DL2)

1. Give examples of situations where cooperation is helpful.
2. How did your group work together?

### Follow-Up: (DL1)

1. Repeat the activities at school.
2. Participate in other similar activities. Ideas are found in the "Teacher Resources" listed below.
3. Have the students participate in cooperative groups during discussions within the school day.

### Extension Activities:

1. Have students create their own activity and share it with the class.
2. Create a human machine in which each student represents an interdependent part.
3. Discuss ways communities must cooperate. (MC)
4. Make a poster promoting cooperation within the classroom; include a title. (DL3)

### Teacher Resources:

#### Books:

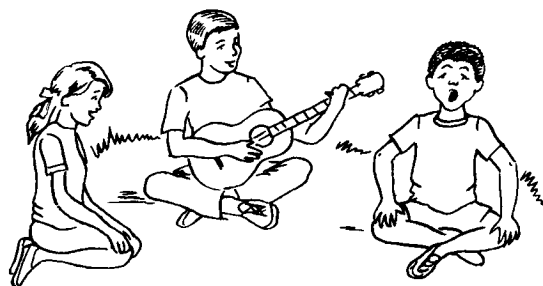
- < \*Cowstails and Cobras, Rohnke, Karl. 796.
- < \*Initiative and Confidence Guidebook, Outdoor Education Program, Anne Arundel County Public Schools.
- < \*More New Games, Fluegelman, Andrew. 790.
- < \*New Games Book, The, Fluegelman, Andrew. 790.
- < \*Playfair, Weinstein, Matt and Goodman, Joel. 790.
- < \*Sharing Nature With Children, Cornell, Joseph Bharat. 507.
- < \*Silver Bullets, Rohnke, Karl. 796.

## Activity Descriptions

### Activity A: Songs by Syllables (Playfair, p. 94)

1. Students are grouped in a circle. Choose a song familiar to all (i.e. "Row, Row, Row Your Boat"). Each child sings one syllable at a time around the circle. As the song progresses, try to keep the rhythm so that it sounds like one voice singing. For example:

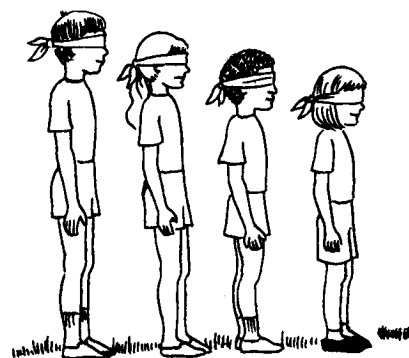
Child #1: Row  
 #2: Row  
 #3: Row  
 #4: your  
 #5: boat,  
 #6: Gently  
 #7: down  
 #8: the  
 #9: stream, etc.



2. Try it again, or choose another song.

### Activity B: Sightless Line Up

1. Have the students line up by height (tallest to shortest), without any help from the adults.
2. Blindfold the students and have them line up by height again on their own.
3. After the students have accomplished this, remove the blindfolds and discuss how they could have lined up in less time. If time permits, let them try a second time with the new strategy.



### Activity C: Birthday Line Up

1. Participants are not permitted to talk during this activity.
2. They communicate with body language and movements to try to line up by birthday months from January to December.

### Activity D: Create a Shape

1. Have the students form a circle holding on to a piece of flagging. The students are not to let go of the flagging throughout this activity.
2. The instructor calls out a shape and the students make the shape with the flagging. Possible shapes:

circle	square	oval	letters
triangle	rectangle	star	numerals

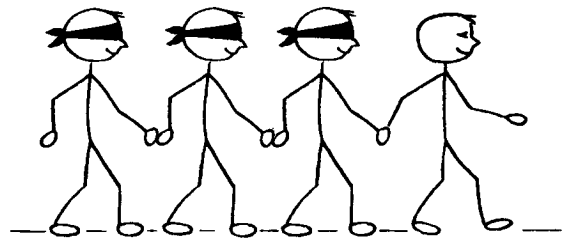
### **Activity E: Community Walk (New Games Book, p. 159)**

1. This activity works well with groups combined. The object is to have a community of students clustered together inside a circle of students who are holding hands, arms outstretched, facing inward. The outer circle is the community boundary.
2. The instructor chooses students to be in the center until the outside ring of hand-holding students can contain no more on the inside.
3. This closed community must move from a starting line to a finish line, without breaking apart. If the circle is broken, they must start all over again. Allow students to change positions so they can experience being both inside and outside the circle. Also, see if the community's time to complete the course improves as they learn to cooperate with each other.

*Variation: Outer circle, boundary students face outward and link elbows to enclose the community.*

### **Activity F: Blindfold Walk (Silver Bullets, p. 87)**

1. Group all the students together and set the stage for the activity. The group is traveling through an isolated foreign country. To reach the airport that will take them back to the U.S.A., they must pass through an area that is sacred to the natives. The natives have agreed to let them pass, but only if they are blindfolded. The natives will provide two guides, who can speak a *little* English, to lead the group.
2. The students, as a group, elect two student leaders whom they feel can guide them sightless through the forest. Take the student leaders over the predetermined trail and discuss or suggest strategies to guide the group over obstacles, using as few words as possible. While the guides are gone, blindfold the rest of the students and have them line up and hold hands.
3. The student guider will lead the group to its destination. Adults will spread out along the line to ensure safety.
4. Once they reach their destination, have the students remove their blindfolds and discuss how it felt to be totally dependent upon someone else to lead them to safety.
5. Take the students back over the trail, without blindfolds, to satisfy any curiosity.

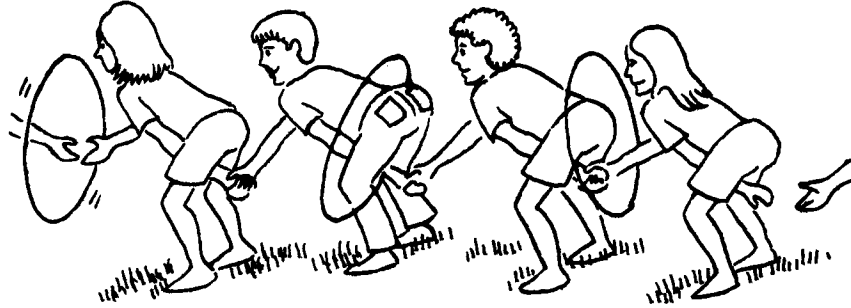


### **Activity G: Lummi Sticks (New Games Book, p. 73) (MC)**

1. This game was invented by the New Zealand Maori natives. Students are grouped in a circle. Each one is given a dowel which is held vertically in front of them. Facing inward, they begin to beat a slow rhythm, tapping the stick on the ground. A chant or song can be developed that accompanies the rhythm.
2. The leader will say, "Pass," and the sticks are passed (clockwise or counterclockwise) to the next person in the circle. This is done a number of times using this rhythmic pattern.
3. Try other rhythms and the leader can say, "Pass," at a faster pace in which greater cooperation and coordination is needed.
4. A variation adds more sticks to the group until each person has two.

**Activity H: Hoop Relay (Silver Bullets, p. 61)**

1. The group should line up and hold hands front to back through the legs. A hula hoop is given to the person in front who places it over his/her head and passes it back without letting go of the hand of the person behind. The hoop continues to be passed until it reaches the last person in the line.
2. Variations: Pass the hoop from back to front; use more than one hoop; have the last person go to the front of the line with the hoop and start again.



**Activity I: Circle the Circle (Silver Bullets, p. 60)**

1. This works well with groups combined.
2. Students form a circle, holding hands. Place a hula hoop or two between two pairs of people. the participants must cause the hoop(s) to travel around the circle (over heads; feet step through).

**Activity J: Good-bye Handshake (Playfair, pp. 184-185)**

1. This is a good activity for the end of the period.
2. Students will part with a 3-action handshake. Students pair up and first shake hands normally; then, with thumbs interlocked, rotate four fingers over the other person's thumb, grasp the hand and shake again; finally, with thumbs still interlocked, move the hand until it is parallel with the ground with the fingers pointing toward the other person--just wave good-bye to your partner.
3. Have students move to another person with whom to do the Good-bye Handshake. Do it with several others if there is time.

