
World Olympics

Preparing Students for a
Multicultural and Multireligious World

A CURRICULUM DEVELOPED BY TANENBAUM FOR GRADES K-6



Imagine: a more peaceful world that respects difference.
We are committed to making that vision a reality.

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Diverse Skills Relay

Unit 5, Lesson 2

Objectives: Students will participate in a skills relay and discuss how each member of a team brings different strengths to it. Finally, students will choose activities for their final classroom or school Olympics that all students can participate in and enjoy.

Skills: Teamwork; Critical Thinking

Grades: K-6

Materials:

- Chart Paper
- Art Supplies
- Materials for Skills Relay (see below)

Preparation:

Divide the room into four or five stations. At each station, have a task that teams have to solve by using different skills.

For example, students solve a math problem at the first station, play picture dictionary at the second, answer a question about their teammates at third, and score a basket at the fourth station.

Make sure that the activities for each station are teamwork-oriented.

PROCEDURE

Step One: Ask the children to pair up and share with each other activities they are good at. Allow time for children to discuss and ask questions of each other.

Step Two: Facilitate a discussion about how different people are good at different things: *What did you find out about activities that your partner is good at? Were you surprised by what you learned? Why or why not?*

Are you good at the same activities your partner is? In what way are your talents similar and in what way are they different?

Step Three: Set up a "Skills Relay." Working together in pairs or small groups, students must solve clues at different stations to complete the game. See the preparation section for more information.

Step Four: After students have completed the relay, discuss with them: *What was it like to work with the other members of your team? Did you learn anything new about your team members? Did your team members help you with some tasks you weren't good at? Would you be as successful at the relay if you didn't work as a team?*

Step Five: Tell the children that for their final classroom or school Olympics, they will include games of all kinds, and not only sports games. Ask students why it is important to include all kinds of games in their final Olympics and not just sports? (To include everyone - some people may not like or enjoy sports; to allow people everyone to enjoy and use different talents and skills).

Step Six: Ask the children to brainstorm in small groups or with a partner and come up with a list of one sports game, one arts game, one academic game and one silly game that the class will include in their final classroom or school-wide Olympics. You may want to give some examples of each:

Sports: Basketball, Soccer, Baseball, Tag, Tennis, Ping Pong, Relay Races, Swimming, Gymnastics

Arts: Talent Competition, Sing-off, Dance Contest, Skit Competition, Pictionary

Academics: "Around the World" Trivia, Word Relay, Estimating Games (ex - how many jelly beans are in a jar), Math Contests, Spelling Bees

Silly: Tic Tac Toe, Board Games, Three-legged races, Water Balloon Tosses, Staring Contests

Just let the children's imaginations run wild!

Part III - Olympic Averages

Step One: Tell the children that today they will be practicing for their Olympic Games. Have the students choose three events that they would like to measure time or distance for. Set up the classroom so that there is room for all the activities to take place simultaneously. Remember to choose physical as well as non-physical games.

Step Two: Divide the class into three groups. Each group will begin at a different activity station. If there is enough time, all of the groups can rotate through all of the stations.

Step Three: Have students take turns being measurers and participants in the activity. Have students take measurements three times and then calculate the average. For example, if one of the events is a paper plate throw, then have one student be the thrower and the other be the measurer. Ask throwers to throw the paper plate three times, and then have measurers calculate the average throw distance.

Step Four: Ask students why averages are used. *What are some other ways that can be used to calculate the person's score (choosing the best of three scores, picking the middle number, random choice etc.)? Which is the best method? Why?*