

Togetherness Lesson

“Family” Portraits

Introduction:

For Allison Major, Lane Siedor, Irene Butler and Catherine Cheetham, there is no “I” in “team.”

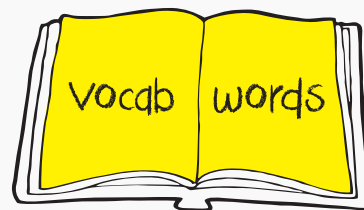
Essential
Question:

How do we feel
togetherness?



3.5 inch square pictures of animals
(provided), cut apart

Examples of family portraits —
group pictures, team pictures —
posed group pictures



demonstrate

teamwork

togetherness

Pre-viewing:

- Ask for a volunteer to link arms with you (or hold hands, or put heads together, etc.) to demonstrate how one way of showing the world you believe in togetherness is to connect using your (hands/heads/etc.).
- Move around the room, continuing to point out how you are sticking together with your partner.
- Add on a few more friends, asking them to be creative in their way of connecting together.
- Disconnect, thank the volunteers and ask the class if this is the only way to show togetherness.
- Introduce the video and ask students to watch for the ways the girls in the video demonstrate togetherness.

Notes:

Discussion Questions:

- How do the girls on this basketball team demonstrate togetherness?
- How effective do you think a team would be if the members did not work together? Explain.
- In addition to learning about teamwork, what are some other advantages of being a member of a team?
- Do you think you are a good “team player?” Why or why not?

Notes:

Procedure:

Introduction:

- ✦ Gather the class in a large circle. Be sure everyone in the circle can see each other.
- ✦ Explain that in this session, students will work on togetherness skills by pretending to be very specific animals.
- ✦ Present the animal picture cards (provided) one at a time and ask students to identify the animal and show how each animal moves. Ask volunteers to demonstrate. Ask volunteers to do this silently.
- ✦ Show an example of a family portrait and ask students to describe what they see. Ask them to identify the different family members (moms, dads, grandparents, babies, cousins, etc.) and even the pets in the pictures.
- ✦ Show an example of a class picture (preferably theirs!). Ask students to tell you about the differences between the picture of the family and the class picture. (Help them notice that everyone in the class picture is about the same age but they look different.)
- ✦ Ask students to tell you how each picture shows togetherness.

Notes:

Procedure Continued:

Direct Instructions (I do)

- ✦ Put the animal picture cards in box or hat or other container.
- ✦ Explain how you will select one card and keep it to yourself — nobody else should see your card. You will not tell anybody else what animal is on your card.
- ✦ Explain how when you play the real game, you will wait for everyone else in the class to have his/her card before the next step.
- ✦ When the teacher says, “Move like your animal!” you will SILENTLY move around the circle like the animal on your card.
- ✦ When the teacher says, “Get together with your family!” you will look for others who are moving the same or nearly the same way and gather together somewhere in the room.
- ✦ You will gather together with your family and get in position as if you are taking a family picture together.
- ✦ The teacher will come around and take your animal family picture.
- ✦ When the teacher says, “Get together with your class!” all the families will mix together in a specific space (indicate the space) facing in this direction (indicate direction) to take a picture.
- ✦ Ask, Does everyone understand the directions?

Notes:

Procedure Continued:

Guided Exploration (We do)

- Go around the circle and let each student select an animal card. Remind them not to share with anyone — it’s more fun when we surprise each other.
- When every student has a card, say, “Move like your animal!” and have the group move around the circle in the manner the volunteers demonstrated earlier.
- If someone does not know how to move, encourage them by modeling or pointing out the others who have the same animal.

Independent Practice (You do)

- Say, “Get together with your family!”
- Encourage them to move like the animal to a space where they could have a picture taken.
- When you have taken each groups’ picture, say, “Get together as a class!” and have them move (still as their animals) to the class picture space. Encourage them to mix together with other animals.
- You may give the directions to move to families and class picture repeatedly if they need more time or if you would like to explore the animals and/or movement more deeply.
- Consider adding the animal sound or the sounds the animals would make in the environment in which they live.

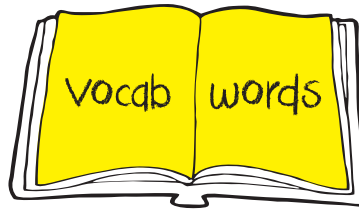
Procedure Continued:

Conclusion

- Invite the animals back to the circle.
- Ask students to share how they knew they belonged together with their group. How did it feel to be together as an animal family?
- Ask students to discuss how they knew they belonged together as a class. How did it feel to be together as an animal class?
- Discuss the different ways we feel togetherness in school, at home, and in our community.

Notes:

Vocabulary & Definitions



demonstrate (v.) Definition: to show or describe how to do something or how it works

Context: Our scout leader will demonstrate how to build a fire.

teamwork (n.) Definition: the ability of a group of people to work together

Context: Because of their teamwork, the firefighters were able to extinguish the blaze quickly.

togetherness (n.) Definition: the state of being part of a group; the feeling a person has when he or she is a part of a group of people who have a close relationship with each other

Context: Inez says that being a part of the student council and spending time with people she can relate to gives her a real sense of togetherness and belonging.

Source: Longman's Advanced American Dictionary. Harlow: Pearson Education Limited, 2000.

