

Learning Activity 3

From Here to There

(with unequal equipment)

Time (minutes)

20

Organization

Students in groups throughout the instructional area.

Activity Progression:

Use the same groups as in Flower Power or divide students into six groups. Be sure to consider your students' backgrounds and experiences when creating groups for this activity.

Students must work together as a team using only the equipment they have to get from "here" to "there" without touching the ground.

Give each group the following materials:

- o Group 1: two poly spots
- o Group 2: two poly spots, one scooter
- o Group 3: two poly spots, one scooter and a hula hoop
- o Group 4: two poly spots, one scooter, a hula hoop and a jump rope
- o Group 5: two poly spots, two scooters, a hula hoop and a jump rope
- o Group 6: two poly spots, two scooters, two hula hoops, two jump ropes, and any other equipment you think will help

Designate a start ("here") and end ("there") point.

The whole team must get from one side to the other including their equipment. They can use the equipment in any way they choose, as long as it's safe and meets school and district safety rules.

If someone touches the ground, they must start over.

After 15 minutes, have the students stop and bring you their equipment.

Guide a discussion around equity and diversity in relation to advantages (privilege) people may have, using the following questions:

- o How did you feel when you noticed that some groups had more equipment than you did?

- o How did you feel when you noticed that some groups had less equipment than you did?
- o In what ways did the equipment you had affect being able to get from "here" to "there"?
- o How would you have felt if I had said whoever finishes first gets a prize or a better grade? Would that be fair? Why or why not?
- o If other people saw a list of how long it took each group to get from "here" to "there" and were asked to pick the most talented students in the room, who do you think they would select or what do you think they would say? Would these times necessarily be a fair assessment of what all of you can do?
- o In what other situations do people have advantages over others? (Provide some examples to prompt the class.)

Example Script:

"Having more or fewer resources is a form of diversity. One example is someone who has a car versus someone who doesn't have a car [socioeconomic status]. Should a person who has more resources be treated better than someone who has fewer resources? [Allow students to answer.] Treating someone differently because of their privilege or advantages displays a lack of equity. We all come from different backgrounds and have had and will have different experiences in our lives that make us diverse and unique. Think of our flower exercise. We should always treat each other fairly and respectfully and accept each other's differences."

Activity adapted from [Diversity Discussion Starters](#) by Patreese Ingram, ED.D.

Cues:

- Equity is the quality of being fair and impartial.
- Diversity is a range of differences that make us unique (e.g., race, religion, language, gender, age, physical ability, mental ability, nationality, sexual orientation, socio-economic status).
- Inclusion is being included within a group.

Modifications/Differentiation:

- Allow students to pick different distances to start from.
- Provide students with a visual impairment a sighted guide or the use of a guided rope.
- Students using a wheelchair need to be over a poly spot or holding a noodle/hockey stick on one of the pieces of equipment provided in order to cross. If the student is not over the poly spot or using the implement to touch a piece of equipment, he/she must start over.

Checks for Understanding:

- How did having more or less equipment affect your ability to complete the task?
- What are other situations where people might have more advantages than others?