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| **Subject:** | Social Studies |
| **Title:** | Fantastic Fans |
| **Grade Level:** | 3 |
| **Purpose:** | Students cooperate to create a Fantastic Fan for Team Canada. |
| **Curricular**  **Connections:** | **Demonstrate skills of cooperation, conflict resolution and consensus building:**   * demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate * demonstrate willingness to seek consensus among members of a work group * consider the needs and points of view of others |
| **Materials:** | * Chart paper/ blackboard * Large sheets of paper * An assortment of felt pens * Access to the Internet or Thesaurus to find positive vocabulary words |
| **Activity:** | 1. Discuss what it is to be a great fan. 2. Ask students if they are a fan of someone. Is it a hockey player, a singer, an actor, or an author that they really like? 3. Describe the characteristics of a great fan. Create a list entitled **“Fantastic Fans”**. Guide students toward words like respectful, reliable, trustworthy, polite, well-mannered etc. 4. List things a person can do, say, shout, wear, etc. when they cheer for Team Canada at the World Junior Tournament. Ask what kinds of actions and words are positive, and which are negative. 5. Work together with a partner. Put a large sheet of paper on the floor, one student lays on the paper and the other uses a marker to trace around the body. 6. Partners work together to create a list of actions, phrases etc. that they want to use on their outline. Teacher checks and approves list. 7. Add clothing, hair, facial features, noisemakers, and phrases to the “hockey fan”. 8. Be creative with words that describe a **“Fantastic Fan”**, printing them on parts of the body. For example:   On the legs print, “stomp your feet”.  On the arms print, “do the wave”.  On the chest they could print some short cheers.   1. All of the words and phrases must be positive, and the face should reflect an excited, cheerful fan! |
| **Extension:** | * L.A.: Students create a list of opposite terms under the headings: Respectful Fan and Disrespectful Fan. |
| **Assessment:** | Students are able to:   * Work cooperatively to compile a list of positive characteristics for their “Fantastic Fan”. * Accept the points of view of others * Complete their “Fantastic Fan” outline in a creative, informative way. |