

Activity Adaptations for Social Distancing

TGFV – Social Perspectives Grade 7

General Activity Adjustments

Paired and Group Activities - Workbook activities that instruct the students to work with a partner or in small groups can be done individually or as a class. Instead of collecting the student workbooks at the end of each lesson, ask the students to keep their workbooks in their backpack or locker.

Role Plays - Select student volunteers to read the scripts aloud from their desks.

Move-around-the-room Activities that require the students to stand by a display card to indicate their answer can be done with the students remaining at their desks. Display the cards on the board at the front of the room and assign a number to each card such as **One, Two, or Three**. Write the number above the corresponding card on the board. Read the scenarios aloud to the students and ask them to show their answers by holding up one, two, or three fingers.

Adjustments by Lesson/Activity

Lesson 1 **Set to Win:** *Setting Reachable Goals*

Activity 2: Goal Get 'em

Play **Goal Get 'em** as presented in the script in the Teacher's Manual. Put the students into teams of four in areas of the room where they can keep social distancing in effect. Encourage the students to practice social distancing when they come to the front of the room to collect and return cards.

Lesson 4 **Say It with Style:** *Effective Communication*

Activity 3: Camp Counselor

Conduct the **Sleeping Bagged** activity as a whole class. Give each student a game pawn. Assign each student to be either Player A, Player B, or Player C. Each student will use his or her own workbook. Select three students to be the general reader, one for Player A, one for Player B, and one for Player C.

Activity 4: Listen with Style

Play the **Drone Zone** activity as presented in the script in the Teacher's Manual as long as student pairs are able to speak and listen to their partner while maintaining social distance. If the students are not able to speak and listen in partners because the distance between them creates a barrier to completing the activity, administer the activity as a whole class. To do the activity as a class, invite one student speaker to the front of the classroom to select and describe one Drone Zone. The rest of the class will listen to that student's descriptions to find the correct house in their workbooks to land the drone. This adaptation will only allow the students to play the activity one time.

Lesson 6 Celebrating Differences: *Respect for Self and Others*

Activity 2: Celebrating Differences

Complete the **Celebrating Differences** activity as indicated in the teacher's script with the exception that students will remain in their seats for the scavenger hunt. Encourage the students to raise their hands to share their "top qualities" as a class. When the students hear a classmate with a different "top quality" than theirs, the students can write that student's name on the line provided at the bottom of their workbook.

Lesson 7 Meeting Point: *Conflict Resolution*

Activity 4: Work It Out

Play **Work It Out** as the teacher's script indicates. Put the students into groups in areas of the room where they can keep social distancing in effect. Give half the deck of Situation Cards to one team in the group and the other half to the other team in the group so the students do not draw from the same card deck. Ask each team in the group to choose one player to draw and read the Situation Card to the opposing team in their group. Remind the students they should be the only ones touching their set of Conflict Approach Cards. Ask the students not to pair their Conflict Approach Cards together when they make a match and keep their own cards off to the side after the hand is played.

Lesson 8 **Anger Outlet:** *Anger Management*

Activity 4: Anger Outlet

Play **Anger Outlet** as a class. Display an Anger Outlet Game Board using a projector. Put the class into two teams to play from their seats. Designate a game pawn to each team. Place the game pawns in the Start space on the game board. Place the deck of Prepaid Gift Cards face down in the appropriate space on the game board. Choose a team to go first and draw and read the Prepaid Gift cards for each team. Move each team's game pawn according to the instructions on the cards. Follow the rest of the teacher's script to play the game.

Lesson 9 **Home Base:** *Identifying and Managing Bullying Situations*

Activity 3: All Together Now

Play **All Together Now** as a whole class. Instead of distributing the game cards to students, read the Bully, Target, and Witness responses at random to the class. Ask the students to identify the role in the statement as something a Bully, Target, or Witness would say to manage the bullying situation.

Lesson 10 **Site Survey:** *Peer Violence*

Activity 3: Endgame

Play **Endgame** individually rather than in teams. Encourage the students to practice social distancing when coming to the front of the room to get their workbooks marked and to retrieve and return cards. To win the game, a student needs four X's in a row horizontally, vertically, or diagonally.