

# ISLA MAGANDA

Grades 1-2



Isla Maganda is a 40-lesson curriculum for children in Grade 1-2, designed to develop 21st-century competencies, social-emotional learning, peace and education.

Heavily rooted in Bangsamoro culture, Isla Maganda features a group of children from different parts of the Philippines, living together on a lush island in the Philippines Sea. Together, the children help each other through problems, and encourage each other to be confident and proud of who they are.

**Sample Lesson Plan:** *The Perfect Game*

**Target Lessons:** Empathy, Equality and Problem Solving



## Lesson 2: Perfect Game

### Story Summary

It's Tawi's turn to pick a game for the kids to play, and she decides the perfect game is "10/20" – a jumping game where two kids act as 'posts' and hold the string for the others who jump. Mar-Mar, who uses a crutch, points out that she cannot jump the same way the others can. But Tawi insists they can all play 10/20. Mar-Mar can simply be one of the posts.

Mar-Mar agrees to be the post but she doesn't enjoy the position. She wants to participate fully. Eventually, she leaves. Tawi follows her to find out what's wrong. Mar-Mar explains that she wanted to be part of the game, and felt left out. She asks Tawi if she would want to be the post all the time. Tawi now understands: they need to find a game they can all play.

As the two girls think about it, Tawi tosses a ball around – and Mar-Mar bats it back with her crutch – fast as lightning! They've found a truly perfect game to play: sipa! The other kids can use their feet and Mar-Mar can use her crutch, and they can all enjoy the perfect game for the perfect day.

### Educational Objectives

This lesson addresses the following goals for social-emotional learning and executive function:

- ✓ Encourage children to treat everyone with kindness and respect, regardless of physical differences.
- ✓ Promote empathy by teaching children to see things through the eyes of others and be sensitive to ensuring everyone feels included in activities.



- ✓ Help children solve problems by generating and testing ideas, and then changing ideas when needed.

### Materials List

- ✓ **ACTIVITY 1:** One or more balls.

## Class Plan



### PRE-VIEWING ACTIVITY 5

Explain to the children that everyone has a body that's all their own and different from anyone else's. Ask the children to raise their hands if they're right-handed, then ask them to raise their hands if they're left-handed. Ask them to raise their hands if they're tall, then raise their hands if they're short.

Ask the children who are tall to name some things that are good or bad about being tall. For example, being tall might mean that you can see over other people when you're in a crowd, but it also means you might bump your head on things that hang down. Next, ask the children who are short to name some things that are good or bad about being small. Being small might help you hide during a game of Hide and Seek, but it also might make it harder to reach things on high shelves. What can tall people do to avoid bumping their heads, or short people do to reach high shelves? (Answers might include being careful to duck under obstacles, or standing on a step stool to reach higher.)

Tell the children that in today's episode of *Isla Maganda*, the kids try to come up with a game that will be fun for everyone to play, even those with physical challenges.

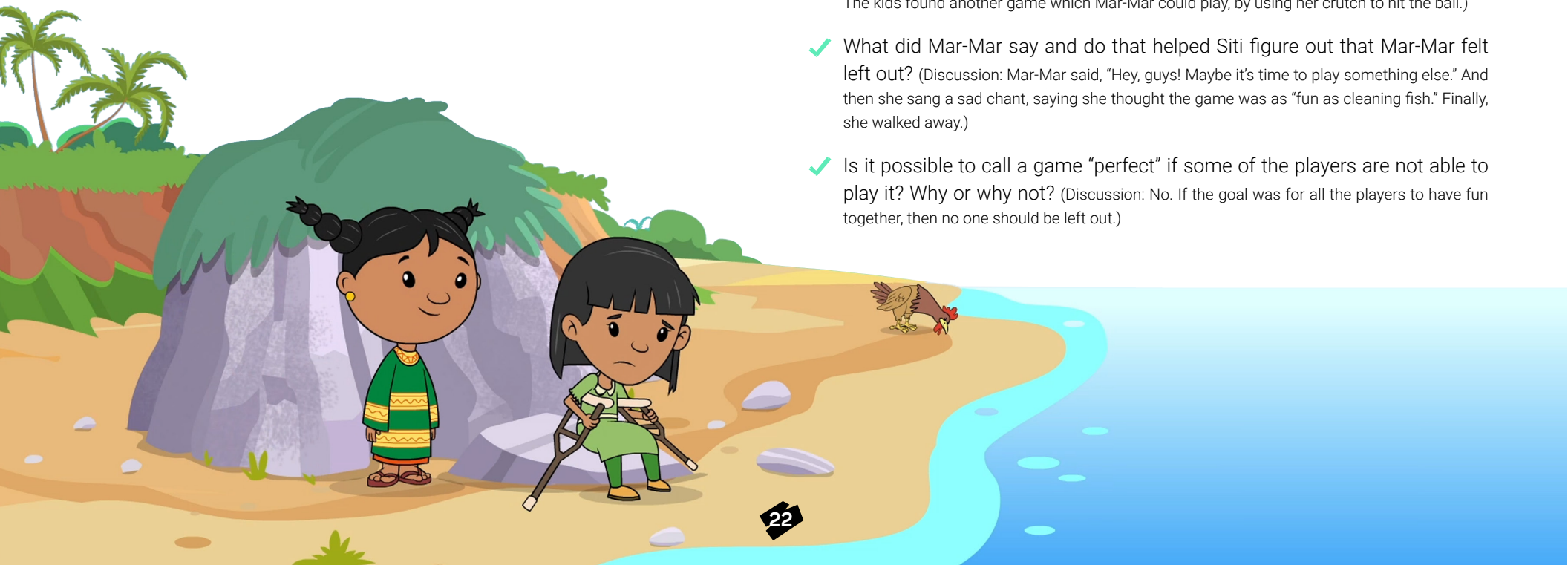


### WATCH OR READ EPISODE 7



### POST-VIEWING DISCUSSION 10

- ✓ What happened in the story? What was the problem that the kids had? How did everyone fix the problem? (Discussion: Tawi picked a jumping game called 10/20 for everyone to play. But the problem was that Mar-Mar could not fully play this game because she uses crutches. So, the kids came up with a new game instead – one that everyone could play.)
- ✓ At the beginning of the story, was it fun for Mar-Mar (the girl who used crutches) to play the 10/20 game? Why or why not? How did the kids change the game to make it more fun for Mar-Mar to play? (Discussion: No, it was not as fun for Mar-Mar because she couldn't jump, so she always had to be a post to hold the rope. The kids found another game which Mar-Mar could play, by using her crutch to hit the ball.)
- ✓ What did Mar-Mar say and do that helped Siti figure out that Mar-Mar felt left out? (Discussion: Mar-Mar said, "Hey, guys! Maybe it's time to play something else." And then she sang a sad chant, saying she thought the game was as "fun as cleaning fish." Finally, she walked away.)
- ✓ Is it possible to call a game "perfect" if some of the players are not able to play it? Why or why not? (Discussion: No. If the goal was for all the players to have fun together, then no one should be left out.)





## POST-VIEWING ACTIVITIES 30 TOTAL

### 1 ACTIVITY ONE: "PLAYING CATCH...BUT WITH A CATCH" 15 \*in class

- 1 PREPARATION: Gather one or more balls before class.
- 2 Remind the children that not being able to jump made it hard for Mar-Mar to play 10/20, so her friends had to find a way to make it easier to play with her. Explain that the children are going to try something similar.
- 3 Have the children stand in a wide circle, facing each other. Children who are right-handed should put their right hand behind their back; left-handed children should put their left hand behind their back. They will keep the hand behind their back for the entire game, and only use the other hand.
- 4 With one hand behind their, have the children try to play catch – but only with their one free hand. Does that make it harder or easier to catch the ball? (It will probably be harder to both throw and catch, so they'll probably often miss the ball.) Next, ask the children for ideas of ways (other than using both hands) that they could change the game to make it easier to play one-handed. Some ideas might include moving closer together, rolling the ball gently to each other, or handing the ball to each other instead of throwing it.

How did the children feel when they couldn't catch the ball easily? How about after they changed the game? Point out that not being able to use their bodies as usual made it harder (and probably more frustrating) to play – and that's true for children with disabilities too. But, by changing the game a little, we can make games easier and more fun for everyone to play.

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### 2 ACTIVITY TWO: "MAKE IT FUN FOR EVERYONE" 15 \*in class or outside

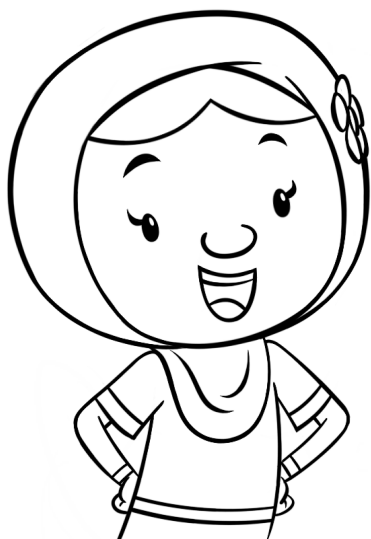
- 1 Have two volunteers leave the room and wait outside for a couple of minutes.
- 2 While they're outside, explain to the rest of the class that you're going to play a simple, fun game – but with a secret twist that they can't tell to the two volunteers. It will be Simon Says, but every instruction begins with a name (such as "Carlos Says...", "Amber Says..." and "Estrella Says..."); children should only imitate the action if one name ("Estrella") is used, and not if any others are used. If they imitate the action at the wrong time (or don't imitate it at the right time), they are out.
- 3 Practice the game once or twice to help everyone understand. Then, remind them not to tell the secret name to the volunteers, and invite the volunteers back in.
- 4 Start the game with the whole group. The volunteers will probably get out within the first few actions. Why? (Answer: Because they didn't know the secret that everyone else knew.) Was the game harder for the volunteers than everyone else? Is that fair?
- 5 Explain the secret rule about the name to the volunteers, then play again. Discuss how it's more fair – and more fun – when everyone can play a game.



Name: \_\_\_\_\_

# Lesson 2: Perfect Game

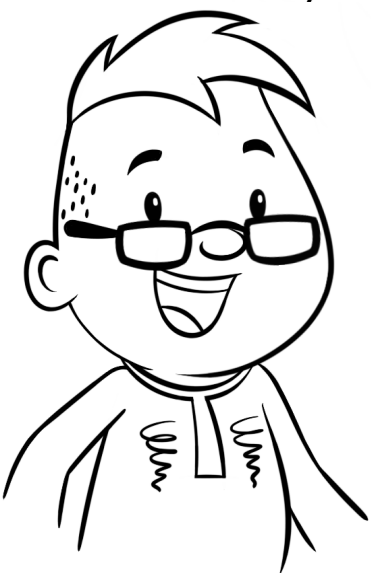
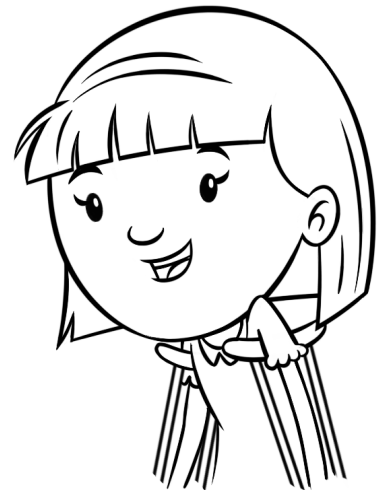
## 3 TAKE-HOME ACTIVITY: "A PLAN TO HELP OTHERS"



**“Do you like to help others? My friends and I do. But we don’t always know how to start.”**

Ask your family to think of someone in your community who could use some help. Maybe someone is lonely, or would like a meal, or needs help taking care of their garden.

**Who to help:** \_\_\_\_\_



Ask the person if there’s something you can help them with. If you’re not sure how to do it, ask your family to help out too.

**How to help:** \_\_\_\_\_

When is a good time to do it? Check with your family and the person you’re helping. Will it just be once, or more than once?

**When to help:** \_\_\_\_\_

