



Background:

My name is Lori Tipton. I teach World Geography to 9th graders at Hixson High School in Chattanooga, Tennessee. I am on a 9th grade team with 2 other teachers. LeAnn Bellamy is our Biology teacher and Becca Aslinger is our English teacher. We also teach a 30-minute advisory class every day. This class consists of teaching self-esteem, study skills, citizenship, character, literacy, etc. We wrote this lesson plan and put it into action last spring as our end of the year project. It was an amazing day and we are going to continue doing this each year. We developed the idea out of watching the show "Survivor" and "The Amazing Race".

Overview:

The students will compete in the The Amazing Survivor Race while learning about other countries, working together as a team, and recalling what they have learned in Biology throughout the year.

Connections to the Curriculum:

- World Geography
- English
- Biology
- Advisory

Connections to the National Geography Standards:

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
2. How to use mental maps to organize information about people, places, and environments in a special context.
6. How culture and experiences influence people's perceptions of places and regions.
18. How to apply Geography to interpret the present and plan for the future.

Time: 1 day- 4 block class periods

Materials needed by the students at home:

- T-shirts
- Bandanas
- Poster board for a sign or material for a flag

Materials teachers need to provide:

- Blindfolds
- World almanacs
- Computers with internet access
- The Amazing Race instruction sheet
- Team list
- Colored paper
- Jump ropes
- Plastic cups

Objectives:

From the Tennessee curriculum guide, the learner will . . .

1. Compare and contrast various types of maps.
2. Analyze the advantages and disadvantages of using maps from different sources and different points of view.
3. Analyze the role of various aspects of culture in unifying or fragmenting a society's perception of places and regions.
4. Describe and analyze the role of mental maps.

5. Recognize that individuals can belong to groups but still retain their own identity.
6. Apply geographic concepts to sharing and giving opinions in a group.

Additional objectives:

The learner will . . .

1. Work together as a team to complete a task.
2. Use the almanac and Internet to locate information on their country.
3. Promote positive attitudes and foster encouragement of all team members as they work together to complete each challenge.
4. Recall Biology information that they use to pass the Biology Gateway, a state standardized test.

Suggested Procedure:

Take teamed students and assign them a country and a color. Teams should be posted 2 weeks before the Race. Each team has 2 weeks to do research on their country and to develop a plan to receive points for team spirit. They know that they can't complete the race without knowing information on their country. They should be encouraged to learn about their culture and well as facts about their country. The students should come to school on the day of the race dressed in their colors with their posters and banners about their specific country.

On race day take the students by bus to a nearby park. You can do this lesson plan at your school if you can't provide transportation. The day has 6 parts. The 6 parts are team spirit, The Race, 3 survivor challenges, and teamwork.

Each event should be awarded the following points:

1st place- 10 points

2nd place-7 points

3rd place- 5 points

Team Spirit: When the students get off the bus they get into their countries. The teachers judge the students on how well they dressed and participated. Each country should dress alike, some should make posters with their flag on it, and some should make banners with their country on it. They should be encouraged to be very creative. The students should get extra points from the teachers if they researched the culture and dressed accordingly.

The Race: The teams should be given 2 different kinds of maps of the park to study. Then, teams should line up and be given their 1st clue. Every team is competing in the race at the same time.

This is an example of our 1st clue. You can use these or make up the questions yourself.

Example: Madagascar's clue

What is the capital of Madagascar?

- a. Mozambique- go to the pavilion
- b. Antananarivo- go to the boat ramp
- c. Mauritius- go to the field where you can see the dam

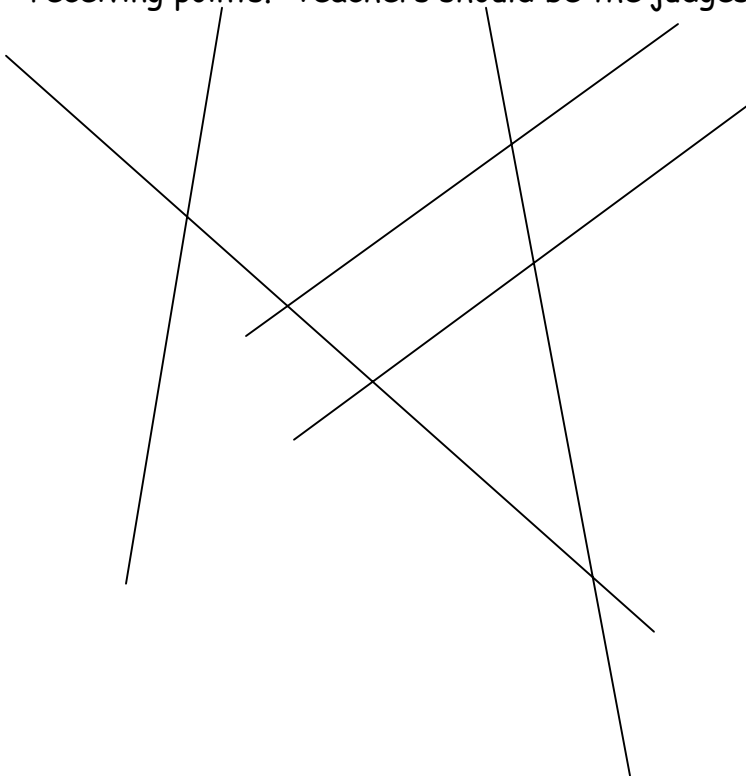
The answer is B- they had to go to the boat ramp.

A teacher should be standing at the boat ramp with their next clue. They shouldn't be allowed to get their next clue until all team members are present. Each captain should have a number with him or her that tells how many team members are in his or her group. They should show this number to the teacher. The teacher gives them the next clue if the number they are holding matches the number of team members present. If a student picks the wrong answer the clue will take them to the wrong location. They will realize the answer is wrong when there is no teacher standing there. Our students had 3 clues, but you could make as many as you have time and staff for. The winning group that gets all members to the last location win points for this part of the day. You can make up your own questions or use ours. They are attached.

Survivor Challenge #1: Each team should choose two team members to be blindfolded. The teachers should place plastic cups in a field with a letters in each cup. The letters spell out something the students should have learned from Biology. Two students should talk to the blindfolded students

and tell them where the cups are in the field. The blindfolded students should bring the cups back to the team. When all cups are located the remaining students on the team should read the question and put the letters in the correct order to make the answer. The teachers should time each team. The top 3 teams receive points. The 4 team members that find the cups should not be allowed to help with the message. Teachers judge and time this challenge. The group that does the task, in the lowest amount of time, is the winner.

Survivor Challenge #2: Each team should be given a box with 5 jump ropes in it. The jump ropes should be tied in knots. Tie each group of ropes with the same amount of knots. The team must untie the knots and put the ropes on the ground in the order of their diagram. Below is an example of one of the diagrams we used. This should also be timed with the first 3 places receiving points. Teachers should be the judges and the timers.



Survivor Challenge 3: The students should choose one student on their team to stand on a curb on one foot. They should be put out of the game if the other foot touched the curb. The other team members should be

cheering on their teammates. Every country should go at the same time. The last 3 students standing should receive points. You should keep it going until you have a winner.

Teamwork: Each teacher watches the teams during the day. Points should be awarded to the first 3 places. Teachers are looking for teamwork, attitude, encouragement by other team members, and helping each other out.

Evaluation:

Team teachers should total all points for the day and come up with a winner. Each member of the winning team should receive a prize. We gave our winners metals. You should have some kind of ceremony to present the prizes to the winners. Teachers should also de-brief the students on the events of the day. Talk to them about what happened if they didn't learn enough information about their country. Also, talk about teamwork and ask them how important it was to work together.