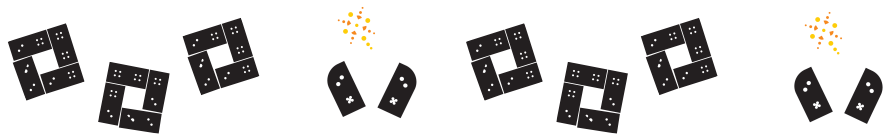


DOMINOES



Teacher's guide and student worksheets

BACKGROUND FOR TEACHERS: WHAT IS CONFLICT RESOLUTION?

Canadian schools reflect a country that is more and more culturally diverse. In addition to Aboriginal people and the founding British and French, there are a wide variety of ethnic groups in Canadian schools. According to the 2001 census, 18.4 per cent of the population was born outside Canada, the highest figure in the past 70 years. (*Ethnic Diversity Survey: Portrait of a Multicultural Society*, p. 1) In addition, many of the newest immigrants and their children are from non-European countries, adding to the ethno-cultural make-up of the country and making Canada one of the most ethnically diverse nations in the world.

Schools have much to contribute toward encouraging understanding and promoting positive relations among the varied ethnic groups in Canada. The film **Dominoes** can introduce the idea of diversity and help to promote tolerance and acceptance of differences in the classroom. Some educators may extend the idea of diversity to include gender differences, differences in sexual orientation and differences in physical abilities. As the film uses non-gendered animated characters, **Dominoes** can be used to explore these aspects of diversity as well.

The words *tolerance* and *acceptance* are interpreted differently throughout diversity literature. For the purposes of this guide, we are considering “tolerance” as the absence of discrimination, and “acceptance” as moving beyond mere tolerance to accepting the individual into our lives as friends and colleagues. Specific definitions of discrimination and tolerance are included below in the lesson plan and the worksheet.

TEACHING IDEAS FOR GRADES 4–10

Integration into curriculum

This lesson can be integrated into any school curriculum that encourages the development of interpersonal skills such as conflict resolution, communication, listening and reflective thinking. Examples include Guidance and Career Education, Religious Education, Health Education and Family Studies.

Focus

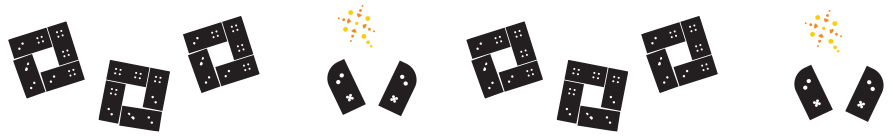
When we choose to accept/accommodate differences, we create a better AND more interesting world.

Preparing the classroom for cooperative learning

These activities work best if the classroom climate respects and supports different opinions. Cooperative warm-up activities are recommended to encourage this type of climate. Teachers may need to move desks or rearrange the room to create space for warm-up activities and small or large group discussions. Ground rules may need to be established, such as:

- no putdowns
- no interruptions
- everyone participates in all activities in some way

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Lesson

Duration: 45 minutes

Teacher preparation

- View **Dominoes** with the discussion questions and/or Worksheet 2 (page 7) in hand. Record your own observations and add any questions/comments not included in discussion or student worksheet.
- Photocopy Worksheets 1 and 2 for students.
- Order a DVD projector for the classroom.

Learning objectives

Students will:

1. Identify similarities and differences that they have with EVERYONE in the classroom.
2. Learn the words: *discrimination, tolerance, acceptance*.
3. Identify ways the group eventually TOLERATED AND ACCEPTED the “roundhead” into the group and reflect on the results of this.
4. Apply the lesson of the film (that when we choose to accept/accommodate differences, we create a better AND more interesting world) to everyday classroom/school yard conflicts.

Activities

A. Previewing Activities

1. Hand out the survey **Search for someone who...** (Worksheet 1)
2. Have students walk around the room and get signatures of classmates who fit the description on the worksheet. The goal is to get as many signatures as possible.
3. Sit down in large group to share results.
4. When the children are seated, you can compile the results by writing each item from the survey on the board or flip chart and asking students to share the names of the children they found who fit under that list. For example, write down “Middle Children” on the board and students will offer names of “Middle Children” to the list, based on the results of their research.
5. By looking at the results on the flip charts/board, establish together that everyone in the classroom has something in common with at least one other person and that everyone also has something different about them.
6. Introduce the idea that sometimes we tolerate differences and sometimes we discriminate against people who are different. The film will explore this in more detail.

B. View *Dominoes*

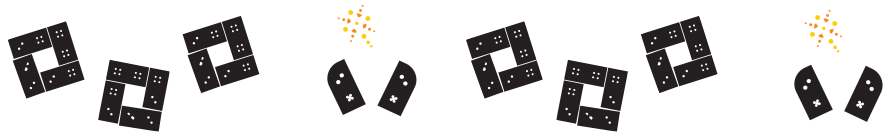
C. Post-viewing activities

After watching the film, have students identify the key actions or plot points by asking them to outline, action by action, what happens in the film. (Focus on what happens from the round-headed domino's point of view.)

1. Plot Summary or “ACTION POINTS”:

- Round-headed domino wants to fit in.
- The rest of the group rejects the roundhead.
- Roundhead keeps trying until one of the square-headed dominoes plays with the roundhead.
- Then, the rest of the group finds out and they reject the roundhead AGAIN and the squarehead joins the group.
- The roundhead becomes angry and violent.
- Eventually the squareheads find a way to tolerate the roundhead and accept him into the group.
- They then create some great NEW ways to share their dots.
- At the end, more and more different shapes want to fit it in, and the process continues.

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2. Large group discussion

Ask students more in-depth questions listed below or have them complete Worksheet 2.

- How did you feel when you saw the round-headed domino trying to fit in?
- How do you think the round-headed domino is feeling?
- Why do you think the group of squareheads did not want to include the roundhead?
- Ask the students to look up definitions (or give them definitions) of **discrimination, tolerance/acceptance**.

DEFINITIONS

Discrimination is different treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, religion, age or disability.

Tolerance/Acceptance is an attitude that implies the acceptance of others who may be different from us in skin colour, dress, physical or mental ability, thinking and behaving.

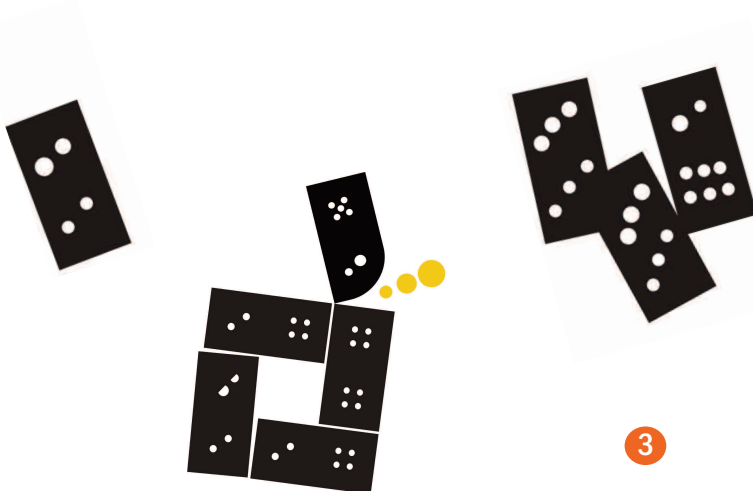
- Is the roundhead discriminated against? What happens to the roundhead when it is discriminated against?
- What happens to the rest of the group when they can't accept the roundhead?
- What happens when the group tolerates and accepts the roundhead into the group?
- How does this acceptance benefit the roundhead, and how does it benefit the rest of the group?
- Discuss how diversity can make life more interesting and creative.

D. Closing reflections

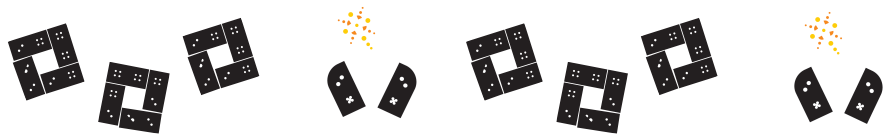
- Ask students to hand in worksheets and to re-group for a closing discussion.
- In large group, ask students to each **share one thing** they learned from the film and/or ask them write a **reflective paragraph** that addresses the questions: *Why are tolerance and acceptance important in the classroom? How do we make sure that there is tolerance and acceptance of differences in the classroom?* Students may complete and hand in at the end of class or for homework.

Suggested assessment and evaluation

- Completion of worksheet.
- Participation in previewing activity.
- Participation in large group discussion.
- Evaluation of worksheets and reflective discussion/paragraph to determine if learning objectives were successfully met.



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Extension

Teachers who wish to explore the diversity issue beyond the classroom to larger society may choose the Extension Activity below.

Learning objectives

Students will:

1. Distinguish between someone with similar and dissimilar characteristics to their own.
2. Identify common traits/threads that connect all people.
3. Discover examples of discrimination in Canada or globally.

Materials and Resources

- Newspapers etc. that include sections/photos on international issues.
- Gather photos from Web sites like OXFAM, AMNESTY INTERNATIONAL, UNESCO, which offer free photos to download from around the world.
Example: <www.oxfam.org.uk/applications/blogs/photos>.

Activities

Explain to the class that discrimination, tolerance and acceptance are large issues in today's world. Hand out newspapers, magazines, or photos from the Web that show a large number of different ethnicities, etc., who may be poor, hungry, etc.

Ask students to:

- Cut out a photo of someone who you think is most like you.
- Cut out a photo of someone who you think is not at all like you.
- With the rest of the class, arrange your two photos into a large collage and hang it on the bulletin board.

Explain that the large collage represents global society and although everyone may look different, there are a lot of ways that people are the same.

Ask students:

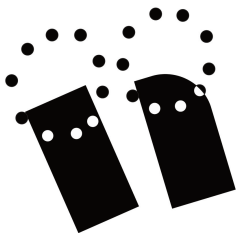
- To identify common traits.
- To identify differences in wealth, safety, opportunity for jobs, housing etc.
- *In what ways are people discriminated against in Canada and/or in other countries throughout the world? How does that affect them in their everyday lives (for instance, their jobs, houses, education, human rights and safety)?*
- *What ways can tolerance and acceptance help change things?*

Closing reflections

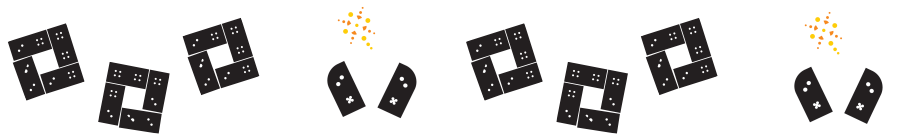
Ask students to identify discrimination in their own lives at school and at home and provide at least two ways that tolerance and acceptance could be demonstrated. Students may choose to do this as a journal exercise that is only shared with the teacher.

Suggested assessment and evaluation

- Participation in collage creation and in larger group discussion.
- Evaluation of closing reflection exercise to determine if learning objective was successfully met.



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Name: _____

Worksheet **1** Search for someone who...

1. is the "middle child" in their family.

Signatures: _____

2. speaks a language other than English.

Signatures: _____

3. has been on an airplane.

Signatures: _____

4. has brown eyes.

Signatures: _____

5. has blue or green or hazel eyes.

Signatures: _____

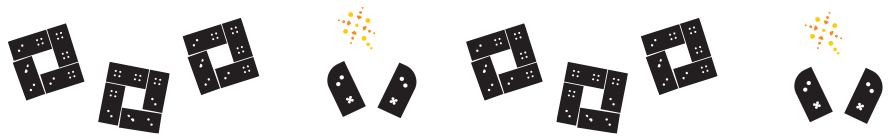
6. walks to school.

Signatures: _____

7. takes a bus to school.

Signatures: _____

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8. has a grandparent who is still alive.

Signatures: _____

9. is the oldest child in the family.

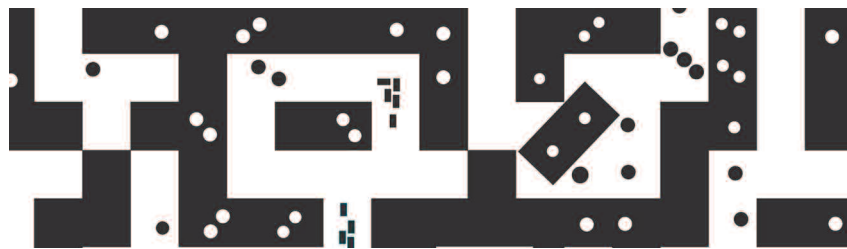
Signatures: _____

10. is the youngest in the family.

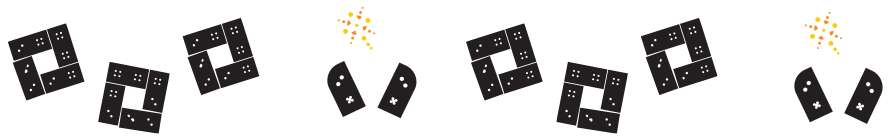
Signatures: _____

11. remembers something that happened to them before they were 5 years old (write signature(s) and what it is they remember).

Signatures: _____



DOMINOES



Name: _____

Worksheet 2

1. How did you feel when you saw the round-headed domino trying to fit in?

2. How do you think the round-headed domino is feeling?

3. Why do you think the group of squareheads did not want to include the roundhead?

4. Write definitions for **discrimination** and for **tolerance** and/or **acceptance**. Put into your own words:

Discrimination is: _____

Tolerance/Acceptance is: _____

5. Is the roundhead discriminated against? Explain.

6. What happens to the rest of the group when they can't accept the roundhead?

7. What happens when the group tolerates and accepts the roundhead into the group?

8. How does this acceptance benefit the roundhead? How does it benefit the rest of the group?

