



The Tip of the Iceberg

Grade-2

Lesson

1

Lesson Objectives – Students identify at least three important things about themselves that have nothing to do with how they look.

	Time	Page
Prepare Students	5 min.	48
Attention Grabber	5 min.	48
Explain/Demonstrate/Practice		
Above and Below the Iceberg	10 min.	49
Review and Preview	5 min.	50
Total Time	25 min.	

Equipment & Materials

- ✓ Pictures of an iceberg in Appendix 2-1.

Teacher Preparation

Prior to the start of this lesson:

- ✓ Make a copy of the pictures of icebergs in Appendix 2-1, pp. 51-52. If possible, enlarge them.
- ✓ Post the iceberg pictures on the wall near where you will be teaching.

This lesson addresses the following content standards:

Michigan Standards		National Standards	
<i>Physical Education</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Health Education</i>
None	Standard #1	Standard #6	Standard #1

This lesson relates to Michigan Model for Comprehensive School Health Education:

Grade 2 Lessons, I-2: We Are Special and I-12: Who Are You?

Key Message & Background Information for Teachers**Key Messages:**

I value people for who they are and what they do rather than what they look like.

Background Information:

We live in a very appearance-oriented society. It's not at all unusual for people to comment critically on their own and others' looks. A child's looks can influence his or her social status, such as being chosen (or not) for a team in physical education. It's important to remember, however, that how a person looks actually has very little to do with the kind of person he/she is. We need to encourage children to look beyond others' obvious physical characteristics to learn about and appreciate the many qualities that are not revealed at first sight.

Prepare Students**5 min.**

Gather students in a group seated on the floor.

Introduce the lesson:

- Today we are going to talk about icebergs! Then we are going to talk about how people are like icebergs.

Attention Grabber**5 min.**

Ask students:

- Who knows what an iceberg is?
- How many of you have ever seen an iceberg?

Point to the picture you posted on the wall

Ask students:

- Do you think this picture shows most of the iceberg?

Show the second picture of the iceberg both above and below the waterline.

Explain: The biggest part of the iceberg is underwater, where it's hidden from sight. Ship captains have to watch carefully for icebergs, because if they see the tip of an iceberg, they know there is a lot more ice under the water. Ships can sink if they run into an iceberg. The most important part of the iceberg is actually the part you can't see!

Tell students:

- People are like icebergs. The things about us that people can see are like the tip of the iceberg. Nobody can see the really cool stuff—like our favorite games and best friends. Those things are hidden—like the bottom of the iceberg.
- Our next activity will help us find out more about this idea.

Above and Below the Iceberg

10 min.

Explain/Demonstrate

Practice

Ask everyone to stand up.

Tell students:

- You're going to get into two groups according to different things about you.
- Follow my directions: If you have brown eyes, stand (here); if you don't have brown eyes, stand (there).

Teacher tip: You can choose another physical characteristic if you think it would work better for your class.

After students are in their groups, ask students:

- Is the color of a person's eyes something that you can see, or something that is hidden?

Continue the exercise having the students separate into two groups based on the following characteristics. After they separate into groups, ask them if the characteristic is something people can see or something hidden.

- If you have freckles/don't have freckles.
- If you're wearing yellow/not wearing yellow.
- If you have traveled outside this state/haven't gone outside the state.
 - Δ Ask where the students have traveled.
- If you have a brother or sister/don't have a brother or sister.
 - Δ Ask how many brothers or sisters students have.
- If you have a loose tooth/don't have a loose tooth.
 - Δ Ask students to point to their loose tooth.
- If you have a pet/don't have a pet.
 - Δ Ask what kind of pet they have.
- If you have straight hair/don't have straight hair.
- If your birthday is this month/birthday is not this month.
 - Δ Ask when their birthday is.
- If you can do a cartwheel/can't do a cartwheel
 - Δ If space/time permits, let the students do cartwheels.

Review & Preview

5 min.

Recap the results of the exercise. Review each of the characteristics you used and ask the students if they remember whether each could be seen or was hidden.

- Having freckles.
- Wearing yellow.
- Having traveled outside this state.
- Having a brother or sister.
- Having a loose tooth.
- Having a pet.
- Having straight hair.
- Having your birthday this month.
- Doing a cartwheel.

Ask students:

- Which do you think are more interesting: things about people that can be seen or things that are hidden?

Tell students:

- The things that matter most, and make us the most interesting are the things that you can't tell just by looking at someone.

Ask students:

- What was something you learned today about someone in the class that you didn't know before? (Allow students to respond.)
- What are some other important things about people that can't be seen from the outside?

Tell students:

- Sometimes we think we can tell what people are like just by looking at them. Do you think this is true?
- I hope that no one in this class will judge people by what they first see before finding out about the interesting hidden things.
- Remember the iceberg. What you can tell by looking at people is just a tiny, tiny, part of who they are and what they can do.
- Next class we will be talking about messages we get from the world around us and messages we get from inside our own bodies.



