

Modeling the First Week

Sample

Day 1:

1. Greet the students at the door with a high five (every single day!)
2. Quick and Easy student info sheet
3. Community Circle for teacher introduction
4. Name Tag:
 - i) Significance of your Name
 - ii) Say Name, repeat Name
 - iii) Arrange by alpha without talking
 - iv) Play Name Tag

Day 2:

1. Find Someone who.....
2. Teacher modeling of "I Remember" Statements
3. Student complete "I Remember" Statements
4. Teacher modeling of how "I Remember" Statements become a "Life Map"

Day 3:

1. Lift the tent pole activity
2. VAK Inventory
3. VAK Activities:
 - i) Pictionary
 - ii) Gestures
 - iii) Taboo
4. 3 Corners Activity

Day 4:

1. Give one get one mixing activity
2. Multiple Intelligences Inventory
3. Multiple Intelligences Hockey Road Trip
4. Personal Mandala

Day 5:

1. Creating class rules
2. Big Ideas in student-speak
3. Course Introduction

COMMUNITY BUILDING

“Establishing Community for All”

- Be clear about the exact nature of the community you are trying to create
- Effective classroom communities cannot be built or sustained on warm feelings alone
- Need a clear goal – a clear collective purpose

CLASS BUILDERS

A. Group Juggle (Communication, Goal Setting, Co-operation)

1. in a circle, start with 1 ball, make eye contact, say person's name and throw them the ball, person catches ball and says thank you “ _____ ”
2. teacher keeps adding balls

B. Give me a Hand (Teamwork, Non-verbal Communication)

1. lie down with hands in push up position (or in a circle on desks)
2. **Level 1** – start clockwise and tap hand, next person taps hand etc... time how long it takes to go around
3. switch directions
4. **Level 2** – interlock hands

C. Name Game (Inclusion, Communication)

1. students need to go around the room and name everyone, students may pass and come back to that person after, prizes for people who can name everyone

D. Have you Ever... (Active Listening, Energizer)

1. sit in a circle with 1 less chair than the number of people
2. the person in the middle says “I like people who...” (have blue eyes, glasses, play Call of Duty etc...)
3. the people who this is true for stand up and change chairs with someone else (can't sit in a vacant chair immediately beside them)
4. last one standing is in the middle



E. A What? (TRIBES) (Energizer, Communication, Inclusion)

1. teacher starts and pass a spoon in 1 direction saying “this is a fork”
2. the person who receives the spoon says “a what”, the person passing it says “a fork”, the second person passes to the third person who says “this is a fork”
3. the third person says “a what” to the second person, who says “a what” to the first person who says “a fork” to the second person, who says “a fork” to the third person.
4. meanwhile the first person has started to pass a fork in the opposite direction and says “this is a spoon” etc...

F. Telephone/Generation Game (Communication, Goal Setting, Co-operation)

1. each person has a card with their name on it
2. pair up and each talk for 30 seconds about themselves (write down what you said)
3. trade cards and go talk to someone else about the person whose card you have for 30 seconds
4. keep trading 4 or 5 times
5. at the end have the last person with the card say what they learned about the person and have the person check what they said and see how mixed up it is

G. Pen Pals (Communication, Goal Setting, Co-operation)

1. write a little known fact about yourself on an index card
2. collect cards and redistribute
3. people move around the room to find their match

H. Class Find the Fib

1. just like 2 truths and a lie but instead of playing in teams
2. have 1 student present their 3 statements to the whole class
3. each team must reach consensus on which statement they think is a fib



TEAMBUILDERS

Important when teams are first formed, especially at the beginning of the year and each time new teams are formed. (recommended twice a week).

A. Balloon Toss (Communication, Goal Setting, Co-operation)

1. form groups of 4 - 6 people
2. have the group join hands
3. keep the balloon up in the air as long as you can
4. once mastered add more balloons and/or alter the size of the group

B. Tallest Freestanding Structure (Teamwork, Problem Solving, Communication)

Version #1

1. use red & white straws (no end that bends)
2. 1 box of straws and 1 roll of masking tape per group
3. building the tallest structure without talking

Version #2

4. use toothpicks and jujubes
5. build the tallest structure with 1 person drawing and 1 person gesturing and 2 people building (no talking)

C. Count to 10 (Teamwork, Communication)

1. count to 10 as a group
2. can't say a number twice in a row
3. compete against other teams

D. Two Truths and a Lie (Inclusion)

1. list 3 details about yourself (2 true and 1 lie)
2. people in group guess which one is your lie



E. Formations (Teamwork, Problem Solving, Communication)

1. Have teams form various shapes, numbers, letters, objects

F. Pairs Compare (Co-operation, Problem Solving, Communication)

1. teacher presents a problem on which students can come up with a list of ideas “list some qualities of a good team member”, “places you want to visit”, “my favourite spring activities” etc...
2. in pairs, students record their ideas passing the list back and forth, each adding an idea in turn (Rally Robin)
3. when complete the pairs reunite with their team and compare using rally table
4. pairs check off if they have that idea and if not they add to their list
5. once lists are both exhausted try to add new ideas as a team to their lists

G. Line Ups: (Communication, Problem Solving, Co-operation)

birth date, height, # family members, alphabetical order, middle names

