

Barry Best

Activity Ideas

These activities are designed to introduce the concept of “Doing your Best” to students. Throughout the activities, discuss with students the key understandings and behaviours associated with earning a Barry Best card.

N.B: Students need to be encouraged to take a broad view of the arenas where ‘doing your best’ might occur. Although many may focus initially on academic achievements, each student needs to be encouraged to identify other areas where their personal efforts are worthwhile.

Students need to recognise that doing one’s best is not the same as being the winner or being better than others.

K-6

☺ Ask students to begin to think about their own goals and the ways they show they are doing their best. Discuss the following two questions: Why is it so important to do your best? Are there times when doing less than your best is good enough? Record.

☺ In small groups have students write or draw a range of situations where they can try to do their best. Students can then put their situations into either School, Home or Community and present to the class.

☺ Create a Y-Chart on Doing your best – What does it Look like, Feel like, Sound like? Discuss.

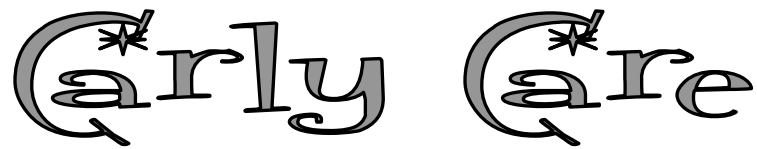
3-6

☺ Brainstorm a list of individuals who have tried hard and done their best in worthwhile ways (eg. doctors, sportspeople, researchers etc) – Research names on the computer and list specific details. Collate in a book.

☺ Ask students to think about their own attitudes to doing their best and home, school and extracurricular areas such as sport, music, computers etc.

Have them write, onto slips of paper, words or phrases that relate to the theme of doing your best.

Organise students into small groups. They are to create a poster for “Doing your Best” that shows images, phrases and words that relate to doing your best.



Activity Ideas

These activities are designed to introduce the concept of care and compassion to students. Throughout the activities, discuss with students the key understandings and behaviours associated with earning a Carly Care card.

K-6: What is Caring?

- * Go around a circle and ask each student to finish these sentences:
 - *My (name of family member) cares for me by....*
 - *I know someone cares about me when...*
 - *I could show I care about someone by....*
 - *A caring thing to do would be....*
 - *I care about....*
 - *When I am cared for I feel....*
 - *When I show I care about someone else I feel...*

K-2: Caring for others

Ask each student to bring in a toy animal from home. Explain that this toy animal will become their 'pet' for the day.

Have each student introduce their pet to the group by giving their pet a name and saying what they will do to look after it.

Divide students into small groups

Ask each group:

- * What would keep a pet safe?
- * What are the differences between a toy and a real pet?
- * What are the differences between an animal and a person?
- * What else would we have to think of to keep people safe and happy?

As a class discuss:

- What can you give someone to show that you care about others?
- What gifts are there other than ones you can buy at the shops?
- Is there any difference between caring and helping? What is it?
- Can you care for someone without helping them or help someone without being close to them?
- What can I do everyday to show that I care about myself, others and my school?

3-6: What does caring look like?

Ask students to think-pair-share what they think is the meaning of care. Try to come up with some class definitions.

Ask students to brainstorm times when they have shown care and compassion as they help others spontaneously or without expectation of a reward. Ask them to consider their contribution to doing chores at home, helping siblings or other children with homework or work, sharing materials, playing together or helping with sports activities and if these actions demonstrate care and compassion.

Encourage them to think of more formal roles and if these involve care and compassion eg. Student Exec, Buddies etc.

Have students to think of six occasions when they show care and compassion through their actions. Students can either draw images or write scenarios on small card.

In small groups have students share cards and identify similar situations where they show care and compassion.

Asks students to discuss the difference between helping people for rewards and helping people without expecting any reward. Also discuss:

- What kinds of care and compassion do you give to your family?
- What kinds of care and compassion to you give to your friends?
- What kids of care and compassion do you give to your class and to your school?
- Why are care and compassion good things?

Have students plan and present a small play in groups that demonstrates a situation that shows someone being caring and compassionate – have students explain their play and discuss how it showed caring behaviour.

Cassie Cooperation

ACTIVITY IDEAS

These activities are designed to introduce the concept of cooperation to students. Throughout the activities, discuss with students the key understandings and behaviours associated with earning a Cassie Cooperation card.

- Everyone has something to offer and everyone can be included.
- What they need from a friend and what friends need from them.
- Qualities that are important in making and being a good friend.
- Everyone has a responsibility towards others to ensure that everyone is included in classroom, playground and school.
- Sharing and working together are important in making people feel happy, safe and included.

Talking Circle

Students are to sit in a circle. Using an object (eg. a ball, a ruler), when a student receives the object, they are to answer these questions:

- * *This is a good class/school to be in when....*
- * *It makes me feel that I belong in this class/school when...*
- * *We could make someone feel welcome in this class/school by....*

Students can pass if they can't answer in their first turn, however go back to them to ensure all students have a turn.

Welcome Pack

Divide class into groups of approximately four. Each group is to discuss what it would be like to arrive in a new place where they don't know anyone. As guidance, have students think about questions such as 'What would you need?', 'What would help?'

In groups (or as a whole class), students are to design a Welcome Pack to help new students to the school – students are to explain why each thing is included.

Snowballs

Give each student a piece of paper. Ask them to write a few words about what makes a good friend. Ask everyone to screw up their paper and make a circle. At a given signal students are to throw their paper into the middle of the circle. Students are to pick up the snowball nearest to them and, at the signal, throw the 'snowball' again. After this throw have students keep the paper they have, unscrew their snowball and read what is written on it.

Record and discuss.

Silent Building

Cut up different coloured card so that there are four pieces of the same colour. Distribute the card and ask students to gather together in colour groups.

Give each group a plastic bag full of construction material. Ask them to look at what is in the bag without opening it. Advise them that they have three minutes to decide what they are going to make. After 3 minutes, students can open the bag and make their construction **WITHOUT** speaking to each other. After a set time, have groups present their construction to the class.

Discuss with the group how the process worked when they could not communicate verbally. Repeat activity, **ALLOWING** verbal communication. Discuss difference.

ALTERNATIVES: In groups, students can join arms with others in a circle so they are all tangled. Students have to work together to untangle. Give students a small area (eg a hula hoop) and they are to get every member of the group inside the area.

In groups, instruct students that they are to have so many hands, feet etc on ground. For example, 5 feet, two hands, one elbow and one knee. In their group, students are to work together to achieve this.

Freddy Fairness

Activity Ideas

These activities are designed to introduce the concept of fairness to students. Throughout the activities, discuss with students the key understandings and behaviours associated with earning a Freddy Fairness card.

- Everyone has something to offer and everyone can be included.
- Sharing, taking turns and listening to what others have to say is important so that everyone feels they are part of a class and school community.
- Follow the rules so that everyone feels safe and happy.
- Being positive in classroom and playground interactions with peers and teachers.

K-6: Fair or unfair?

Provide students with the following situations, discuss whether they are fair or unfair and whether the situation needs to be changed, and how can it be changed?

1. *Abby has been playing with the bike for a long time. Paco asks for a go but she says she hasn't finished yet.*
2. *The plate of biscuits is for all the children but some take too many so others miss out.*
3. *There is only one book between two people. Fran holds the book in front of her and Daniel can't see the pages.*
4. *Sana cannot read yet so the teacher spends more time helping her than the other children.*
5. *There are lots of jobs that need doing in the classroom. The teacher has made a list so that everyone has a turn.*
6. *On the table are eight coloured pens for six children to use for their pictures. Sammy has got three in his hand because he says he is using them.*

Extension: If time is available having students act out these scenarios may assist in making them more relevant to students. Students can then act out changes to make the scenario fair.

K-6: Game with no rules

Play a simple game in the classroom (eg. Silent ball). Change the rules on students throughout the game without telling them until you tell them they are out. For example, "You're out because you didn't clap once". At the end of the game, discuss whether this is fair. Why or Why not?

K-6: Boss for a session

The teacher, or a student, is boss for a session. The boss does not share, listen to other suggestions – isn't fair. Discuss with students **why** this isn't fair? What behaviours can we show to be fair?

2-6: Taking Turns star

Ask students to form groups of four or five. Give each group a star on an A3 piece of paper. Give each student a coloured pencil/pen/crayon that only they can use. Each student takes it in turns to write their name in their colour in a point of the star. Once this has been done, ask the students to work as a group taking turns to create a picture about what "taking turns" looks like (can be done inside the star). Again students can only use their coloured pencil; ensure that all colours are used in the picture. Share pictures as a class and discuss what it was like as a group to work together and take turns, being fair.

Ollie Honesty

Activity Ideas

These activities are designed to introduce the concepts of honesty and trustworthiness to students. Throughout the activities, discuss with students the key understandings and behaviours associated with earning an Ollie Honesty card.

3-6: Trust Game

Make two lines. Have students all face the same direction, down the length of the tunnel. Each person holds out a hand into the middle of the lines. One student stands at the beginning of the tunnel. This student is to steadily walk through the centre of the tunnel. The other students are to move their hand away before the student reaches them. This game involves the one student trusting their peers to move their hands before they are touched. Discuss how it felt walking down the tunnel? What would change if it were a line of people you didn't know? Would it feel different? Why?

3-6: Trust and Honesty Scenarios

Discuss with students:

1. How many lies do you get to tell before you are a liar?
2. How do you feel when you find out someone has lied to you, or hasn't been honest?
3. Do you consider yourself to be an honest person? Why?
4. What would you do if you found \$10,000 on the shelf beneath an ATM machine and nobody saw you find it?

K-6: Boy Who Cried Wolf

Read the Boy Who Cried Wolf and discuss – what does it mean? Why is being honest important?

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!" The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces. "Don't cry 'wolf', shepherd boy," said the villagers, "When there's no wolf!" They went grumbling back down the hill. Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away. When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!" But the boy just grinned and watched them go grumbling down the hill once more. Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!" But the villagers thought he was trying to fool them again, and so they didn't come. At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping. "There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?" An old man tried to comfort the boy as they walked back to the village. "We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

K-6: Mine Field

Select an appropriate area (inside or outside). Distribute "mines" e.g., balls or other objects such as cones, bags etc.

Students operate in pairs. Consider how the pairs are formed - it's a chance to work on relationships. One person is blind-folded (or keeps eyes closed) and cannot talk (optional). The other person can see and talk, but cannot enter the field or touch the person.

The challenge is for each blind-folded person to walk from one side of the field to the other, avoiding the "mines", by listening to the verbal instructions of their partners.

Allow students a short period (e.g., 3 minutes) of planning time to decide on their communication commands, and then begin the activity.

Allow students to swap over. The activity can be conducted one pair at a time or with all pairs at once.

Discuss how it feels.

****Extension: Select two students to be dishonest with some of their directions. Discuss how it felt when your partner wasn't honest and trustworthy****

