

B.R.C. Medium Term Planning

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| CLASS: | TERM: | TEACHER: Ben |
| SUBJECT: PBL Incorporating; PSHE, communication skills | Scheme of Work: working together team challenges | |
| <u>Learning Objectives for unit:</u> | | <u>Differentiation code:</u> pink all, green some, blue ext |
| Introduction to unit: <p>This unit is designed to encourage students to develop and encourage communication skills by working together to solve problems. The well-being of students has a direct impact on their results. So, happy students learn better. This plays a crucial role in their well-being and development.</p> <p>By creating a healthy and happy classroom environment by getting students to work together and to respect each other. Team-building activities are perfect for teaching the students those skills.</p> <p>This progressive scheme begins with simple tasks that students complete as individuals to achieve a common goal, (communal works): through communication exercises, developing emotional awareness, to forming small teams. It teaches empathy, sportsmanship, healthy competition, how to win and lose with dignity, effort in taking part and learning to play together. Learning how to be a friend is a bit part of later lessons; including guidance in tolerance, expectations and giving. The two year course climaxes with discussions about social conventions and developing independent opinion and structuring debate. There are also exercises activities to encourage the students get closer to each other. After this, there are more activities that help build trust between them.</p> <p>This is a proven sow that fills the gaps in an individual's personal development. Taking students from a position of emotional confusion and volatile behaviours or inhibited expression to 'stable considered conscientious young people. This work is so important that it affects every aspect of their lives. These life lessons develop self awareness in students and discipline. These processes create students who have a sense of perspective, develop confidence in who they are and a self esteem. This in turn develops pride in their progress which results in students who develop a positive attitude to work that will stay. They develop trust, learn to follow instructions and see the advantages of listening to advice. The outcome of these activities is that students become much closer, they carry this work ethic and positive attitude across their academic journey and develop enthusiasm for knowledge. to learn.</p> <p>These team building exercises and trust games, are delivered consistently as part of PBL. A nurturing approach helping the children to learn how to work hard and play too.</p> | | |

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| | Taking turns and talking | Getting to know each other | <p>Students talk about themselves and or events they have been part of whilst holding the conch.</p> <p>Students listen whilst someone else is talking</p> | <p>Holding the conch</p> <p>Introductions and weekly reflection.</p> <p>Only speaking when holding the conch, listening to others when they have it. Waiting and holding opinion, asking to talk.</p> | | Object to hold i.e. ball or something significant that can be passed between students with ease. |
| | Team portraits | <p>Getting to know each other</p> <p>Develop a sense of belonging</p> | <p>Each student creates a self portrait that best reflects their personality</p> <p>Students have fun during the process</p> <p>Students learn about each other</p> <p>A display is produced with student faces</p> <p>Seeds are sown to help students develop a sense of ownership of their form</p> | <p>Show examples of group portraits: including different styles and techniques.</p> <p>Set task objective: to create a window display of our class made of self portraits.</p> <p>Give ideas for self expression and options available:</p> <ol style="list-style-type: none"> 1. Photocopy face squidge. 2. Photographic print and manipulate <p>Discuss class ideas / response (if any). Split group appropriately (according to task preference). Set to task.</p> <p>Students watch as collage is created: (opportunity for opinion share) ; tasks can be assigned to assist; scissors (cutting portraits</p> | | <p>Photocopier</p> <p>Camera</p> <p>Scanner</p> <p>For drawn or manipulated printed portraits:</p> <p>Paper, pencils, paints, pens</p> |

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| | | | | appropriately) Collage is displayed in window. | | |
| | Team name | Getting to know each other Develop a sense of belonging | Each student contributes to a display Students work together on different elements for the display Students have fun during the process Students learn about each other Students develop a sense of ownership of their form | Show examples of group portraits: including different styles and techniques. Set task objective: to create a window display of our class name. Give options for task 1. Numbers 2. Letters 3. Both. Encourage self expression creativity and ownership of work. Discuss class ideas / response (if any). Set to task. Students engage in discussion on how collage is created. Collage is displayed in window. Tasks can be assigned to assist | | Stencils, Paper, pencils, paints, pens |
| | Morning jobs | Developing a beginning sense of worth | Morning jobs are recognised Beginning to form a sense of | Explain the context (use) of the room, reward system, the importance and responsibilities | | Digital timetable Display on projector |

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| | | <p>Developing responsibility</p> <p>Getting to know each other</p> <p>Develop a sense of belonging</p> <p>Understanding the reward and incentive system.</p> | <p>being part of a bigger picture (a class team with a role)</p> <p>Each student takes responsibility for at least 2 jobs per week</p> <p>Students begin to understand that they are part of a group and people will rely on them</p> <p>Students recognise preferences</p> | <p>of tutees in this class. Explain jobs and options. Ask for volunteers for each role. Assign for those who don't: lesson in responsibility and taking opportunities when they present. "if you don't have clear aims for your life, you are set to be led by those who do"</p> <p>Morning jobs include:</p> <ol style="list-style-type: none"> 1. Visual timetable 2. Reading lunch menu 3. Cleaning and sanitising 4. Tidying 5. Helping 6. Watering plants | | <p>Printer</p> <p>Drawing pins or tape to display</p> |
| | Class rules | <p>Create a list of class rules</p> <p>Students voice an opinion or preference</p> <p>Students engage in debate</p> | <p>Students express personal preferences and triggers</p> <p>Students have experience of first structured debate</p> <p>Students begin to take control of their environment</p> <p>Students begin to realise that their opinion matters</p> <p>Students are listened to</p> <p>Students set a series of class rules</p> | <p>Introduce objective: to create a list of agreeable class rules.</p> <p>Explain the context and requirement of rules; encourage discussion.</p> <p>Read through previous class rules; give examples</p> <p>Set students to task; creating their own list of rules for their own ideal world or class.</p> <p>Read rules to class</p> | | <p>Rough books</p> <p>Writing media</p> <p>Class computer and display or whiteboard</p> <p>printer</p> |

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| | | | to which they will abide. | Discuss debate and decide which ones to keep Document and print class rules Display and distribute Have each student sign print for wall display | | |
| | Zones of Regulation | Big associated sow | | | | |
| | Exquisite corpse Basic fun visual communication game | Communal paired or small group of 3-4 drawing exercise Listen to description Understand that others have different interpretations than yourself. | Students follow instructions and work together to produce a hybrid monster | Each student adds to a composition in sequence, either by English version: follow a rule (e.g. "The <i>adjective noun adverb verb</i> the <i>adjective noun</i> ." as in "The black dog aggressively chewed the smelly bone." ART version: By being allowed to see only the end of what the previous person contributed. | | This technique was invented by surrealists and is similar to an old parlour game called Con sequences in which players write in turn on a sheet of paper, fold it to conceal part of the writing, and then pass it to the next player for a further contribution |
| | Diaries and emotional diaries | Develop a means of self expression | Students are able to reflect on good and bad experiences / events through a set period of | Conventions of a diary linked to English skills Bullet points can be used | | Blank diary proformas |

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| | | | time | In this context diaries are used as an opportunity to discuss www, what can be learnt and or done differently next time. Diary is an opportunity to express individual feelings and or perspective without fear of repercussions. | | Emotional diaries accompany zones of regulation work |
| | Chinese whispers | <p>Listen to what is being said</p> <p>Repeat instructions</p> | <p>Understand how little changes can make a big difference</p> <p>Gain trust in each other</p> <p>Developing listening skills</p> <p>Have fun</p> <p>Repeat information successfully</p> <p>Communicate a message</p> <p>Metaphor for cumulative error, especially the inaccuracies as rumours or gossip spread, or, more generally, for the unreliability of typical human recollection</p> | <p>Obviously a game that is designed to challenge communications skills. Phrases used should be that are likely to be convoluted.</p> <p>Players form a line or circle, and the first player comes up with a message and whispers it to the ear of the second person in the line. The second player repeats the message to the third player, and so on. When the last player is reached, they announce the message they heard to the entire group. The first person then compares the original message with the final version. Although the objective is to pass around the message without it becoming garbled along the way, part of the enjoyment is that, regardless, this usually ends</p> | | |

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| | | | | up happening. Errors typically accumulate in the retellings, so the statement announced by the last player differs significantly from that of the first player, usually with amusing or humorous effect. Reasons for changes include anxiousness or impatience, erroneous corrections, and the difficult-to-understand mechanism of whispering. | | |
| | Alphabet memory games | <p>Listen to what is being said</p> <p>Students engage in appropriate responses</p> <p>Students learn to think process quicker</p> | <p>Student expand their vocabulary</p> <p>Students develop their listening skills</p> <p>Students make each other laugh</p> <p>Students learn to take turns</p> <p>Students learn the alphabet</p> | <p>Students take turns to create a list using word association Topic can be anything that is relevant to group.</p> <p>Example, fruit and vegetable shop: Granny went shopping and should bought some 'A'pples Granny went shopping and bought some 'B'ananas</p> | | |
| | Word association game | <p>Listen to what is being said</p> <p>Students engage in appropriate responses</p> | <p>Student expand their vocabulary</p> <p>Students develop their listening skills</p> <p>Students make each other laugh</p> | <p>Explain the context of the game and state rules of no swearing. Teacher leads example with support staff: First word that comes to your head, next person says the first</p> | | |

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| | | Students learn to think process quicker | Group reviews of how some associations were made Students bond with each other | word in their head with no hesitation. | | |
| | 'Just a minute' advanced | Listen to what is being said Students engage in appropriate responses Students gain confidence in talking Students learn to regulate their thought process and speech | Student expand their vocabulary Students develop their listening skills Students make each other laugh Students learn to take turns Students follow rules and challenge Students learn to win with intellect Students bond with each other | Parody of the infamous Nicholas Parsons' radio4 game show, 'just a minute'. Objective is to speak about a chosen topic for 1 minute without hesitation, deviation or repetition. Teacher lists a topic on the board, selects a student to start talking about that subject following the rules stated above. Timer starts: if the student fails the timer stops, no points are awarded and the 'floor' passes to the next player who is to continue the topic. Whoever is speaking when the minute runs out wins the point. Another player can challenge the speaker regarding hesitation, deviation or repetition. A correct challenge wins a point and the floor. An incorrect challenge wins the speaker a point. | To play <u>Just a Minute</u> you must speak for a minute on a given subject. If you hesitate, repeat yourself, or deviate, an opponent will interrupt and take the subject. Points are gained for speaking when the minute is up, correctly interrupting, or being wrongly interrupted. It sounds simple but for half a century it has proven anything but. Here are a few pro tips to help you achieve success. The Chairman - Nicholas Parsons 1. When the chair says start talking, start talking. Immediately. 2. Try not to speak too quickly. 3. ...But, don't speak too slowly. That's called hesitation. 4. Never say 'er', 'erm', 'um', or 'ahhhh'. 5. You can only repeat the words on the card. A wide vocabulary (or a mind like a thesaurus) is needed to succeed in this game. 6. Short words don't count as repetitions. You won't lose points for repeating words like 'I', 'you', 'a,' or | |

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| | | | | | | <p>'the'.</p> <p>7. Having said that, watch out for acronyms, because letters <i>do</i> count. USSR, BBC or CCTV are common pitfalls for newcomers.</p> <p>8. Don't change the topic - that's deviation.</p> <p>9. Don't say: "I'd like to take a completely different tack to the others." That sounds like it will be deviation.</p> <p>10. Don't ask the chair what colour his underpants are – that's definitely deviant, and you will be challenged.</p> <p>11. Never admit fault. There's a chance your competitors won't notice your mistake, so don't buzz yourself and give them the ammunition!</p> |
| | <p>Comic strip conversations (reflections)</p> | <p>To appropriately answer challenging statements</p> | <p>Reflect on reactions to provocative statements</p> <p>Develop a more considered response</p> <p>Learn from experience</p> <p>Share experience</p> <p>Encourage others to do the right thing</p> | <p>There are numerous levels to the comic strip conversations:</p> <p>Responding with impulse</p> <p>Responding with consideration</p> <p>Reflecting on responses</p> <p>Considering intention</p> <p>Students should be guided through csc dependent on their level</p> | | <p>Comic strip blanks</p> |

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| | Lego therapy | <p>Construct a lego model</p> <p>Perform a role within a team</p> <p>Communicate effectively</p> | <p>Follow instructions given by engineer</p> <p>Organise and distribute parts to a builder</p> <p>Effectively communicate instructions</p> | | | |
| | Knot or not? | <p>Learn how to tie a variety of knots</p> <p>Learn what a knot is and what isn't</p> | <p>Overcome fear of shoe lace tying</p> <p>Learn some practical applications for knots</p> <p>This team building activity simulates how we make decisions when given time and when we are under a time crunch. This activity will challenge your group to make a decision and stand by it, understand and accept the decisions of others, and see the whole picture and not just the so called "critical information".</p> <p>Participants identify what is needed to break through self-imposed limitations, think creatively and focus on the most efficient way to come to a decision.</p> | <p>Required: one long rope</p> <p>Preparation: Create a loose overhand knot near the centre of the rope. Pile the rope onto the knot with each end of the rope visible on top.</p> <p>Instructions: Without touching the rope, determine if it is tied in a Knot or Not in the least amount of time.</p> <p>The group of can request the leader to <i>shrink the knot</i>, if they want. This results in the leader carefully pulling distance out on each end of the rope and adding 1 minute to the total time.</p> <p>Some groups might just take a</p> | | |

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| | | | | <p>guess right away, gambling that they will win big or totally lose. Others might request many pulls right away until the knot is obvious, ensuring they are correct but receiving large penalties. Or, they may investigate, try to figure it out, then ask for a few pulls through the process, burning time, but minimising penalties.</p> <p>It's good to reflect on how the decision was made. Do we jump in with both feet, be overly cautious, or somewhere in between?</p> <p>You could use string instead as a smaller version and have teams compete against each other.</p> | | |
| Physical communication games | | | | | | |
| | Donkey | | | <p>Last man standing game Stand in a circle randomly If you drop the ball and you spell 'donkey' you are out.</p> | | |
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| | Exercise challenges | | | <p>How many? How fast? How slow? Best effort.</p> <p>Different exercise challenges designed to build confidence, improve co-ordination regulation of energy and emotion as well as improving fitness.</p> <p>To develop an attitude of self improvement, setting targets and beating them</p> | | |
| | Exercise competitions | | | <p>How many? How fast? How slow? Best effort.</p> <p>Different exercise competitions designed to build confidence, improve co-ordination, regulation of energy and emotion as well as improving fitness.</p> <p>Setting the foundations for develop sportsmanship, healthy competition, support of others in competition, settlement of disputes, increased respect for each other, developing an attitude of self improvement, setting targets and beating them</p> | | |

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| | <p>What's the time mr wolf (inc clocks)</p> | | | <p>One player is chosen to be Mr Wolf. Mr Wolf stands at the opposite end of the playing field from the other players, facing away from them. A call-and-response then takes place: all players except for Mr Wolf chant in unison "What time is it, Mr Wolf?", and Mr Wolf will answer in one of the two ways:</p> <ol style="list-style-type: none"> 1. Mr Wolf may call a clock time (e.g., "3 o'clock"). The other players will then take that many steps, counting them aloud as they go ("One, two, three"). Then they ask the question again. 2. Mr Wolf may call "Dinner time!"/"Lunch Time"/"Midnight", then Mr Wolf will turn around and chase the other players. If Mr Wolf tags a player, that player becomes the new Mr Wolf. 3. Mr Wolf is also allowed to look around at the other players, before answering the question; especially if there is a rule involving penalties | | |

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| | | | | <p>applied to Mr Wolf if a player reaches him before "Dinner time" is called.</p> <p>Linked to telling the time on an analogue clock. Can be used as a maths game: 4x3= 1-2-etc 12 o'clock</p> | | |
| | Tug of war | <p>Energy regulation Displacement of aggression</p> <p>Team work in competition</p> | <p>Mutual respect for others</p> <p>Responsibility within a team</p> | <p>Pick teams, methods available:</p> <p>Shortest to tallest in line every other Race performance based Students choose their team (later)</p> <p>Tug of war is a sport that pits two teams against each other in a test of strength: teams pull on opposite ends of a rope, with the goal being to bring the rope a certain distance in one direction against the force of the opposing team's pull</p> <p>Teams pull until one team clearly wins over a set distance or for a time limited to 90 seconds. Repeat until all students are calm, receptive and ready to</p> | | |

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| | | | | <p>return to classroom. Suggest max 10minutes intervention.</p> <p>Individual disputes can be battled out through tug of war.</p> <p>It is quite likely that arguments regarding people quite literally 'pulling their weight' in exercises like this are ideal opportunities to develop dialogue, ownership of actions and attitude.</p> | | |
| | Round the world (basketball) | <p>Learning to support each others' achievements</p> <p>taking turns</p> | <p>Shooting from various points around the 'd' improves accuracy in shooting.</p> <p>Adaptability</p> <p>Perseverance</p> <p>Introduction to competition</p> <p>Listening to advice</p> <p>Giving and taking advice.</p> | Score points from every significant point on the 'D' | | basketball |
| | Basketball drills (rebounds and filtering) | <p>Working together fluidly</p> <p>Working together to support each</p> | | <p>Shooters; collecting rebound and feed to next shooter join queue, shooter becomes rebound catcher and feeder. Repeat.</p> | | |

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| | | <p>other</p> <p>Taking turns</p> <p>Support each other's achievements</p> | | | | |
| | Bulldog | Advanced team building game | <p>Students learn about individual effort; winning; losing; honesty; taking risks and having fun</p> <p>Students follow rules</p> <p>Students gain trust in each other</p> <p>Students have fun</p> <p>Students engage in close physical contact in a positive way</p> <p>Students engage in highly competitive and physical games</p> <p>Students work together to reach a goal</p> <p>Students form strong bonds</p> <p>Students reflect on team performance</p> <p>Students learn to work with others who may not be friends to reach</p> | <p>Objective for runners to get from one side of playground to the other without getting caught by the person in the middle; the 'bulldog'</p> <p>Gameplay: One person either volunteers or is selected to be in the middle by virtue of them winning the last round (i.e. the last one to get caught).</p> <p>The bulldog calls 3-2-1- bulldog and all other players attempt to run to the other side of the playground. The bulldog attempts to catch individuals by tagging them (tails can be added for advanced gameplay). No heavy shoving, tripping or violence allowed. When a player is tagged they join the bulldog is catching others. The last player caught in each round calls bulldog for the</p> | | |

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| | | | <p>an objective</p> <p>Students form a TEAM</p> | <p>next sprint.</p> <p>As players get accustomed to the rules the concept of working together as a team by forming lines or targeting a single player rat a time to increase their chances of catching a runner.</p> | | |
| | baseball | Advanced team building game | <p>Students follow rules</p> <p>Students gain trust in each other</p> <p>Students have fun</p> <p>Students engage in close physical contact in a positive way</p> <p>Students engage in highly competitive and physical games</p> <p>Students channel aggression productively</p> <p>Students work together to reach a goal</p> <p>Students form strong bonds</p> <p>Students reflect on team performance</p> <p>Students learn to work with others who may not be friends to reach an objective</p> <p>Students form a TEAM</p> | <p>Pick teams, methods available:</p> <p>Shortest to tallest in line every other</p> <p>Race performance based</p> <p>Students choose their team (later)</p> <p>Game play:</p> <p>'baseball' is a hybrid between netball and rugby. Designed specifically as a team building game for work with ff's.</p> <p>Very few rules relies entirely on team work for success.</p> <p>Objective to place ball on other teams' mat. (like scoring a try)</p> <p>Ball can only be passed (like netball). No running dribbling or bouncing ball allowed.</p> <p>Any sort of pass is permitted.</p> <p>Tackles or fights for ball possession are with contact with ball only; not the person. This</p> | | |

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| | | | | <p>means no arm or body part grabbing. If a player grabs or strikes another player "foul" is called and the victims team gains possession of the ball; play continues. If violence or aggression is repeated the offending player will be 'timed out' until they are calm and ready to rejoin. The players' team will suffer the consequences of playing one man down. Only the ball can be grabbed. Ball can be hit; knocked or snatched from another player. If multiple players are on the ball (like a scrum) and a stale mate occurs a 'pull off' will be held between the first original two player holding the ball. This is decided by the referee. The instruction "3-2-1-pull" is given. The winner of the pull gains possession for his team and play continues.</p> <p>Man-on-man defence (basketball) is recommended. A point is achieved by pacing the ball on the opposing teams mat. The ball must be in contact with both the player and the matt simultaneously in order to score (like a rugby try). This means that a point can be</p> | | |

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| | | | | <p>blocked if another players hand is underneath the ball or if the ball is dropped but still hits the mat for example. Padded mats are in place at each end of the play area to allow for these types of scrums to go to ground. Referees decision on points scored is final. Goal hogging or standing on the opposing teams mat should be discouraged. There is no assignment of 'goalies' as each player should play an equal role.</p> | | |
| Cerebral development | | | | | | |
| | Come to my party if. | Listen to what is being said in order to break the code | <p>Students engage in appropriate request and responses</p> <p>Students break code and are allowed to join the party</p> | <p>Concentration code breaking game.</p> <p>If players break the code they can come, if not they are politely told; sorry, no you can't bring your (object).</p> <p>I'm having a party and i will take a (insert code) (insert object) would you like to come? I would like to come to your party, can i please bring a (insert code) (object).</p> <p>Repeated denials for requests are made until all players are at the party. If only one or a few</p> | | |

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| | | | | individuals break the code, then ask them to reveal while they think that they can come. | | |
| | Friendship | Big- sub project objectives attached to scheme | Students complete tasks | Resource pack includes videos exercise and worksheets | | |
| | Relationships | Self improvement including conduct in intimate social situations | Students engage in discussion about relationships | Teacher led discussions using white board to record class thoughts. Topics include: Honesty Self awareness Bravado Ego Lies Harassment Expressing emotions | | |
| | Social situations | Self improvement including conduct in social situations | Students engage in discussion about social situations, appropriate behaviours and etiquette. | Teacher led discussions using white board to record class thoughts. Topics include: Honesty Dreams | | |

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| | | | | Sexual expression Opinion Offending people Jokes Thinking before speaking Empathy Listening | | |
| | Think before you sleep videos | <p>Building self esteem</p> <p>Building awareness of the world around them</p> <p>Building awareness of the human condition</p> <p>Developing critical thinking</p> <p>Awareness of social issues</p> | <p>Students watch videos presented by psychologists that discuss relevant and topical issues surrounding the human condition.</p> <p>Students apply lessons to their own behaviour</p> <p>Students recognise their own behaviour patterns</p> <p>Students become more self aware</p> <p>Students develop empathy</p> <p>Students recognise that their behaviours are not unusual or 'wrong' but part of the human condition and can be learnt from and changed or improved</p> <p>Students develop their own opinion</p> | <p>Reflection time becomes deeper and begins to discuss wider social issues</p> <p>Students by this point have developed the attention span to watch a 10-20 minute short film or documentary that discusses any number of social psychological issues.</p> <p>Introductions to film contexts should be made relating to the topic or behaviour to be discussed.</p> <p>The film is watched paused at poignant points if at all necessary. All 'think before you sleep videos' have moral lessons at the end and should be played through. 'Jordan Peterson', 'ted ex' or 'dw documentaries' films may need</p> | | <p>Youtube</p> <p>AV equipment</p> |

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| | | | <p>Students develop critical thinking</p> <p>Students are less likely to be subject to 'following' absently</p> | <p>to be paused.</p> <p>Discussions at the end of the films should be encouraged incorporating personal examples of behaviours discussed.</p> | | |
| Construction challenges | | | | | | |
| 1 | <p>Tallest Tower</p> <p>Building challenge</p> | <p>To communicate effectively to build a tower.</p> | <p><u>Discussion:</u></p> <p><u>Demonstration</u></p> <p><u>'Doing'</u></p> <p>I understand the task I can express my ideas I can listen to other peoples' ideas Can I discuss potential solutions I can compromise</p> <p>I can choose a role I can perform a specific task I can work in a team</p> <p>I can adapt to a changing situation</p> <p>Have efforts marked</p> | <p>This game is all about working together to build something great. It lets students work together, develop great things, and makes them think critically and learn from their mistakes and successes. As a teacher, you give the teams an assignment.</p> <p>In this challenge the teams have to build the tallest freestanding tower using paper straws and tape</p> | | <p>Scissors masking tape paper straws</p> |
| 2 | Over the electric | To cross a barrier | <u>Discussion:</u> | Team building game. | | |

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| | fence | ensuring no-one is left behind | <u>Demonstration</u> <u>'Doing'</u> I understand the task I can express my ideas I can listen to other peoples' ideas Can I discuss potential solutions I can compromise | Imagine two chairs connected with a wire at about 1m high. Imagine this is an electric fence. If you touch it, you're dead. Even worse... everyone is dead, because all the students must stay connected as well, and just like with an electric fence, if one person touches it, the electric shock guides through all the persons until the last one. The goal is to get over the fence while holding hands. It's a real challenge, as not everyone can just jump over it. It takes real teamwork to succeed | | |
| 3 | Lego tower Building challenge | <ul style="list-style-type: none"> To communicate effectively to build the biggest lego tower. | <u>Discussion:</u> <u>Demonstration</u> <u>'Doing'</u> I understand the task I can express my ideas I can listen to other peoples' ideas Can I discuss potential solutions I can compromise I can choose a role I can perform a specific task I can work in a team | your teams have to build: The largest tower in Lego | | |

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| | | | <p>I can adapt to a changing situation</p> <p>Have efforts marked</p> | | | |
| 4 | Get on the chair | | | <p>For this classroom team building game, students need to be flexible and balanced. Provide a chair for every student. All the chairs should be lined up on one single line. Every student stands on a chair. Now, the teacher asks them to go stand in a certain order. For example: "I want you to organize yourselves from old to young." The students now have to change places without touching the ground.</p> <p>With this team building exercise, the students get to know each other better in an interactive way. The teacher can give other orders like: "from tall to small." or "from A to Z." Every time, the students have to change their positions without pushing someone off the chairs. Working together is crucial. If you want to make it more challenging, you can set a time limit.</p> | | |
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| 5 | <p>Prettiest Alien species</p> <p>Building or drawing challenge</p> | To communicate effectively to build a species | <p><u>Discussion:</u></p> <p><u>Demonstration</u></p> <p><u>'Doing'</u></p> <p>I understand the task I can express my ideas I can listen to other peoples' ideas Can I discuss potential solutions I can compromise</p> <p>I can choose a role I can perform a specific task I can work in a team</p> <p>I can adapt to a changing situation</p> <p>Have efforts marked</p> | <p>build the prettiest "alien" species similar to lego therapy but less prescriptive. Encourages open communication through trial and error.</p> | | <p>Paper card masking tape glue</p> |
| 6 | Human Knot | To effectively communicate as a group to solve a problem that affects all participants. | <p>Tolerance of others</p> <p>Problem solving ability Encouraging effective communication skills</p> | <p>Team building game.</p> <p>Students stand in a circle, holding hands. Now, students have to tangle themselves by walking in between students in front of them, going over or under locked hands. They can also go between other students' legs. They have to make a knot keeping their hands locked to the other students. Now, two other students need to work</p> | | |

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| | | | | <p>together and give instructions to the human knot. They have to find a way to untangle it.</p> <p>Works even better if you have competing teams.</p> | | |
| | <p>Biggest castle</p> <p>Building challenge</p> | <p>To communicate effectively to build a castle</p> | <p><u>Discussion:</u></p> <p><u>Demonstration</u></p> <p><u>'Doing'</u></p> <p>I understand the task I can express my ideas I can listen to other peoples' ideas Can I discuss potential solutions I can compromise</p> <p>I can choose a role I can perform a specific task I can work in a team</p> <p>I can adapt to a changing situation</p> <p>Have efforts marked</p> | <p>The biggest castle out of cardboard</p> | | |
| | <p>Story Time</p> | <p>Create a story together</p> | <p>Listen to each other contribute laugh together etc</p> | <p>Gather your students in a circle and give each student a picture of an animal, object, place, ... You could also give each student a certain emoji, such as</p> | | |

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| | | | | <p>a snail, a church, skis, a dancer, a baby, and so on.</p> <p>Now, start a story by creating an introduction of your own. The next student goes further on the previous storyline and adds an extra narrative with the picture they're holding. This process continues until you reach the last student. Together, you created a very complex and creative story. Every student took part in the story. This game is ideal for promoting communication, as well as a creative collaboration</p> | | |
| Craft fine motor communication challenges | | | | | | |
| | <p>Tallest giraffe</p> <p>Building challenge</p> | <p>To communicate effectively to build a giraffe</p> | <p><u>Discussion:</u></p> <p><u>Demonstration</u></p> <p><u>'Doing'</u></p> <p>I understand the task I can express my ideas I can listen to other peoples' ideas Can I discuss potential solutions I can compromise</p> <p>I can choose a role I can perform a specific task</p> | <p>Tallest giraffe out of newspaper</p> | | <p>Newspaper and tape</p> |

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| | | | <p>I can work in a team</p> <p>I can adapt to a changing situation</p> <p>Have efforts marked</p> | | | |
| 9 | Shrinking classroom | | | <p>Here, students have to organize themselves in a way they can fit a classroom space that's rapidly shrinking. Divide your classroom into two groups. These two groups are competitors. They both stand in a defined place. The teacher reduces the standing area with, for example, a rope or small traffic cones. The students have to find a way to all fit in the limited area. As a teacher, you keep pushing their limits by reducing the area. The group that can get in the smallest "classroom" wins</p> | | |
| 10 | Blanket Switch | | | <p>Divide the classroom into 3 teams.</p> <p>Each team stands on a blanket, leaving about a quarter of the blanket space.</p> <p>Now, the three teams have to turn over the blanket without leaving it.</p> | | |

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| | | | | This means they have to work together to end up standing on the other side of the blanket. | | |
| TRUST CHALLENGES | | | | | | |
| 11 | Obstacle Course | | | <p>Using tables, benches, chairs and dustbins as obstacles in the classroom.</p> <p>Create a real maze full of "roadblocks". Divide your students into small groups of 2. One is blindfolded and the other guides the blindfolded students through all the obstacles.</p> <p>This activity is based upon one's trust in another. If you want to spice things up, you could let 2 or 3 groups race each other through the obstacles. The fastest one through wins.</p> <p>Be careful though, it's still important to guide the blindfolded student through the obstacles without a scratch</p> | | |
| 12 | Mine field | | | Define a square area in the | | |

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| | | | | <p>classroom. Use tape for this. Now, place plastic cones or cups everywhere in the square area. This now represents a minefield.</p> <p>Again, such as in 'obstacle course' split up students in groups of two. One is blindfolded, the other gives instructions. The blindfolded students have to cross the minefield without touching or knocking down the plastic cups. The other students give accurate commands so the blindfolded students can cross the minefield without blowing up a "mine".</p> | | |
| 13 | Look into my eyes | | | <p>Students take turns staring into each other's eyes for 60 seconds.</p> <p>This trust activity might frighten students a bit as gazing in each other's eyes is not easy. But, not only will they become better at maintaining eye contact, they should connect with one another on some level.</p> | | |
| 14 | Falling trees | | | Students stand in a close circle | | |

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| | | | | with one student in the middle. That student in the middle is a tree, so he has to make his body stiff. Now, that student has to fall from the middle towards a person in the middle. That person has to catch the tree and push it to another side of the circle. Of course, the tree may not fall. | | |
| 15 | Blind Artist | | | <p>Creative trust games for students</p> <p>Students form pairs. The students can't see each other. One student gets a drawing you have prepared earlier. Ideally, the drawing should be something relevant to what you are teaching.</p> <p>The student holding the drawing needs to give good instructions to the other student. The other student needs to draw it without being able to see the original picture. If you want to spice up the classroom game, you can put a variety of conditions to it, such as 'no asking questions', 'must draw with your non-writing hand', etc. Aren't you curious about the results?</p> | | |

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| | | | | When you use this team building energizer as a revision activity, you let the pair explain to the rest of the class what the drawing is about | | |

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| <p><u>SMSC</u></p> <p>Social Development: Moral Development: Spiritual Development: Cultural Development:</p> | <p><u>ICT and web sites:</u></p> | <p><u>Opportunities for Problem Solving / Flexibility of Thought:</u></p> | <p><u>Sensory Activities:</u></p> |
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| <u>RWC&M</u> | | | |
| <p><u>Reading</u></p> | <p><u>Writing</u></p> | <p><u>Activities to Promote Interaction and Communication:</u></p> | <p><u>Mathematics</u></p> |