Classroom Community Building Activities

Activities Designed for Grades 4-8
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Introduction

A community is a group of people who work with one another building a sense of trust, care, and support. As educators, part of our job is to provide opportunities for students to learn a sense of helping and supporting one another. As we create a classroom community children develop a sense that they belong through predictability, familiarity, and trust. The first week of school is stressful for everyone. Although students already know most of their classmates, the context of their relationships has changed. They’re in a new classroom environment with a different teacher. Icebreakers and team building exercises help to create the trust and familiarity that students need to feel safe in the classroom. If students feel they belong and that they have support they are going to be more willing to extend themselves emotionally and academically.

The activities in this book have been collected over my more than 25 years of experience in the classroom. I have used them all with students in Grades 5-8 and all have been successful in helping students get to know each other. Many of the activities included could be used with older students as well.

Understand that you may have some students who will be shy about participating in some activities. It’s important to be accepting, remembering that your goal is to create a safe place for students to learn. Sometimes this refusal stems from insecurity or fear. Here are some important guidelines for dealing with the reluctant participant.

- Whenever possible, the teacher or facilitator must be an active participant in the activity. It isn’t fair to ask your students to put themselves out there if you’re not willing to yourself.
- Allow students the right to pass during an activity. Tell them that they will not be forced to participate but that you will expect them to give their attention to the activity.
- Do the activity more than once and encourage the student to participate in the second round.
- Give the student another job such as a referee, judge or time keeper in an activity. That way they are still participating. Continue to encourage them to take on a more active role in the activity.

Icebreakers and team building activities can, and should, be used throughout the year to maintain your classroom’s sense of community. Most of them make good time fillers but that should not be the only time they are done. It’s important to plan time for these, and activities like them, throughout the year. Here are some times when activities can be used.

- At the beginning of the school year to help students become familiar with their classmates and teacher.
- As a warm up before students are going to give a presentation. Doing an icebreaker or teambuilding activity can help calm nerves and energize students before their presentation.
- Team building activities can be used as a precursor to group projects. A follow up discussion of the activity can reinforce skills important for successful collaboration.
- To break up class time that has kept students in their seat for a long time. Getting students up and energized can help you refocus their attention.

Classroom community building activities are fun but do serve an important purpose. A key to the success of the activity is the teacher or facilitator. Remember to approach them with your goal in mind and share this goal with your students. Developing confidence and the skills required for collaboration and teamwork will give students tools they need for success in school as well as the career path they choose for their future.
1. Walks of Life

Objectives
Students will:
- Become comfortable performing in front of a group of people.
- Use body movements, including facial expression to convey a character.

Purpose of Activity: Players imitate the walk of someone in a certain occupation; the group tries to guess the occupation.

Directions:
1. Have students sit at their desks or gather in your “community circle” area where they can see players acting out movements.
2. Name and summarize the game.
3. Teach students to recite the third and fifth lines of this rhyme when you cue them with the other lines:
   You: Here we come from Botany Bay
   Got any work to give us today?
   Class: What can you do?
   You: What’s the pay?
   Class: Show your stuff, and then we’ll say.
4. Try the whole rhyme, pointing to the students when it’s their turn to speak.
5. Tell the group you’ll go first to “show your stuff.” Cross the room with a distinctive walk (bow-legged gait of a cowboy, strut of a runway model).
6. Call on players to guess your “Walk of Life.” Elicit details about why they guessed that occupation and reinforce their observations. (“You’re right, I did walk slowly, like an astronaut on the moon, but I’m not an astronaut.)
7. If the group is stumped, walk again, adding more detail, such as a twirling lasso. If the group is still stumped, you chose an unfamiliar occupation or the game is too hard and you should try a different one.
8. Do a second demo, if desired, and then get three or four volunteer players to select and act out another occupation as a group. Give them a few minutes off in a corner and use that time with the remaining students to jot down occupation ideas in their journals or on slips of paper.
9. When the players are ready, help them lead the rhyme, do their walk, and call on players who want to guess. If needed, players may repeat their walk, but if the group is still stumped, the “walker” should then tell his or her occupation.
10. Now have players stand straight, hands at their sides, making eye contact with the group. Say, “Let’s have a 10 second round or applause.” (Count silently).
11. Discuss the importance of maintaining posture and eye contact and assure them this will get easier with practice. Pass out compliments.

For younger students, have them act out a verb or action word (dance, sing, write, jump). For older students, have them introduce themselves to the group before doing their walks or let individuals walk the occupation they would like to pursue after finishing their education. If students have trouble thinking of occupations, brainstorm ideas before you play the game, or prepare ideas on slips of paper and let players draw one slip. Ideas include: clown, wrestler, police officer, sailor, soldier, spy, or teacher.
2. Fortunately, Unfortunately

Objectives
Students will learn to:
- Develop a composite story.
- Practice taking turns.
- Make eye contact.
- Add to a given story by improvising action.
- Distinguish positive from negative actions.

Purpose of the activity: Players take turns adding to a group story. The additions alternate beginning with the words “Fortunately...” and “Unfortunately...”. The story ends with three consecutive additions beginning with “Fortunately...”.

Directions:
1. Begin a story, such as this one:

   One day, we decided to go to the zoo. So we got up, got dressed, ate breakfast and left the house. We went to the bus stop to wait. But unfortunately...

   [Pause]

2. Ask: What do you think happened that was unfortunate or unlucky?

3. Call on a volunteer to add an “Unfortunately...” such as,

   Unfortunately, it started to rain really hard.

4. Interrupt, saying; But fortunately... [Pause]

5. Ask: Who can add something fortunate or lucky?

6. Call on a volunteer to add a “Fortunately...” such as,

   Fortunately, a big black limo pulled up to the bus stop. The driver rolled down the electric window and said, “Need a ride to the zoo?”

7. Continue calling for alternating additions until ready to end the story. End by calling for three “Fortunately’s” in a row.

Other ideas:
1) Vary the opening or destination (mall, arcade) to fit the age group.
2) To draw out shy players, insist that each player get only one turn. You may wish to call on shy players as soon as their hands go up and let the more outgoing players wait for the next opportunity.
3) Allow students to add more than one sentence. For example, ask students to use specific descriptive words and phrases to explain the action they added. For example, “It was raining really hard—so hard the world looked swirly and gray, as if we were behind a waterfall looking out.”
4) With older students, discuss how the positive and negative action could be changed to make the story more complex and interesting (e.g., repeating a pattern of three negatives and a positive). Tie this discussion to familiar literature and discuss how authors use positive and negative action to create a plot including problem/conflict, rising action, climax, and resolution.
3. Classmate Bingo

**Objectives:** Students will:

- Develop communication skills

**Purpose:** Students build a sense of community in the classroom by sharing things about themselves.

**Preparation:** Make a copy of the Classmates Bingo card for each student. Each student will need a marker or pencil.

**Directions:**

Each student receives a Classmate Bingo handout. Students will circulate around the classroom finding classmates who fit the description. **Important:** Students should be directed that they are to ask about the description and mark them off themselves rather than handing the bingo card to a classmate and asking them to mark something. This will ensure that they are engaged in discussion with their classmates since this is the purpose of the activity. Their objective is to try and fill as much of the Bingo Card as they can in the time given.

When the time is up have students share what they found out about their classmates.

**Questions for Discussion:**

Did you have something in common with others in this class?

Was there someone in the class who was different from you in some way?

Why might it be a good that you have things in common with your classmates?

Why is it a good thing that students in the classroom are different in some ways?
## Classmate Bingo Card

<table>
<thead>
<tr>
<th>Someone who is an only child (has no brothers or sisters)</th>
<th>Someone who has been to another country</th>
<th>Someone who has a pet</th>
<th>Someone who is taller than you</th>
<th>Someone with the same color hair as you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone who is new to the school</td>
<td>Someone who likes a food you hate</td>
<td>Someone who is the youngest in their family</td>
<td>Someone who is the oldest in their family</td>
<td>Someone who was born in another state</td>
</tr>
<tr>
<td>Someone who has been on an airplane</td>
<td>Someone who likes the same flavor of ice cream you do</td>
<td>Free Space</td>
<td>Someone who has the same color eyes you do</td>
<td>Someone who has been to another state</td>
</tr>
<tr>
<td>Someone who has read the same independent reading book you have.</td>
<td>Someone who has an allergy</td>
<td>Someone who has the same favorite food you do.</td>
<td>Someone who can play an instrument</td>
<td>Someone who is left handed</td>
</tr>
<tr>
<td>Someone who rides the bus to school</td>
<td>Someone who is wearing the same color you are</td>
<td>Someone who has more than 4 brothers or sisters</td>
<td>Someone who has the same hobby you do</td>
<td>Someone who was born in the same month you were</td>
</tr>
</tbody>
</table>
4. Cup Stack Team Activity

Objective: Students will:

To work together to accomplish a difficult task without quitting or giving up when someone gets frustrated.

Purpose: Students will identify characteristics of good teamwork.

Group Size: 3-4

Materials: 10 small Dixie cups, rubber band (Important: the rubber band must be smaller than the diameter of the cups), string

Set Up: Cut string into 2 foot lengths. Tie four strings to the rubber band in a circle. It should look like a sun with four rays coming out. Place the cups at random, some tipped, on a smooth surface.

Challenge:

Your group is to build a pyramid out of the paper cups. You will need four on the bottom, three on the next row, then two, and finally one on the top. Group members may not touch the cups with their hands, or any other part of their bodies for that matter, even if a cup falls on the floor. You may not touch the rubber band, your hands must be on the string.

After the Challenge: A good guideline for discussion is to tell students that they may not use names or identify classmates when giving their answers.

1. Was anyone frustrated at all during this activity? If so, how was it handled?
2. Why was teamwork so important for this activity?
3. Are you ever in a situation where you must use teamwork? Is this always easy for you? Why or why not?
4. What are some skills needed to be good at teamwork?
5. What is so hard about teamwork?
6. What did you do today to contribute to the teamwork on your team?

Variations

Have students try the activity without talking. You can discuss afterward the importance of communication during activities that require teamwork.
5. When Someone . . .

Objective:
Students will listen to classmates and follow directions on their card

Purpose:
The class will complete the tasks on the card in the least amount of time possible.

Set Up:
Copy the When Someone. . . cards, cut them apart and laminate them. It may also be good idea to glue them onto index cards first to make them more durable.

Directions
Have students sit or stand in a circle so they can see one another. Distribute the cards giving one to each student. Give them time to look over the directions on their card. You may also want to make sure that the student is able to complete the task on their card. For example, if the student can’t whistle make sure they don’t have a card that gives directions to do so. (If you have do not have enough cards you can have students pair with on a task card. If there are left over cards some students will need to take two cards.) Tell students that it is important that they are watching and listening so that they can follow the directions on their card when directed to do so. You should also tell them that it’s important to stand still and quietly since any movements or speaking can confuse their classmates. The teacher or leader needs to be familiar with the directions on the first card so they can begin the game. Once the teacher begins the game students should follow the directions on their card until the game ends.

Extension: Have students create their own activity cards for their classmates to tr.
<table>
<thead>
<tr>
<th>Set A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When the teacher says, “LET’S ROCK”, then you STAND UP AND SPIN</td>
<td>After somebody HUMS ONE VERSE OF THE SONG &quot;HAPPY BIRTHDAY</td>
</tr>
<tr>
<td>AROUND TWO TIMES.</td>
<td>TO YOU,” then you will STAND UP AND DO THREE JUMPING JACKS.</td>
</tr>
<tr>
<td>After somebody STANDS UP AND SPINS AROUND TWO TIMES, then you will</td>
<td>After somebody STANDS UP AND DOES THREE JUMPING JACKS, then you</td>
</tr>
<tr>
<td>HUM THE TUNE TO THE SONG &quot;ROW, ROW, ROW YOUR BOAT.”</td>
<td>will RECITE THE WORDS TO &quot;MARY HAD A LITTLE LAMB.”</td>
</tr>
<tr>
<td>After somebody HUMS THE TUNE TO THE SONG &quot;ROW, ROW, ROW YOUR</td>
<td>After somebody RECITES THE WORDS TO &quot;MARY HAD A LITTLE LAMB,&quot;</td>
</tr>
<tr>
<td>BOAT,” then you will STAND UP AND DO FIVE JUMPING JACKS.</td>
<td>then you will CLAP YOUR HANDS TOGETHER SIX TIMES.</td>
</tr>
<tr>
<td>After somebody STANDS UP AND DOES FIVE JUMPING JACKS, then you will</td>
<td>After somebody CLAPS HIS OR HER HANDS TOGETHER SIX TIMES, then</td>
</tr>
<tr>
<td>CLAP YOUR HANDS FOUR TIMES.</td>
<td>you will STAND UP AND JUMP UP AND DOWN FOUR TIMES ON BOTH FEET.</td>
</tr>
<tr>
<td>After somebody CLAPS THEIR HANDS FOUR TIMES, then you will STAND UP</td>
<td>After somebody STANDS UP AND JUMPS UP AND DOWN ON BOTH FEET</td>
</tr>
<tr>
<td>, WALK ALL THE WAY AROUND THE CLASSROOM AND THEN GO BACK TO YOUR</td>
<td>FOUR TIMES, then you will CALL OUT “SHE SEES CHEESE” CAN</td>
</tr>
<tr>
<td>SEAT</td>
<td>THREE TIMES AS FAST AS YOU.</td>
</tr>
<tr>
<td>After somebody STANDS UP, WALKS ALL THE WAY AROUND THE CLASSROOM AND THEN GOES BACK TO HIS OR HER SEAT, then you will CALL OUT &quot;SHE SELLS SEASHELLS BY THE SEASHORE&quot; THREE TIMES AS FAST AS YOU CAN.</td>
<td>After somebody CALLS OUT &quot;SHE SEES CHEESE&quot; THREE TIMES AS FAST AS HE OR SHE CAN, then you will STAND UP, STRETCH, AND LET OUT A BIG YAWN.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>After somebody CALLS OUT &quot;SHE SELLS SEASHELLS BY THE SEASHORE&quot; THREE TIMES AS FAST AS HE OR SHE CAN, then you will STAND UP AND HOP THREE TIMES ON ONE FOOT.</td>
<td>After somebody STANDS UP, STRETCHES, AND LETS OUT A BIG YAWN, then you will COUNT BY 5s TO 50.</td>
</tr>
<tr>
<td>After somebody STANDS UP AND HOPS THREE TIMES ON ONE FOOT, then you will RECITE THE WORDS TO THE PIG VERSE OF THE SONG &quot;OLD MCDONALD HAD A FARM.&quot;</td>
<td>After somebody COUNTS BY 5s TO 50, then you will RECITE THE WORDS TO THE COW VERSE OF THE SONG &quot;OLD MCDONALD HAD A FARM.&quot;</td>
</tr>
<tr>
<td>After somebody RECITES THE WORDS TO THE PIG VERSE OF THE SONG &quot;OLD MCDONALD HAD A FARM,&quot; then you will STAND UP, GET A SHEET OF PAPER, CRUMPLE THE PAPER, AND TOSS IT TO THE PERSON WHO DID THE ACTION JUST BEFORE YOURS.</td>
<td>After somebody RECITES THE WORDS TO THE COW VERSE OF THE SONG &quot;OLD MCDONALD HAD A FARM,&quot; then you will STAND UP AND HOP FIVE TIMES ON ONE FOOT.</td>
</tr>
<tr>
<td>After somebody STANDS, GETS A SHEET OF PAPER, CRUMPLES THE PAPER AND TOSSES IT TO THE PERSON WHO DID THE ACTION JUST BEFORE HE OR SHE DID, then you will CALL OUT ALL 26 LETTERS OF THE ALPHABET, IN ORDER, AS FAST AS YOU CAN.</td>
<td>After somebody STANDS UP AND HOPS FIVE TIMES ON ONE FOOT, then you will STAND UP AND SPIN AROUND TWO TIMES.</td>
</tr>
<tr>
<td>Event</td>
<td>Action</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>After somebody CALLS OUT ALL 26 LETTERS OF THE ALPHABET, IN ORDER, AS FAST AS HE OR SHE CAN, then you will STAND UP AND SPIN AROUND THREE TIMES.</td>
<td>After somebody STANDS UP AND SPINS AROUND 2 TIMES, then you will say “SIT DOWN PLEASE”</td>
</tr>
<tr>
<td>After somebody STANDS UP AND SPINS AROUND THREE TIMES, then you will HUM ONE VERSE OF THE SONG &quot;HAPPY BIRTHDAY TO YOU.&quot;</td>
<td>After someone says “SIT DOWN PLEASE” , then you will say “THAT’S THE END”.</td>
</tr>
<tr>
<td>Set B</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>When the teacher says “Begin,” stand up and say “Good morning.”</td>
<td></td>
</tr>
<tr>
<td>When someone sharpens a pencil, erase the name on the board.</td>
<td></td>
</tr>
<tr>
<td>When someone stands up and says “Who cares?” go to the board and write the numbers from 1 through 10.</td>
<td></td>
</tr>
<tr>
<td>When someone stands up and says “Good morning,” clap your hands twice.</td>
<td></td>
</tr>
<tr>
<td>When someone erases the name on the board, turn out the lights.</td>
<td></td>
</tr>
<tr>
<td>When someone goes to the board and writes the numbers from 1 through 10, stand up and say “Pizza, pizza, I want pizza!”</td>
<td></td>
</tr>
<tr>
<td>When someone claps their hands twice, write your name on the board.</td>
<td></td>
</tr>
<tr>
<td>When someone turns out the lights, say “It’s dark in here!”</td>
<td></td>
</tr>
<tr>
<td>When someone stands up and says “Pizza pizza, I want pizza!” give your teacher a high-five.</td>
<td></td>
</tr>
<tr>
<td>When someone writes their name on the board, stand up, turn around three times, and sit down.</td>
<td></td>
</tr>
<tr>
<td>When someone says “It’s dark in here!” turn the lights on.</td>
<td></td>
</tr>
<tr>
<td>When someone gives the teacher a high-five, stand up and count backwards from 5 to 1 aloud.</td>
<td></td>
</tr>
<tr>
<td>When someone stands up, turns around three times and sits down, stand up and snap your fingers twice.</td>
<td></td>
</tr>
<tr>
<td>When someone turns the lights on, stand up and say “What time is it?”</td>
<td></td>
</tr>
<tr>
<td>When someone stands up and counts backwards from 5 to 1 aloud, stand up and say “Blast off!”</td>
<td></td>
</tr>
<tr>
<td>When someone stands up and snaps their fingers twice, sharpen your pencil.</td>
<td></td>
</tr>
<tr>
<td>When someone stands up and says “What time is it?” stand up and say “Who cares?”</td>
<td></td>
</tr>
<tr>
<td>When someone stands up and says “Blast off,” stand up and make a drumroll on your desk.</td>
<td></td>
</tr>
<tr>
<td>When someone stands up and makes a drumroll on his/her desk, erase numbers 1 through 5 from the board.</td>
<td>When someone stands up and holds both arms straight above his/her head, print WDONEY under STALLING on the board.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>When someone erases numbers 1 through 5 from the board, jump up and down beside your desk 5 times.</td>
<td>When someone prints WDONEY on the board, stand up and crow like a rooster 3 times.</td>
</tr>
<tr>
<td>When someone jumps up and down beside his/her desk 5 times, stand up and say “Stop that!”</td>
<td>When someone stands up and crows like a rooster 3 times, stand up and say “You’re chicken!”</td>
</tr>
<tr>
<td>When someone stands up and says “Stop that!” erase numbers 6 through 10 from the board.</td>
<td>When someone says “You’re chicken!” erase the letters ST from the board.</td>
</tr>
<tr>
<td>When someone erases numbers 6 through 10 from the board, print STALLING on the board.</td>
<td>When someone erases the letters ST from the board, go to the teacher and bow.</td>
</tr>
<tr>
<td>When someone prints STALLING on the board, stand up and hold both arms straight above your head.</td>
<td>When someone goes to the teacher and bows, stand up and bark like a dog 3 times.</td>
</tr>
</tbody>
</table>
6. Snowball Messages

**Objectives:** Students will:

Feel a sense of community in the classroom.

**Purpose:** Students will learn about their classmates and share something about themselves they think the rest of the class doesn’t know.

**Directions**

Students should sit in a circle so that they can see each other. They will need to bring a pencil with them. Each student is given a sheet of paper. On the sheet of paper they should write something about themselves that they think is unique. It should be something they don’t think anyone in the classroom would know. **Important: They should not write their name on the paper.** When everyone is finished writing their fact, tell students to crumple the paper to make a “snowball”. On the count of three they will all toss their “snowball” into the center of the circle. They should pay attention to where their “snowball” lands. Each student should then take turns retrieving a snowball, making sure they do not pick up their own. One at a time students should read the message on the paper and guess which of their classmates wrote the message.

**For Discussion**

Have students share something they learned about a classmate that they didn’t know.

7. Two Truths and a Lie

**Objective**

Students will learn something about their classmates, creating a greater sense of community in the classroom.

**Purpose:** Students will share two facts about themselves and make up a lie. Their classmates will see if they can identify the lie.

**Directions**

Give each student a white board and marker. Instruct them to write down two statements about themselves that are true and one thing that is not (a lie). The statements should not be about their physical appearance. The lie should be something interesting but realistic and possible. They should mix up the statements to make it more challenging. After everyone is finished writing they will take turns sharing their three statements. The rest of the class should see if they can identify the lie among the statements.
8. Mystery Sentence

Objective: Students will practice following oral directions.

Purpose: By following directions students will reveal a sentence hidden in a group of words.

Directions

For each of the two activities below, have the students write the designated words on their papers. Then ask them to follow the directions you read from the list below. If everything is done correctly, they will have two humorous messages on their papers when they are finished.

Activity 1: BLUBBER BASEMENT BIKES ROOT HIGHLIGHTS!

Read these directions for students to follow.

1. In the first word change the BL to R
2. Cross out BASE and write CE at the beginning of the second word.
3. Change BI to MA in the third word.
4. In the fourth word change T to P, then rewrite the word in reverse order.
5. Change LIGHTS to WAYS in the last word.

Answer Key: (Rubber cement makes poor highways!)

<table>
<thead>
<tr>
<th>R</th>
<th>CE</th>
<th>MA</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLUBBER</td>
<td>BASEMENT</td>
<td>BIKES</td>
<td>ROOT HIGHLIGHTS!</td>
</tr>
<tr>
<td>POOR</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 2: PAY HOG’S BONE KISS HORSE FAN HISTORY BACK!

Read the following directions.

1. In the first word cross out the first and last letters.
2. In the second word change H to D.
3. Change ON in the third word to IT.
4. Cross out the first and last letters in the fourth word. Put a box around the remaining word.
5. In the fifth word change H to W.
6. Change F to TH in the sixth word.
7. Cross off the last four letters in the seventh word.
8. Change C to R in the last word.

<table>
<thead>
<tr>
<th>D</th>
<th>IT</th>
<th>W</th>
<th>TH</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAY HOG’S BONE</td>
<td>KISS</td>
<td>HORSE</td>
<td>FAN HISTORY BACK!</td>
<td></td>
</tr>
</tbody>
</table>

(A dog’s bite is worse than his bark!)
9. This Is Not

Objective

Students will practice creative thinking.

Purpose

Students try to come up with a new use for an everyday object.

Directions

Have students sit in a circle. Choose a common object that all students are familiar with. Some suggestions are a large spoon, a cup, a pliers, a brush, or a scarf. Hold up the object and ask students “What is this?” When they answer say, “No, this is a ___________”. Fill in the blank with an original idea. For example if it is a scarf you can say, “This is not a scarf, it’s a flag.” Pass the object onto the next person who should then state, “This is not a flag, it’s a __________.” They should provide a new answer. This continues around the circle until it reaches the person who began the game.

For this activity a student may pass if they cannot think of an idea. When the object makes it back to the beginning, go back to students who passed and give them another try at an answer.

Try this with a variety of objects. Encourage students who passed on the last round to come up with an idea for the new object. You can also have a student who passed choose a new object and allow them the chance to begin the next round in the game.

10. Zip Zap Zop

Objective

Students will practice listening and reflex skills.

Purpose: Each player must take a turn saying “zip”, “zap”, or “zop” in succession. If they say the wrong word or hesitate too long they are eliminated from the game. Game continues until only two players are left.

Directions

Students stand in a big circle so they can see each other.

Start the game by pointing at a student in the circle and saying "Zip." That student, with no hesitation, must immediately point to another player and say "Zap." That player must, in turn, immediately point to another person and say "Zop." And that person must immediately point to someone else and say "Zip." Continue in this fashion until someone makes a mistake by either saying the wrong word or by hesitating too long. That player is eliminated, and the player to her left begins again. This continues until 2 players are left.
11. Venn Diagram

*Objective*: Students will:

- discover characteristics they have in common with their classmates
- build a sense of community in the classroom

*Purpose*: Students create a Venn diagram to discover what they have in common with classmates.

*Directions*:

Divide students into groups of three. Give each group a large sheet of butcher paper and a different color marker for each person. Have them draw a Venn diagram with an oval for each student. The students in each group are to discuss what their similarities and differences are. After the discussion, they are to fill in the diagram showing their similarities and differences.

If a group has a hard time getting started, give them some guidance by asking questions such as, "What is your favorite music?", "When is your birthday?", "What sports do you like?, or "Where were you born?". When students are finished they should display their Venn diagrams around the room so that other classmates can look at them.
12. MORE GETTING TO KNOW EACH OTHER GAMES

STRING GAME: Participants select pre-cut lengths of string from the group facilitator. Each member holds the string between his/her thumb and forefinger. For each “wrap” of the string around the finger, participants must share one thing about themselves.

M & M’s GAME: This activity is very similar to the Toilet Paper Game, but instead of using a roll of toilet paper, you may use a bag of M & M’s. Make sure the group members do not eat their M & M’s until their turn has passed.

TOILET PAPER GAME: Get a roll of toilet paper and explain to your group that they are going camping and need to take as much toilet paper as they think they may need for a three day trip. Once everyone has an ample supply, explain to the group that for every square in their possession, they must share something about themselves. NOTE: If anyone knows the activity, ask them not to give away the secret under any circumstances.

LOLLIPOP: Pass out dum-dum lollipops to the group. For every letter that appears in the flavor, the participant has to share something about him/her with the group.

ALL ABOUT ME MINI BOOK: Distribute the All About Me book template (Page 18) and have students cut and fold the book. They should fill in the pages using words and illustrations. This book can be shared at the beginning of the year or included as a part of their Star Student display.

ALL ABOUT ME POSTER: Print the poster on Page 20 and have students fill in the information. Have them add some color. Students can draw their picture if they don’t have a photo available. If available, you could print a photo for them from your school computer database program. After students have completed the poster have them displayed in the classroom. You could have students
My Name is
All About Me

Some Facts About Me:
I am _____ years old.
My birthday is
______________
I have _____ brothers and _____ sisters.
I live in
_________________
_________________

My Picture

Myself:
Three words that I would use to describe myself

My Favorites

Favorite Book:
_________________
by_________________
I like it because_______
_________________
_________________
_________________

My Hobbies

I am good at

Animal_________________
Mini Book Directions

Before You Begin
1. Print out the template to use as a guide for your Mini-Book.
3. Keep all your folding practice pages to use as storyboards for any of your mini-books.
4. Follow the steps below to fold your Mini-Book.

1. Print out the Mini-Book template.

2. Fold in half and cut on solid line

3. Open and fold in half lengthwise

4. Complete the mini book by writing in your answers and adding pictures.
Some Facts About Me:
I am _____ years old.
My birthday is ______________
I have _____brothers and
______sisters.
I live in ___________________

My Favorites
Color: ______________________
Sport: ______________________
Book: _______________________
Food: _______________________
Animal: ____________________
Movie: ______________________

More Favorites
Game: ______________________
Celebrity: __________________
Subject: ____________________
Hobbies: ____________________

If I could go anywhere I would go
_____________________________
_____________________________
_____________________________

If I could meet anyone I would like to meet ______________________
I would ask them
_____________________________
_____________________________
_____________________________