

All of Me



Time:	3–5 minutes
Objective:	Students will identify various aspects of their personality.
Materials Needed:	Pencil Paper
Procedures:	<ol style="list-style-type: none">1. The teacher will lead a discussion about how each person has many aspects about themselves. They play different roles in their families and peer groups. A girl may be a daughter, a sister, a niece, a granddaughter, a best friend, a girlfriend, and a co-worker. A boy may be a son, a brother, a nephew, a grandson, a boyfriend, a best friend, and a co-worker.2. Write some of their roles on the whiteboard. Then ask the students to think about what roles they fill in the community. (Examples: on a soccer team, choir, band, basketball team, church member, driver, and youth council member.)3. Students will then take a piece of paper and draw a concept map or bubble chart on it. In the middle circle they will write their name and then branching out from the middle circle, students will draw pictures of the different roles that they play in their families, peer groups, work, and communities.4. Teachers can take it a step further and have students identify their strengths that they bring to each aspect of their lives.



TIPS FOR Success:

Be sure to take a minute and explain that a concept map is a graphic organizer. It helps to organize information into categories.

Technical Writing




Time:	30 minutes
Objective:	Students will show the ability to identify words, relate them to appropriate actions, cooperate, and follow directions.
Materials Needed:	Pieces of bubblegum Tissues for wiping the gum from faces
Procedures:	<ol style="list-style-type: none"> 1. Ask students if they have ever had to read the instructions to put together a new toy, game or gadget they bought. Determine whether they had difficulty following those written instructions because the technical writer didn't write clearly or specifically enough. 2. Explain that the students will act as technical writers. Their job is to explain in writing how to complete a simple task clearly and simply. The task is "How to blow a bubblegum bubble." 3. Have each student write the directions for blowing a bubblegum bubble. 4. Read several directions to the class while a student with a piece of bubblegum models those directions. 5. After reading several directions (which will likely be incomplete), ask students if they would like to revise their directions. Hand back the students papers for revision. 6. Collect papers once again and read a few more written directions while a student models the directions with a piece of bubblegum.



TIPS FOR Success:

1. Relax and have fun with this activity.
2. Move wastebaskets so they are near the students.

Friendly Feud



Time:	10–15 minutes
Objective:	Students will try to guess how another student will answer
Materials Needed:	Paper Pencil
Procedures:	<ol style="list-style-type: none">1. Each student needs a piece of paper and pen or pencil.2. One student is called up to be “it.”3. The student will ask a question to the rest of the class.4. The class member who has the same answer as the “it” student will be it next.5. Example questions include:<ul style="list-style-type: none">Name something served at Thanksgiving dinner.Name a constellation.Name something you do before school.Name something you do on your birthday.Name a type of sandwich.Name something you eat at a picnic.Name a musical instrument.Name a breed of dog.Name a country.Name a US President.Name a state.Name a flavor of ice cream.Name a pet you keep in the house.Name a fruit.Name a vegetable.Name a sport you play in the summer.



TIPS FOR Success:

End the activity earlier rather than later, it's better to leave the students wanting more.

Getting to Know Each Other



NOTE:

This activity does involve candy. Many schools do not allow substitute teachers to distribute candy. If this is the case, feel free to still use this activity but distribute colored stickers or beads instead.

Time:	Varied
Objective:	A fun activity to help students get to know one another better.
Materials Needed:	M&M's, Skittles, or other colored candy
Procedures:	<ol style="list-style-type: none">1. Pass out a small amount of candy to each student. Do not let the students eat the candy.2. Ask the students to sort the candies by color.3. Once students sort the colors, tell them that each color represents a type of fact they need to share about themselves; one fact for every candy they have.4. Assign each color a fact that students are to share. <p>For example: Red M&M: Things you love to do Blue M&M: Things you hate Yellow M&M: Favorite foods Orange M&M: Names of friends Brown M&M: Fact about themselves</p>



TIPS FOR Success:

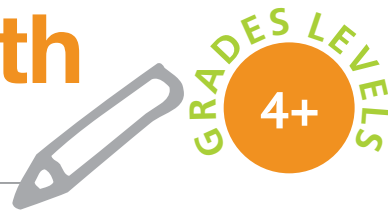
If you don't have much time, divide the students into small groups and have them share the facts about themselves with each other.

Last Person Standing



Time:	3–5 minutes
Objective:	Students will make connections with other students.
Materials Needed:	None
Procedures:	<ol style="list-style-type: none">1. All students begin by standing.2. One student is selected to be “it.” S/he reads a statement.3. If the statement applies to the student, s/he must sit down.4. For example, if the person reads the statement, “rock collector” all students who collect rocks will need to sit down.5. Play continues until only one person is left standing. The person left standing becomes “it,” as long as there is time to keep playing. <p>Examples:</p> <ul style="list-style-type: none">Owns a dog, cat, goldfishHas more than two brothersHas more than two sistersCan speak two languagesHas or has had bracesPlays the piano, cello, violin, etc.Is wearing red, purple, blue, yellow, etc.Is new to the school this yearHas been to Hawaii, Grand Canyon, New York City, etc.Has taken dance lessonsHas taken gymnastics lessonHas frecklesHas no brothers or sistersHas blonde, red, brown hairCan whistleHas had stitchesIs the oldest in the familyIs the youngest in the family

A Picture is Worth 1000 Words



Time:	20–25 minutes
Objective:	Students will write a creative piece based on a picture of a person. Teacher will then take time to discuss that each person has feelings and their own stories. Gear the discussion to the importance of treating each person well even if we may not know him/her.
Materials Needed:	A picture of a person from a magazine or the Internet. (Ideally this should be a picture of a person that no one would recognize.) Paper Pencil
Procedures:	<ol style="list-style-type: none">1. Tell students you will hold up a picture of a random person from a magazine or the internet. Their job is to come up with a story about the person. Based on the details of the picture, the students should make up who the person is, what they're doing, and how they feel.2. Hold up the picture and tell the students can begin writing. You may want to encourage a certain number of paragraphs with a certain number of sentences in each paragraph.3. Walk around the room and make sure each student gets time to examine the picture.4. Allow students time to share their creative writing pieces to the class or another class member.5. Ask the students if they felt differently towards the person in the picture before and after they wrote their essays. Share that it's often easy to be kind to a person that we know their background and life story, but harder to be nice to a person we don't know anything about.6. Lead a discussion about the importance of taking time to get to know people. Ask if they have had any experiences where they got to know someone who they didn't like at first, but the person turned out to become a really close friend.




TIPS FOR Success:

1. Anytime a student shares, be sure to recognize and show your appreciation for their contribution.
2. The teacher may want to consider handing out tickets to students who participate.
3. Rather than asking if there are any questions, ask one student to restate the expectations.

Problem Solved!



Time:	25–30 minutes
Objective:	Students will identify a problem in the community and come up with a plan to solve the problem using social media.
Materials Needed:	Markers Poster paper Paper Pencil
Instructions:	<ol style="list-style-type: none">1. The teacher will lead a discussion about how each student is part of a community. Students will then identify their community and what they like about it.2. The teacher will then ask students to brainstorm problems found in communities and what they can do about them.<ul style="list-style-type: none">• Problems might include:• Texting while driving• People speeding near park areas• Garbage clean-up3. Divide students into small groups of 2-3 and have them decide, using social media, how they are going to address one of the problems identified earlier.4. Students will be required to make a poster of their social media campaign.

 **TIPS FOR Success:** | *Try to encourage students to do the social media campaign as they are very familiar with many aspects of social media and might not be as familiar with the newspaper.*