

4th-8th

Getting to Know You activities for Staff

Week 2: August 6th-10th

(Feel free to plug in the below activities into your schedule)

****Activities should be performed daily***

Academic Hour Activities

- **Review group expectation**
- Safe and Caring Atmosphere (session 1)
- Safe Caring Atmosphere (session 2)
- Personality assessment (take assessment)
- Personality assessment (review results)
- Memory Name Game

Enrichment Activities

- 20 Questions
- Super Names
- Remote Control
- Over and Under
- Dance Machine Game Show

SPARKS

- ***Stretch your body**
- **Straddle Ball**
- **Houdini Hoops**
- **Group Juggling**
- **Have you ever?**
- **Rock, Paper, Scissors Tag**

No Homework Activities

- Write and Draw your weekend
- Pick 10 words from dictionary; write definition; then include word in a sentence
- What did you have for lunch today? Write and draw
- Draw your home; label people and favorite items
- Draw a map of your school

Safe and Caring Atmosphere: Discussion and Expectations

Grade: 4th – 8th

Sessions: 2 (45 minutes – 1 hour)

Objective: To develop a safe and caring atmosphere with your group by decoding words, a word find, discussing cool rules and creating expectations with your students.

Materials:

- Make copies of packets for each student for session 1 & 2
- Pencils
- Paper
- Poster paper
- Markers

Session 1

Step 1: “Safe & Caring Vocabulary” – decoding page (See attached document)

Time: 20 minutes

Directions:

- Students - will decode the paragraph and complete the questions on the bottom of the page.
- One student will read the decoded message out loud to the group.
- Discuss the students definition of inclusion as a group.

Step 2: “Safe & Caring Word Find” (See attached document)

Time: 10 - 15 minutes

Directions:

- Students – will complete the word find.

Step 3: “Cool Rules” (See attached document)

Time: 25 minutes

Directions:

- Staff – Show the Cool Rules paper, have the students take turns reading each line on the page.
- Discuss – What each line means to the group.
- Use the regular paper and pencils to write down the groups ideas for your set of 3-5 expectations based on what you discussed earlier. (Be sure to include: stay seated and raise a quiet hand)
- When you have narrowed all ideas down 3-5 expectations: use the white poster paper and markers to create your group’s expectations poster. (allow students to draw and color on the poster)

Session 2

Step 1: “Golden Rule” (See attached document)

Time: 10 minutes

Directions:

- Staff – show the Golden Rule page and read it out loud to the group
- Discuss – the saying on the page and what it means to the group. Also, discuss the words dignity and respect.

Definitions: Dignity and Respect

Dignity:

- The state or quality of being worthy of honor or respect.
“A man of dignity or unbending principle.”
- A sense of pride in oneself, self-respect.
“It was beneath his dignity to shout.”

Respect:

- A feeling of deep admiration for someone or something elicited by their abilities, qualities or achievements.
“The director had a lot of respect for Douglas as an actor.”
“She was respected by everyone she worked with.”

Step 2: “Walking the Golden Rule “(See attached document)

Time: 10 – 15 minutes

Directions:

- Partner students up for the first question: What’s so “Golden” about the golden rule? Partners will discuss and write their answers in their own words on their papers. (3-5 minutes)
- Individually: students will complete the page Walking the Golden rule. (10 minutes)

Step 3: “Cool Character” (See attached document)

Time: 20 minutes

Directions:

- Discuss the first question as a group: “What does having positive character mean to you?”
- Then have students will write their own answers individually for the first question.
- The questions in circles: partner students up – have them interview each other and write their answers in the circles on the page.
- Partner work continues: answer the final two questions on the page.
- Students will share out and discuss as a group: answers to the positive character in Sports, Entertainment, and School/ how can they tell?

SAFE & CARING VOCABULARY

Use the code to spell the missing words.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
⊙	⌘	♣	◻	♣	≠	○	≡	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	⌘	

Our _____ has _____
to help us establish a _____ and _____
place where we can _____ and _____. When we
have the _____ of _____ in the
group to _____ and _____ in _____
ways, we _____ a place where every person feels
_____ and _____,
we can overcome _____ and _____,
_____, have _____, and _____ our abilities
and _____.

Define the word **inclusion**. _____

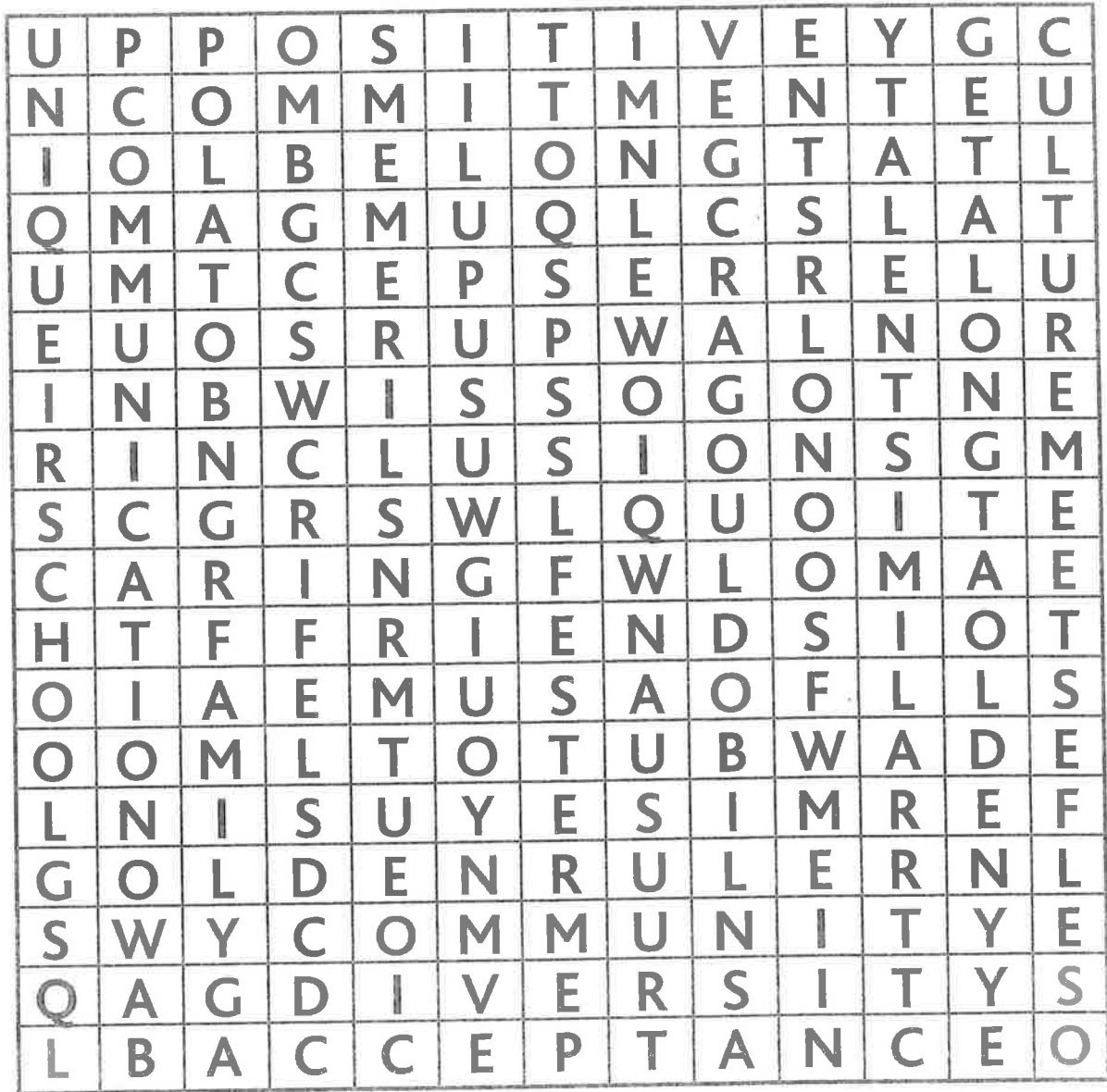
Write a sentence using the words **diversity** and **equality**. _____



SAFE & CARING WORD FIND

Find and circle the words listed at the bottom of the page.

(Hint: Answers can run forward, backward, up, down, or diagonally.)



SAFETY

UNIQUE

COMMUNICATION

SELF ESTEEM

COMMUNITY

BELONG

POSITIVE

RESPECT

DIVERSITY

SIMILAR

CARING

COMMITMENT

GOLDEN RULE

ACCEPTANCE

GET ALONG

INCLUSION

SCHOOL

CULTURE

FRIENDS

FAMILY



COOL RULES

In our class, we
have the right to:

☉ Be safe.

✱ Be treated
with respect.

✱ Be accepted for
who we are.

☉ Agree to disagree.

✱ Share our feelings
and ideas.

☉ Learn and be creative.

✱ Not be bullied.

☉ Stand up for what
we believe in.



GOLDEN RULE



Treat others
the way you
want to be
treated...

...with
dignity and
respect!



we are
a safe
& CARING
SCHOOL

WALKING THE GOLDEN RULE

What's so
"golden" about the
golden rule?



How I want others to treat me...

When I am respectful, I choose to treat others...

What respect
means to me...

Gold or Cold?

Use a "G" or a "C" to score whether the
situations below follow the golden rule.

- ☐ A friend is upset, and you take time to listen.
- ☐ You demand help but never have time to help others.
- ☐ Someone makes fun of you so you insult him or her.
- ☐ While working on a group project, you try to make sure everyone shares the workload AND the credit.

we are
a safe
& CARING
SCHOOL.

At our
Safe & Caring School
we develop positive
character.

COOL CHARACTER

What does having positive character mean to you?

Qualities
you have

2-way
interview

Qualities
your friend has

Can you
name some people
with positive character?
How can you tell?

How does having positive
character help you at school
and in life?

People in Sports

People in Entertainment

People in School

we are
a safe
& caring
SCHOOL.

Name: _____

Partner Work/Group Work Expectations & Procedures

1. Listen closely to instructions, then move to your partner or group quickly and quietly when told to do so. Take the items you will need for the assignment with you.
2. Be willing to try new things and work with ANY and ALL class community members. Many times I will assign your partners and groups, but I will also allow you to choose at times if you do well following expectations.
3. Ensuring all group members are facing one another. Be considerate of other's belongings if they were left behind.
4. Immediately review the instructions and begin working on the assignment given. Use your time wisely throughout the group activity.
5. Remain POSITIVE while working together. Smile, be friendly, and use positive body language. As you work, actively listen to each other. Use eye contact and take turns giving ideas.
6. Support each other. Be patient with group members and help one another when assistance is needed.
7. Remember, it's ok to disagree, just do so in a respectful way.
8. Everyone must participate. Each of us is intelligent and brings something unique to the table, so each group member must try their best.
9. Remember to monitor your volume and stay focused on the task.
10. If someone in your group has a question, work together to find the answer. You must support one another when help is needed. If no one in the group can provide an answer, one group member should raise their hand to signal me that additional help is needed. Wait patiently and do not stop

working while waiting.

11. Make sure to respect all items loaned to you for group work. Always help in cleaning up, returning the supplies as you found them, and putting your desk back where it goes. Do a final check for trash on the floor or things out of place.

12. Have fun! Not only are you learning about an important topic together when working in groups, you are practicing mature skills that you will need for college and your future career!

Personality Assessment

Purpose: To have students learn about themselves and their possible careers.

Time: 30 – 45 minutes

Ages: 4th – 8th grade

Materials:

- The *Personality Assessment* handout (one for each student)
- *More about Red, Blue, Yellow, Green* handouts
- Pencils or pens
- Butcher paper or flip chart paper (4 sheets)
- Color Crayons and Pens

Prep:

- Make appropriate number of copies

Procedure:

1. Explain to the students: they will be answering questions to learn more about themselves. For each question, they will choose the box that best describes them.
2. Pass out the *personality assessment* to each student.
3. Staff will read **each** question out loud. Ask students to answer the questions based on which answer best describes them. After they have finished each part, have students tally their results and fill in their winning letter (the higher number). Then move to the next part.
4. Once all parts (1-4) are completed, they will fill in their winning letters on the ***Personality Assessment Result* page**. Students will find the code that matches their results.
5. Students will then be divided into four groups based on their color group results. **(See the *Personality Assessment Results* page)**
6. Pass out the corresponding *More About Red, Blue, Yellow, Green* handout to each group.
7. Each group will read through the list as a team.
8. Each group will then brainstorm strengths of having that personality.
9. Pass out large paper and color marker/crayons
10. Each group will now decorate their poster with these strengths.

Take it further...

For a more detail description of their characteristics, pass out the corresponding letter combination from packet C. Have each person or group read thought their description.

The Color Quiz

2-17

Part 1

1. When I spend time with my friends, I...

☐

talk more than I listen (E)

or

☐

listen more than I talk (I)

2. When I make a decision, I...

☐

act first, then think about it (E)

or

☐

think about it first, then act (I)

3. When I am in a group, I...

☐

like to be the leader (E)

or

☐

like to sit back and observe (I)

4. I would describe myself as...

☐

outgoing and enthusiastic (E)

or

☐

quiet and calm (I)

5. I prefer to...

☐

do lots of things at once (E)

or

☐

focus on one thing at a time (I)

Results: _____ (E) _____ (I)

Winning Letter: _____

Part 2

1. When I do my school work, I...

☐

work at a steady pace (S)

or

☐

work in bursts of energy (N)

2. I tend to admire or like things that are...

☐

logical and practical (S)

or

☐

creative (N)

3. When it comes to time, I tend to...

☐

think about the present (S)

or

☐

think about the future (N)

4. When trying to figure out something new, I...

☐

like step-by-step directions (S)

or

☐

like to figure things out for myself (N)

5. When making a big decision, I...

☐

think about my past experiences (S) or

☐

trust my gut instincts (N)

Results: _____ (S) _____ (N)

Winning Letter: _____

Part 3

2-18

1. Other people probably see me as...

☐

calm and relaxed (T)

or

☐

warm and friendly (F)

2. When I disagree with someone, I...

☐

like to argue my point of view (T)

or

☐

avoid the argument (F)

3. I am motivated most by...

☐

doing well and achieving great things (T)

or

☐

praise and appreciation from others (F)

4. I make decisions by...

☐

thinking about the facts (T)

or

☐

thinking about my feelings (F)

5. I am most likely to...

☐

take few things personally (T)

or

☐

take many things personally (F)

Results: _____ (T) _____ (F)

Winning Letter: _____

Part 4

1. When I have to make decisions, it is...

☐

very easy (J)

or

☐

very difficult (P)

2. I prefer to...

☐

finish projects (J)

or

☐

start projects (P)

3. When it comes to rules, I...

☐

see the need for them (J)

or

☐

question the need for them (P)

4. I like to...

☐

have a schedule or plan (J)

or

☐

be spontaneous and keep things flexible (P)

5. I prefer to...

☐

work first, play later (J)

or

☐

play first, work later (P)

Results: _____ (J) _____ (P)

Winning Letter: _____

Personality Assessment Results

Part 1

Part 2

Part 3

Part 4

Red (Artist)

- ISFP (“The Composer”)
- ESFP (“The Performer”)
- ISTP (“The Crafter”)
- ESTP (“The Promoter”)

Yellow (Guardian)

- ISTJ (“The Inspector”)
- ESTJ (“The Supervisor”)
- ISFJ (“The Protector”)
- ESFJ (“The Provider”)

Blue (Inventor)

- INTP (“The Thinker”)
- ENTP (“The Inventor”)
- INTJ (“The Mastermind”)
- ENTJ (“The Leader”)

Green (Healer)

- INFP (“The Healer”)
- ENFP (“The Champion”)
- INFJ (“The Counselor”)
- ENFJ (“The Giver”)

More About Red, Blue, Yellow, Green

2-20

RED. "Artist"

- Live in the present rather than worrying about the future
Like step-by-step directions
- Notice details and remember facts
- Playful
- Like to play first, then work later
- Enjoy freedom
- Like to keep plans and schedules flexible
- Like to keep their options open
- Work at a steady pace

BLUE. "Inventor"

- Focus on the big picture and possibilities
- Admire creative ideas
- Are inventive
- Think about the future
- Enjoy learning new things
- Like to figure things out for themselves
- Appear calm and reserved
- Honest
- Value honesty and fairness
Take few things personally
Motivated by achievement

YELLOW. "Guardian"

- Live in the present rather than worrying about the future
- Like step-by-step directions
- Notice details and remember facts
- Work at a steady pace
- Make decisions based on feelings
- Appear warm and friendly
- Quick to compliment others
- Motivated by appreciation from others
- Avoid arguments and conflicts

GREEN. "Healer"

- Focus on the big picture and possibilities
- Admire creative ideas
- Are inventive
- Think about the future
- Enjoy learning new things
- Like to figure things out for themselves
- Make decisions based on feelings
- Appear warm and friendly
- Quick to compliment others
- Motivated by appreciation from others
- Avoid arguments and conflicts

Yellow Group

2-21

ESTJ "The Supervisor"



ESTJs live in a world of facts. They live in the present, with their eye constantly scanning their surroundings to make sure that everything is running smoothly. They honor traditions and laws, and have a clear set of standards and beliefs. They expect the same of others, and have no patience or understanding of individuals who do not value these systems. They like to see quick results for their efforts.

ESTJs are take-charge people. They have such a clear vision of the way that things should be, that they naturally step into leadership roles. They are self-confident and aggressive. They are extremely talented at creating systems and plans for action, and at being able to see what steps need to be taken to complete a specific task. They can sometimes be very demanding and critical, because they have such strongly held beliefs, and are likely to express themselves without reserve if they feel someone isn't meeting their standards. But at least the ESTJ is extremely honest.

The ESTJ is usually a model citizen and pillar of the community. He or she takes their commitments seriously. ESTJ enjoys interacting with people and likes to have fun.

When bogged down by stress, an ESTJ often feels as if they are misunderstood and undervalued, and that their efforts are taken for granted. When under stress they have a hard time putting their feelings into words and communicating them to others.

The ESTJ puts forth a lot of effort in almost everything that they do.

ISTJ "The Inspector"



ISTJs are quiet and reserved individuals who are interested in security and peaceful living. They are organized and can generally succeed at any task which they undertake.

ISTJs are very loyal, faithful, and dependable. They place great importance on honesty and integrity. They are "good citizens" who can be depended on to do the right thing for their families and communities. While they generally take things very seriously, they also usually have an offbeat sense of humor and can be a lot of fun - especially around friends and family.

ISTJs tend to believe in laws and traditions, and expect the same from others. They're not comfortable with breaking laws or going against the rules.

The ISTJ will prefer to work alone, but work well in teams when the situation demands it. They like to be accountable for their actions and enjoy being in positions of authority.

The ISTJ may have difficulty picking up on the emotional needs or feelings of others. Sometimes they are uncomfortable expressing affection and emotion to others.

In general, the ISTJ has a tremendous amount of potential. Capable, logical, reasonable, and effective individuals with a deeply driven desire to promote security and peaceful living, the ISTJ has what it takes to be highly effective at achieving their chosen goals - whatever they may be.

Yellow Group

2-22



ESFJ "The Provider"

ESFJs are people persons. They want to like people and have a special skill at bringing out the best in others. They are extremely good at reading others and understanding their point of view. People like to be around ESFJs, because the ESFJ has a special gift of making people feel good about themselves.

The ESFJ takes their responsibilities very seriously and is very dependable. They see before others do what needs to be done, and do whatever it takes to make sure that it gets done.

ESFJs are warm and energetic. They don't understand unkindness. They want to be appreciated for who they are and what they give. They have a strong need to be liked and to be in control.

All ESFJs have a natural tendency to want to control their environment. They demand structure and organization, and seek closure. ESFJs are most comfortable with structured environments. ESFJs should be careful about controlling people in their lives who do not wish to be controlled.

ESFJs respect and believe in the laws and rules of authority, and believe that others should do so as well.

ESFJs at their best are warm, sympathetic, helpful, cooperative, down-to-earth, practical, thorough, consistent, organized, enthusiastic, and energetic. They enjoy tradition and security, and will seek stable lives that are rich in contact with friends and family.

ISFJ "The Protector"



ISFJs are truly warm and kind-hearted, and want to believe the best of people. They value cooperation and are likely to be very sensitive to other people's feelings. People value the ISFJ for their consideration and awareness, and their ability to bring out the best in others.

ISFJs constantly take in information about people and situations and store it away. It would not be uncommon for the ISFJ to remember a particular facial expression or conversation in precise detail years after the event occurred.

ISFJs learn best by doing, rather than by reading about something in a book. Once the task is learned, the ISFJ will faithfully and tirelessly carry through the task to completion. The ISFJ is extremely dependable.

More so than other types, ISFJs are extremely aware of their own internal feelings, as well as other people's feelings. They do not usually express their own feelings, keeping things inside. If they are negative feelings, they may build up inside the ISFJ until they explode. Many ISFJs learn to express themselves and find outlets for their emotions.

The ISFJ feels a strong sense of responsibility and duty. They take their responsibilities very seriously, and can be counted on to follow through.

ISFJs need positive feedback from others. In the absence of positive feedback the ISFJ gets discouraged. They may become convinced that "everything is all wrong" or "I can't do anything right".

The ISFJ is warm, generous, and dependable. They have many special gifts to offer, in their sensitivity to others, and their strong ability to keep things running smoothly. They need to remember to not be overly critical of themselves, and to give themselves some of the warmth and love which they freely dispense to others.

Red Group

2-23

ESTP "The Promoter"



ESTPs are outgoing, enthusiastic, and excitable. ESTPs are "doers" who live in the world of action. Blunt, straight-forward risk-takers, they are willing to plunge right into things and get their hands dirty. They live in the here-and-now. They look at the facts of a situation, quickly decide what should be done, execute the action, and move on to the next thing.

ESTPs have an uncanny ability to perceive people's attitudes and motivations. They pick up on little cues which go completely unnoticed by most other types, such as facial expressions and body language.

The ESTP tends to have their own strong belief in what's right and what's wrong, and will stick to their principles.

ESTPs have a strong flair for drama and style. They're usually very good at storytelling and improvising. They typically make things up as they go along, rather than following a plan. They love to have fun, and are fun people to be around. They can sometimes be hurtful to others without being aware of it, because their decision-making process does not involve taking people's feelings into account. They make decisions based on facts.

The ESTP may get bored with classes. Even if they are brilliantly intelligent, school might feel like a chore.

ESTPs are practical, observant, fun-loving, spontaneous risk-takers with an excellent ability to quickly come up with a solution to a problem. They're enthusiastic and fun to be with, and are great motivators. If an ESTP recognizes their real talents and operates within those realms, they can accomplish truly exciting things.

ISTP "The Crafter"



ISTPs have a drive to understand the way things work. They like to take things apart and see the way they work.

ISTPs have an adventuresome spirit. They are attracted to motorcycles, airplanes, sky diving, surfing, etc. They thrive on action and are usually fearless. ISTPs are fiercely independent, needing to have the space to make their own decisions about their next step. Their sense of adventure and desire for constant action makes ISTPs prone to becoming bored rather quickly.

ISTPs are loyal to their causes and beliefs, and are firm believers that people should be treated with fairness.

ISTPs like and need to spend time alone, because this is when they can sort things out in their minds most clearly.

ISTPs are excellent in crisis situations. They usually don't have much trouble with school. They are usually patient individuals, although they may be prone to occasional emotional outbursts because they tend not to pay attention to their own feelings.

ISTPs have a lot of natural ability which makes them good at many different kinds of things. However, they are happiest when they are centered in action-oriented tasks which require technical skill. They take pride in their ability to take the next correct step.

ISTPs are positive, full of good cheer, loyal to their equals, generous, and trusting.

Red Group

ESFP "The Performer"



ESFPs love people and new experiences. They are lively and fun, and enjoy being the center of attention. They live in the here-and-now, and love excitement and drama in their lives.

ESFPs are usually quite generous and kind. They seem to sense what is wrong with someone before others might. ESFPs love people and everybody loves an ESFP. One of their greatest gifts is their acceptance of everyone. They are upbeat and enthusiastic, and genuinely like almost everybody.

For the ESFP, the entire world is a stage. They love to be the center of attention and perform for people. They're constantly putting on a show for others to entertain them and make them happy.

ESFPs learn best with "hands-on" experience, rather than by studying a book.

The ESFP is a great team player. He or she is not likely to create any problems and is likely to create the most fun environment possible for getting the task done. ESFPs usually like to feel strongly bonded with other people and have a connection with animals and small children. They're likely to have a strong appreciation for the beauties of nature as well.

The ESFP has a tremendous love for life and knows how to have fun. They like to bring others along on their fun-rides and are typically a lot of fun to be with. They're flexible, adaptable, genuinely interested in people, and usually kind-hearted. They have a special ability to get a lot of fun out of life.



ISFP "The Composer"

ISFPs are in tune with the way things look, taste, sound, feel and smell. They have a strong appreciation for art and are likely to be artists in some form, because they are unusually gifted at creating and composing things.

ISFPs tend to be quiet and reserved, and difficult to get to know well. They hold back their ideas and opinions except from those who they are closest to. They are likely to be kind, gentle, and sensitive with others. They are interested in helping others be happy.

ISFPs are warm and sympathetic. They genuinely care about people and are likely to show their love through actions, rather than words.

ISFPs have no desire to lead or control others, just as they have no desire to be led or controlled by others. They need space and time alone. ISFPs are original and independent, and need to have personal space.

The ISFP is likely to not give themselves enough credit for the things which they do extremely well. They tend to be perfectionists. ISFPs are hard on themselves when things do go as planned or when something isn't "good enough" in their eyes.

The ISFP has many special gifts for the world, especially in the areas of creating art and selflessly serving others.

Blue Group

ENTJ "The Leader"



ENTJs are natural born leaders. They are "take charge" people.

ENTJs are very forceful, decisive individuals. They make decisions quickly and are quick to state their opinions and decisions to the rest of the world.

ENTJs love to interact with people. There's nothing more enjoyable and satisfying to the ENTJ than having a lively, challenging conversation. They have a tremendous amount of self-confidence and excellent verbal communication skills. Even the most confident individuals may experience moments of self-doubt when debating a point with an ENTJ.

The best type of friend for an ENTJ is someone who has a strong self-image and enjoys thinking through problems or puzzles. These friends can handle friendly debates with an ENTJ without losing their self-confidence. Quieter personalities may feel threatened by an ENTJ.

The ENTJ has many gifts which make it possible for them to have a great deal of personal power. They are assertive, creative, and problem-solvers. They are usually tremendously forceful personalities and have the tools to accomplish whatever goals they set out for.

INTJ "The Mastermind"



INTJs value intelligence and knowledge, and typically have high standards for themselves in these areas. INTJs focus their energy on observing the world and thinking about ideas and possibilities. They are usually very quick to understand new ideas.

INTJs' value and need for organization, combined with their natural insightfulness, makes them excellent scientists. INTJs are also natural leaders, although they usually choose to remain in the background until they see a real need to take over the lead.

INTJs spend a lot of time inside their own minds and may have little interest in other people's thoughts or feelings.

INTJs are ambitious and self-confident. Many INTJs end up in engineering or scientific careers.

They dislike messiness and anything that is unclear.

Other people may have a difficult time understanding an INTJ. They may be hard to get to know if they do not spend time talking with other people.

INTJs have a tremendous amount of ability to accomplish great things. They, most likely, will not have a problem meeting their career or education goals. They have the capability to make great strides in these areas. On a personal level, the INTJ who practices respect and puts effort into working well with others has everything in his or her power to lead a rich and rewarding life.

Blue Group

ENTP "The Inventor"



The ENTP's primary interest in life understands the world that they live in. They are constantly gathering ideas and images about the situations they are presented in their lives. The ENTP has a deeper understanding of their environment than any of the other types.

This ability to understand people and situations puts the ENTP at a distinct advantage in their lives. They generally understand things quickly and with great depth. Accordingly, they are quite flexible and adapt well to a wide range of tasks. They are good at most anything that interests them. As they grow and further develop their abilities, they become very aware of possibilities, and this makes them quite good at solving problems.

ENTPs are idea people. They get excited and enthusiastic about their ideas, and are able to spread their enthusiasm to others.

ENTPs are good communicators, quick thinkers, and enjoy debating ideas with others.

In general, ENTPs are upbeat and look at the possibilities. They become excited about concepts, challenges, and puzzles. When presented with a problem, they're good at improvising and quickly come up with a creative solution. Creative, clever, and curious, they have a broad range of possibilities in their lives.

INTP "The Thinker"



INTPs live mostly inside their own minds, having the ability to analyze difficult problems, identify patterns, and come up with logical explanations. They seek clarity in everything, and are therefore driven to build knowledge. They highly value intelligence and the ability to apply logic to theories to find solutions.

INTPs value knowledge above all else. They seek patterns and logical explanations for anything that interests them. They're usually extremely bright and able to think critically about problems. They love new ideas and love to discuss these concepts with others.

They hate to work on routine things - they would much prefer to work on a complicated problem.

INTPs do not like to lead or control people. They're very tolerant and flexible in most situations. The INTP is likely to be very shy when it comes to meeting new people. On the other hand, the INTP is very self-confident around people they know well.

INTPs are usually not in-tune with how people are feeling and are not sure how to handle the emotional needs of others.

The INTP is usually very independent and original. They are not likely to place much value on things such as popularity. They usually have complex personalities, and may tend to be restless and moody.

The INTP can accomplish truly remarkable things. A lot of scientific breakthroughs in the world have been made by the INTP.

Green Group



ENFJ "The Giver"

ENFJs are people-focused individuals. More so than any other type, they have excellent people skills. They understand and care about people, and have a special talent for bringing out the best in others. ENFJ's main interest in life is giving love, support, and a good time to other people. They are focused on understanding, supporting, and encouraging others.

ENFJs have the tendency to be hard on themselves and turn to negative thoughts when alone. It's natural to their personality type that they will tend to place other people's needs above their own, but they need to stay aware of their own needs so that they don't sacrifice themselves in their drive to help others.

People love ENFJs. They are fun to be with, and truly understand and love people. They are typically very straight-forward and honest. Usually ENFJs have a lot of self-confidence and have a great amount of ability to do many different things. They are generally bright, full of potential, energetic and fast-paced. They are usually good at anything which captures their interest.

ENFJs like for things to be well-organized and structured.

In general, ENFJs are charming, warm, gracious, creative and diverse individuals with richly developed insights into what makes other people tick. This special ability to see the potential in others combined with a genuine drive to help people makes the ENFJ a truly valued individual. As giving and caring as the ENFJ is, they need to remember to value their own needs as well as the needs of others.

INFJ "The Counselor"



INFJs are gentle and caring individuals. Artistic and creative, they live in a world of possibilities. Only one percent of the population has an INFJ Personality Type, making it the rarest of all the types.

INFJs have an insight into people and situations. They are deep, complex individuals, who are quite private and typically difficult to understand. INFJs hold back part of themselves and can be secretive.

But the INFJ is as genuinely warm as they are complex. INFJs hold a special place in the heart of people who they are close to, who are able to see their special gifts. INFJs are concerned for people's feelings and try to be gentle to avoid hurting anyone. They are very sensitive to conflict and cannot tolerate it very well. They may tend to internalize conflict into their bodies and experience health problems when under a lot of stress.

INFJ is a natural nurturer—patient, devoted and protective.

The INFJ usually shows up in areas where they can be creative and somewhat independent. They are skilled with art and many do well in science. INFJs are also good at volunteering, wanting to help others.

The INFJ individual is gifted in ways that other types are not. They are capable of great depth of feeling and personal achievement.

Green Group

ENFP “The Champion”



2-28

ENFPs are warm, enthusiastic people, typically very bright and full of potential. They can become very passionate and excited about things. Their enthusiasm lends them the ability to inspire and motivate others, more so than we see in other types. They can talk their way in or out of anything. They love life, seeing it as a special gift, and strive to make the most out of it.

ENFPs have an unusually broad range of skills and talents. They are good at most things which interest them. They may go through several different careers during their lifetime.

An ENFP needs to focus on following through with their projects. This can be a problem area for some of these individuals.

Most ENFPs have great people skills. They are genuinely warm and interested in people. They have the special ability of being able to understand people, even after a short amount of time.

ENFPs are basically happy people. They may become unhappy when they are confined to strict schedules or boring tasks. They have the ability to be quite productive with little supervision, as long as they are excited about what they're doing.

ENFPs are charming, risk-taking, sensitive, and people-oriented individuals. They have many gifts which they will use to fulfill themselves and those near them.

INFP “The Healer”



INFPs are focused on making the world a better place for people. Their primary goal is to find out their meaning in life. What is their purpose? How can they best serve others? They are perfectionists who drive themselves hard in their quest for achieving the goals they have for themselves.

Generally thoughtful and considerate, INFPs are good listeners and put people at ease. Although they may be reserved in expressing emotion, they have a very deep well of caring and are genuinely interested in understanding people. This is sensed by others, making the INFP a valued friend. An INFP can be quite warm with people he or she knows well.

INFPs do not like conflict and go to great lengths to avoid it. If they must face it, they will always approach it from the perspective of their feelings. In conflict situations, INFPs place little importance on who is right and who is wrong. They focus on the way that the conflict makes them feel.

INFPs are flexible and laid-back.

INFPs do not like to deal with hard facts and logic.

INFPs have very high standards and are perfectionists. Consequently, they are usually hard on themselves, and don't give themselves enough credit. INFPs may have problems working on a project in a group, because their standards are likely to be higher than other members' of the group.

INFPs are usually talented writers. INFPs also often work in social service professions, such as counseling or teaching. They are at their best in when they're helping others.

Staff Name:

Age or grade levels

K-8

Academic/Enrichment Activities

May include: Reading, Writing, Research, Math skill building, Science, Social Studies, Geography, History, Homework Help, Lakeshore, Readers Theater...

Activity: Memory Name Game

Time Needed

30 # Sessions:

1

Book

pg#

Location

Supplies: None

1. Preview objectives. "We are doing this activity so that you will learn the names and specials "likes" of your classmates"

2. Teach: Describe what staff (you) will be doing during this activity.

*Staff will put group into circle.

*Staff will explain the activity: starting with staff, saying their names and what they like, this will continue until all students have learned each students name and favorite thing.

3. Practice: Describe what students will be doing during this activity.

*Each student will state their name and favorite thing they like.

*The next student will first state the previous students names and like before stating their name and like. And so on until all students have learned each others name and like.

4. Review: Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity. What are some other ways we can learn each other names? How do you feel not that you know your classmates names?

Activity: 20 Questions K-8TH

Time Need

30

Sessions

1

Book

pg#

location:

Supplies: Paper and Pencil

1. Preview objectives. "We are doing this activity so that you will learn how to ask questions to find the answers.

2. Teach: Describe what staff (you) will be doing during this activity.

*Staff will encourage students to ask questions, monitor the questions and the person answering the questions.

*Staff will walk around and stay engaged with students and activity.

3. Practice: Describe what students will be doing during this activity.

*Students will be randomly chosen to write the name of an object that is in the classroom on a piece of paper. *The other students will ask questions to try to guess what the object is. *The chosen student will only answer yes or no. *When object is guessed, the student that guessed will be the chosen one.

4. Review: Questions to ask at the end of the activity so students may demonstrate what they have learned from this activity. *

*What kind of questions should you have asked in order to get a better clue?

*What was easy or difficult about the process?

Cartoon Names

5 minutes

GAME Ask players to gather into one big circle (unless the group has more than 15 people, in which case you could organize them into smaller groups of 6–10). Have players go around the circle one at a time and introduce themselves, sharing their first names *and* their favorite cartoon characters. For example, the first player, George, might say, “George Superman.” Everyone else in the circle should repeat “George Superman” and go to the next person and repeat the process. Eventually the group goes around the circle saying each person’s cartoon name. A variation for this game would be to have the players swap positions in the circle and then see if anyone can still remember everyone’s cartoon name. Let one or two people try to remember. Then the participants as a group should try to say everyone’s cartoon name.

GO DEEPER

Why did you pick the cartoon character that you did? What are some of the things you like about that character?

What is one thing you hope others will like or remember about you?

Did this game help you learn and remember names? What helps you remember new things?

Did you discover others in the group who like the same things you do? Would sharing something in common help people feel more comfortable with each other?

Taken from Great Group Games For Kids, “Cartoon Names” pg. 20, “Super Names” pg. 21

Super Names

TIME

10–15 minutes

THE GAME Have players gather into one big circle (unless the group has more than 15 participants, in which case you could break them into smaller groups of 6–10). Tell them that you have just discovered you have a room full of superheroes in the making. You want to know what makes each of them super. Are they super nice? Super fast? Super strong? Have players go around the circle and introduce themselves one at a time by stating their first names *and* how they are super. The first player might say, “I’m Chloe, and I try to be super helpful.” Continue around the circle. At the end, players should say everyone’s names and what makes them super.

For older children, ask them to add a motion to their superpower. For example, if Antonio says he’s super fast, he might choose to run in place. Then ask the whole group to repeat Antonio’s name and run in place as they note his superpower. (“This is Antonio, and he’s super fast.”) Repeat with each person.

NOTE A child might have trouble thinking of a way he or she is super. For instance, if Johnny isn’t sure how to respond, you might ask the other children how they see Johnny trying to be super, or you might share one way that you see Johnny trying to be super.

GOING DEEPER

Why did you pick the characteristic that you did?

In what ways can you be super each day? How can you show super behavior, express super attitudes, or be a super example?

What is one thing you hope others will like about you (or remember about you)?

Did this game help you learn and remember names? What helps you remember new things?

Over and Under

Grade: K – 8th

Time: 15 minutes

Materials: Two foam balls

Directions:

- Players form two parallel lines about 15 feet apart.
- The first player in each line passes the foam ball backward over her or his head to the next player.
- The next player passes the foam ball under his or her legs to the third player.
- Passing continues, alternating the overhead and under leg passes.
- The first team to successfully pass the ball through the line wins.

Going Deeper:

- What was the secret to this game's success?
- How did your team work together to achieve the greatest efficiency in passing the ball?
- How do flexibility and cooperation help you be successful?

Remote Control

What If You Were in Charge?

Grade: K – 8th

Time: 15 – 20 minutes

Players: 5 +

- ❖ 1 remote-control operator
- ❖ Several people walking down a “street”

Props:

- Remote Control * See attached Remote Control Template

The Skit:

What if you had a remote control that worked on the world? A student finds one on the ground on his way home from school. First he tries it on individuals walking toward him, making them pause (freeze), fast-forward, and rewind their actions. Then he uses it on a couple of people in the middle of a conversation, seeing what happens when he pauses, rewinds to hear them say something different, or fast-forwards to the end of their conversation. Finally, someone grabs the remote and pauses him.

Coaching:

Tell the person working the remote that he has four choices and must announce them when they are used.

Choices:

1. Pause
2. Play
3. Rewind
4. Fast-forward

Discussion:

1. How would you use the remote control?
2. What would be the consequences, both positive and negative, of using the remote control to change your past actions?

Add an Asset:

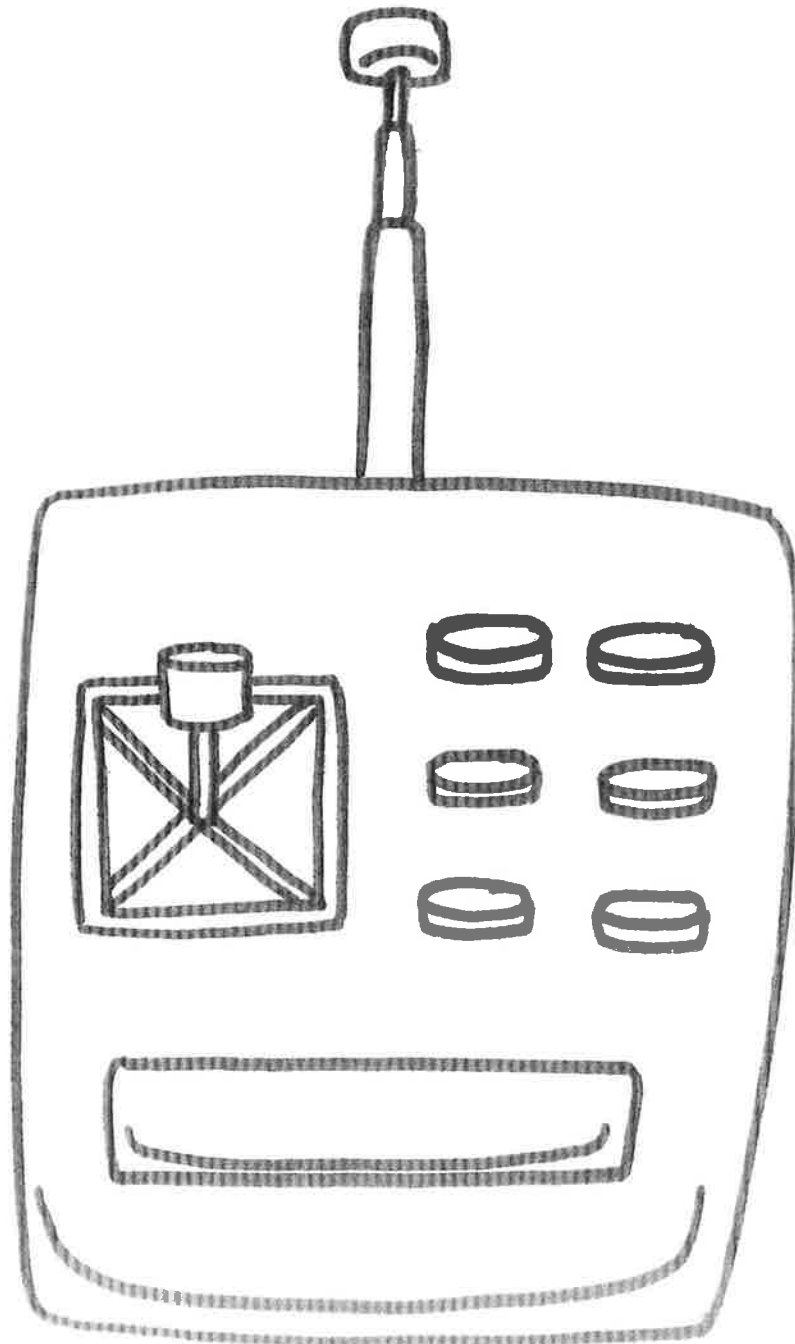
Asset 1: Responsibility – We can't go back and change things we have said or done. What are some things we can do to make sure we don't repeat mistakes?

Asset 2: Personal Power – Are there times when you have felt manipulated or powerless? When was that? Would you respond the same way now? Why or why not?

Remote Control Template

Directions:

- Cut out the remote control and glue onto a piece of colored construction paper or poster board to make the remote control sturdier.
- You may choose to just make one Remote control for the entire class to share or you may make one copy for each student to color and create their own remote control to use during the game.



Dance Machine Game Show

Making the Right Moves

Grade: k – 8th

Time: 20 – 25 minutes

Players: All Play

- 1 TV show host
- 2 or more teams of 5 people

Props and Costumes

- hat
- index cards or slips of paper

Preparation

Write various activities (doing household chores, playing musical instruments, using sports equipment, working) on cards or slips of paper and put them in the hat.

The Skit

The host welcomes the audience to *Dance Machine* and explains that each team will draw an activity from a hat. The teams, working simultaneously, have two minutes to confer and create a dance routine based on the card. So if they draw “doing household chores,” they’ll have to demonstrate that in their dance routine.

After two minutes, the host calls the teams back to perform. The audience votes for the best group and the winning team receives a ridiculous prize, like a week’s free vacation at the teacher’s house.

Coaching

Encourage big aerobic movements.

Discussion

1. Who came up with the most realistic representation of their topic?
2. Who came up with the craziest version of their topic?
3. How did each team make decisions?

Add an Asset

Asset 17: Creative activities. How would you demonstrate the same topics with other art forms, like painting or music?

Asset 32: Planning and decision making. How did each team make the routine work within the short preparation time?

Ready

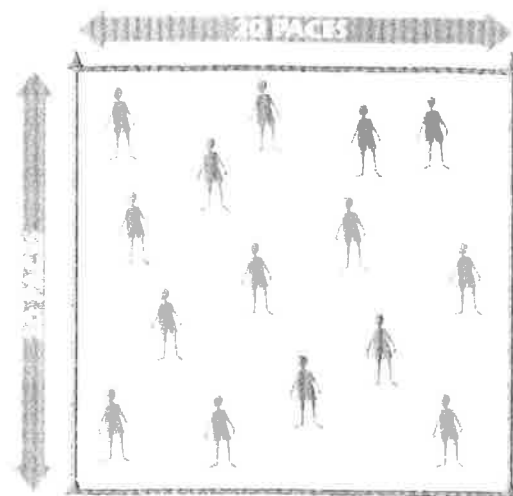
- None

Set

- Scatter participants throughout area.

GO!

1. Today's activity is *Stretch Your Body* where, you guessed it... you stretch your body!
2. On signal, follow my lead for each stretch. As you become more familiar with the proper way to stretch, you can do these more on your own.
3. You will start with your neck and work your way down.
 - **Neck** – Keep your shoulders down and drop your head to 1 side. Hold. Repeat to other side.
 - **Upper Back** – Give yourself a big hug. Hold. Switch top hands.
 - **Pectorals** – Grab your hands behind you and lean forward. Gently pull your hands upward. Hold.
 - **Quadriceps** – With your R hand, grab your R ankle behind you. Keep your R knee pointed down and pull your ankle gently toward your backside. Hold. Repeat to other side.
 - **Hamstrings** – Sit and keep one knee straight. Bend the other so your foot comes in and touches the straight knee. Reach toward your toes. Hold. Repeat to other side.
 - **Hip Flexors** – While in a deep lunge, pull your back hip toward the floor. Keep forward foot ahead of knee. Hold. Repeat to other side.
 - **Shins** – Curl 1 foot under itself and apply gentle downward pressure. Hold. Repeat to other side.
 - **Calves** – On your hands and feet in a big "V," bend 1 knee while pressing the opposite heel toward the floor. Hold. Repeat to other side.
4. Skill It!
 - Hold your stretch gently; don't bounce.
5. Challenges
 - Can you take the stretch a little farther?
 - Can you name the muscle groups you are stretching?
6. Fitness Focus
 - How can you use these stretches to become more active?



ASAP

Safety First

- Always remember to use the "good" side of your body.

Ready

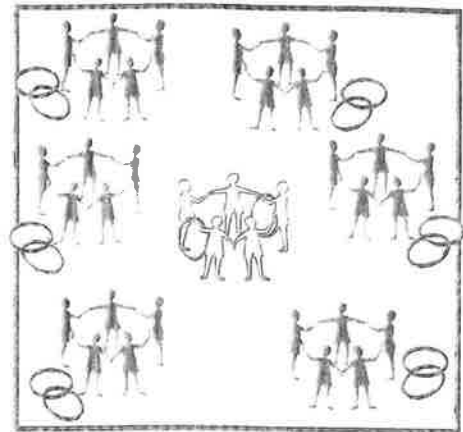
- 2 hoops per 5 players

Set

- Form circles of 5 players, hands joined, and scattered in area.
- Give 2 hoops to each group.

GO!

1. Today's activity is *Houdini Hoops* where you move a hoop around your circle without letting go of your hands.
2. I will place a hoop over 2 players' joined hands (hands join inside the hoop), so it dangles like a bracelet.
3. On signal, move the hoop around your circle by stepping and ducking through it. Remember; keep your hands joined at all times.
4. Once you are successful 1X around, add a 2nd hoop.
5. **Skill-it!**
 - Bend, twist, and turn. Talk to each other and work together.
6. **Challenges**
 - How many times can your group move the hoop around your circle in 1 minute?
 - How quickly can your group pass your hoop around the circle 2X?
7. **Move More** (*Discuss during a cool-down, while leading a stretch.*)
 - Have you ever heard of Harry Houdini? He was a talented magician from the late 19th and early 20th centuries, who was famous for his ability to escape from all sorts of things. He was nicknamed the "Handcuff King." Some of his notable escapes include escaping from a locked, water-filled milk can, the Chinese water torture cell, being buried alive, and the box or coffin escape.
 - How do you think someone gets so good at this type of thing?



Safety First

- Don't force anyone to go over or under someone's arm or leg.
- If anyone gets hurt, stop the activity and seek help.

UNIT: COOPERATIVE GAMES

AGES: 8-14

OBJECTIVES

Striking skills, muscular strength, cooperation

EQUIPMENT

1 foam ball/8 youth, 4 cones for boundaries, music/whistle

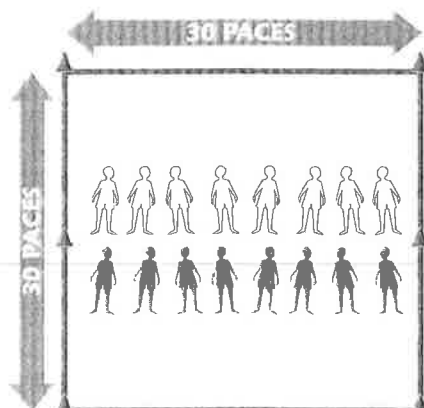
ACTIVITY	ORGANIZATION	TEACHING CUES
<u>-GROUP DAY-</u>		
Straddleball <i>Diagram on back</i>	<ul style="list-style-type: none"> -Groups of 8 with 1 ball. (Groups of 7 or 9 are fine.) -Have groups create a small circle, members touching outsides of feet. Legs wide to simulate a "goal." -In time, add a second ball to each group. Advanced groups may use a third ball. -NOTE: Some will enjoy aggressive play. Allow youth to categorize themselves into 2 or 3 levels (e.g., "hard core," "casual," "nice and easy"). 	<ul style="list-style-type: none"> -Today's Great Game is called "Straddleball!" -<u>The object of the game is to score a goal by striking a ball through the legs of others.</u> -Create a "goal" by spreading your legs very wide to touch the sides of the feet with the person next to you. -Bend your knees and get low. Palms of hands facing in towards the middle of the circle, fingers close to the ground. -Send the ball through anyone's "goal" by striking it with an open palm and stiff wrist. -Keep the ball low -You can protect your "goal" with your hands only. -If the ball goes outside of your circle, the person who touched it last retrieves it. Toss it back in <u>first</u>, then rejoin the group.

Ready

- 4 cones (for boundaries)

Set

- Create a large (30X30 paces) activity area.
- Form pairs. Create 2 lines with pairs standing 2 arm lengths apart facing each other.



GO!

1. Today's game is *Rock, Paper, Scissors Tag* where you play tag with your partner. The roles of Chaser and Fleeer are determined by who wins at Rock, Paper, Scissors.
2. On signal, play *Rock, Paper, Scissors* with your partner. Hold 1 palm open and with your other hand, pound your fist on your open hand and say, "1, 2, 3." Show your choice on "3."
3. Your choices are rock (fist), paper (open hand), or scissors (peace sign). Rules are: rock crushes scissors, scissors cut paper, and paper covers rock. The victor is "It" and chases their partner straight back to the boundary line. We'll play at a walking pace first.
4. When Chaser tags the Fleeer (or the Fleeer makes it safely to the boundary line), return to the center, then start again by playing *Rock, Paper, Scissors*.
5. **Challenge**
 - How quickly can you tag your partner?
6. **Character Matters**
 - Do you use R, P, S to solve disputes in your life? Does it work? Why or why not?

Safety First

- Use a gentle 2-finger tag.

Ready

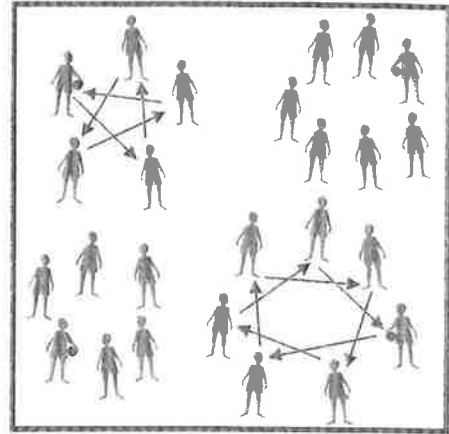
- 3 foamballs or other small tossables per 5-7 players

Set

- Form circles of 5-7 players and spread within area.
- Give each circle 1 ball/tossable.

GO!

1. Today's activity is *Group Juggling* where you pass the ball around your circle in a sequence.
2. On signal, toss the ball across the circle to anyone not next to you.
3. Passing continues until everyone has received a pass and the ball returns to the 1st person. Repeat, using the same sequence.
4. (Once they have successfully passed in sequence 3X, add the 1st challenge.)
5. (Then, add a 2nd ball. When they are successful with 2 balls, try the 2nd challenge.)
6. **Skill-it!**
 - No one may catch it twice before all have caught it once.
 - Keep your hands up and ready to receive, watching the person who passes to you.
7. **Challenges**
 - How quickly can you get the ball back to the 1st person 5X?
 - How many tossable objects can your group pass without a drop?
8. **Food Facts** (Discuss during a cool-down, while leading a stretch.)
 - What happened when your group juggled too many balls?
 - What happens to your eating habits when you try to do to juggle too many activities?



Safety First

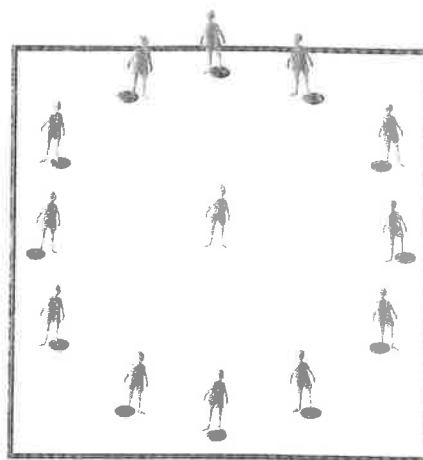
- Toss underhand so the ball has a nice arch to it. This makes it easier to catch.
- Toss only to the person in the sequence if they are asking for the ball with their eyes and hands.

Ready

- 1 spot marker per player; minus 1 (optional)

Set

- Form a large circle with spots; players standing on spots.
- One player in the middle to begin.



GO!

1. Today's activity is *Have You Ever?* where you will learn more about the others in this group while traveling through the circle.
2. Player in center asks, "Have you ever _____?" They fill in the blank with a physical activity they have done before. For example, "Have you ever been surfing?" or "Have you ever played Quidditch®?"
3. If your answer is "yes," move through the middle of the circle, talking as you walk about that experience or that activity (to no one in particular). Find an open spot along the circle.
4. Player left without a spot (or if not using spots, last player to get to other side of circle) will be the center player for the next round.
5. (Continue for several minutes.)
6. **Skill-it!**
 - Think of what you will ask before it is your turn.
7. **Challenges**
 - Can you move to a spot without touching anyone?
 - Can you get to a spot before I count down from 5?
8. **Character Matters** (Discuss during a cool-down, while leading a stretch.)
 - Tell a neighbor what "initiative" means to you. (*Initiative: (noun) the energy and aptitude displayed in the initiation and completion of an action. Strong leadership and long-term success are two things that require initiative.*)
 - Those who try different kinds of sports and activities show initiative.

Safety First

- Watch for others moving through the center.

UNIT COOPERATIVE GAMES

AGES: 8-14

OBJECTIVES

Striking skills, muscular strength, cooperation

EQUIPMENT

1 foam ball/8 youth, 4 cones for boundaries, music/whistle

ACTIVITY	ORGANIZATION	TEACHING CUES
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	-Have groups create a small circle, members touching outsides of feet. Legs wide to simulate a "goal."	<u>-The object of the game is to score a goal by striking a ball through the legs of others.</u>
	-In time, add a second ball to each group. Advanced groups may use a third ball.	-Create a "goal" by spreading your legs very wide to touch the sides of the feet with the person next to you.
	<u>-NOTE:</u> Some will enjoy aggressive play. Allow youth to categorize themselves into 2 or 3 levels (e.g., "hard core," "casual," "nice and easy")	-Bend your knees and get low. Palms of hands facing in towards the middle of the circle, fingers close to the ground.
		-Send the ball through anyone's "goal" by striking it with an open palm and stiff wrist.
		-Keep the ball low
		-You can protect your "goal" with your hands only
		If the ball goes outside of your circle, the person who touched it last retrieves it. Toss it back in <u>first</u> , then rejoin the group

NO HOMEWORK?

1. POWER-WRITE and illustrate a story about:

- Your day
- Your family
- What you want to be when you grow up
- Where you live
- Describe your favorite meal
- If you could wave a magic wand, what would you make happen?

2. Read a book to a younger student

Ask 3 on the surface questions and 3 under the surface questions

Write the questions and answers and illustrate them, together

3. Write a book report Title, author, setting, characters, summarize what happened, if there was a problem - how was it resolved?

- Write the book report by yourself
- Write the book report with a younger student
- Create an advertisement or comic strip about your book

4. Write a report about your favorite animal

Name, physical description, where it lives, what it eats, is it used for anything by humans and why you like it.

5. Quick Draw: Have Staff time you for 5 minutes while you draw a picture. Now write a 5 paragraph story about your picture. Use Power Write to help you organize your thoughts.

6. Draw a map of:

- Your house and label each room
- Your neighborhood and label the places
- The school and label each room

7. Design an advertisement or brochure about your STEP Up program.

Include all the staff, the teachers and students. Your finished product should showcase the best points of your program and convince the reader to send their children to the STEP UP program at your school.

8. Write 3 word problems each for:

- Subtraction
- Addition
- Multiplication
- Division

POWER WRITE

- Brainstorm topics.
- Write words or sentence on line 1 and all line 2s.
- Elaborate on 2s by writing on line 3.
- Write your ideas out on 1st draft, writing complete sentences.
- Edit with the staff-look at spelling, sentence construction, does it make sense?
- Write a final copy and illustrate.

1
TOPIC SENTENCE

2
Detail

3

Expanding the detail

2
Detail

3

Expanding the detail

2
Detail

3

Expanding the detail

1
Conclusion-Restate the topic

Older students can add line 4 to each section. One Power Write can be one paragraph for a multi-paragraph paper.