

Getting To Know You Activities

Animal Groups

On the first day of school, gather all the students from a grade level in a large common area. Give each student a slip of paper with the name of an animal on it. Then give students instructions for the activity: They must locate the other members of their animal group by imitating that animal's sound only. No talking is allowed. The students might hesitate initially, but that hesitation soon gives way to a cacophony of sound as the kids moo, snort, and giggle their way into groups. The end result is that students have found their way into their homerooms or advisory groups for the school year, and the initial barriers to good teamwork have already been broken.

Chain Gang

Begin by asking students "Who can do something really well?" After a brief discussion about some of the students' talents, pass out paper and ask students to write down five things they do well. Then provide each student with five different-colored paper strips. Have each student write a different talent on separate paper strips, then create a mini paper chain with the strips by linking the five talents together. As students complete their mini chains, use extra strips of paper to link the mini chains together to create one long class chain. Have students stand and hold the growing chain as you link the pieces together. Once the entire chain is constructed and linked, lead a discussion about what the chain demonstrates -- for example, all the students have talents; all the students have things they do well; together, the students have many talents; if they work together, classmates can accomplish anything; the class is stronger when students work together than when individual students work on their own. Hang the chain in the room as a constant reminder to students of the talents they possess and the benefits of teamwork.

See more at:

http://www.educationworld.com/a_lesson/lesson/icebreakers_for_kids_2.shtml#sthash.XtXaVOQr.dpuf

True or False?

This activity is always fun, and we all learn something interesting about one another! I start. I write four facts about myself on the board. Three of the facts are true, and one is false. 4-Hers take little true-false test. Then survey the 4-Hers to learn the results. We go back over each question to see what they thought about each statement. That gives you, the leader, a chance to tell a little about you. Then, on a sheet of paper, 4-Hers write three interesting facts about themselves that are true and one that is false. Throughout the meeting, ask a few 4-Hers to try to stump the rest of us

Secret Identity

Have everyone secretly write down the name of a person on a small piece of paper or a "post-it" note. It has to be a person that everyone in the room would know about - a famous historical figure, an actor or sports celebrity, a politician, etc. Then have them tape the name on the back of the person on their left.

Everyone goes around and asks people yes or no questions about who is on their back. They can only ask each person one question. The person who can do it in the least number of questions wins.

TWO TRUTHS AND A LIE

Two Truths and a Lie is a classic get-to-know-you icebreaker. Players tell two truths and one lie. The object of the game is to determine which statement is the false one.

This game is a get-to-know-you icebreaker. Recommended group size is: small, medium, or large. Works best with 6-10 people. Any indoor setting will work. No special materials are needed, although pencil and paper is optional. For all ages.

Instructions for Two Truths and a Lie

Ask all players to arrange themselves in a circle. Instruct each player to think of three statements about themselves. Two must be true statements, and one must be false. For each person, he or she shares the three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is false. The group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.

Who Am I? riddles



Riddles

Answers

I get wet when drying. I get dirty when wiping. Who am I?	Towel
I can be cracked, made, told, and played. Who am I?	Joke
I wiggle and cannot see, sometimes underground and sometimes on a tree. I really don't want to be on a hook, and I become a person when combined with book. Who am I?	Worm
I like to twirl my body but keep my head up high. After I go in, everything becomes tight. Who am I?	Screw
I am gentle enough to soothe your skin, light enough to fly in the sky, strong enough to crack rocks. Who am I?	Water
I can fly but I have no wings. I can cry but I have no eyes. Wherever I go, darkness follows me. Who am I?	Cloud
Although I may have eyes, I cannot see. I have a round brown face with lots of acne. Who am I?	Potato
I eat, I live, I breathe, I live, I drink, I die. Who am I?	Fire
I am a seed with three letters in my name. Take away the last two and I still sound the same. Who am I?	Pea
I am lighter than air but a hundred people cannot lift me. Careful, I am fragile. Who am I?	Bubble

Although glory but not at my best. Power will fall to me finally, when the man made me is dead. Who am I?	Prince
I am the type of room you can not enter or leave. Raise from the ground below. I could be poisonous or a delicious treat. Who am I?	Mushroom
The more you take of me, the more you leave behind. Who am I?	Footstep
I go up and never come down no matter how hard you wish. As I get higher, more wrinkles crawl on to the face. Who am I?	Age
I can be long or short. I can be grown or bought. I can be painted or left bare. My tip can be round or square. (one word) Who am I?	Fingernails
I have a neck and no head, two arms but no hands. I'm with you to school, I'm with you to work. Who am I?	Shirt
I shrink smaller every time I take a bath. Who am I?	Soap
I am heavy forward, but backward I'm not. Who am I?	Ton
I wear a green jacket on the outside, white jacket as a second layer, and red jacket inside. I am pregnant with a lot of babies. Who am I?	Watermelon
I am good at concealing what's real and hide what's true. Sometime, I bring out the courage in you! Who am I?	Makeup

Who Am I? riddles



Riddles

Answers

I have a face but no eyes, hands but no arms. Who am I?	Clock
With three eyes and as black as night, I frequently knock down ten men with a single strike! Who am I?	Bowling Ball
I grown from darkness but shine with a pale light. Very round I am, and always a lady's delight. Who am I?	Pearl
I am owned by every man, though my length differs. Their wives uses me after getting married. Who am I?	Last Name
I'm white; perfect for cutting & grinding. For most animals I am a useful tool. Who am I?	Teeth
I am always around you but often forgotten. I am pure and clean most time, but occasionally rotten. Who am I?	Air
I am the only thing that place today before yesterday. Who am I?	Dictionary
I may only be given but never bought. Sinners seek me but saints do not. Who am I?	Forgiveness
I will disappear every time you say my name. Who am I?	Silence
I have two bodies joined together as one. When standing still. I ran and ran. Who am I?	Hourglass

Cartoon Names

TIME

10–15 minutes

THE 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 then go to the next person and repeat the process. Eventually the group will go 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.

GOING 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?

Rhyming Names

TIME

15 minutes

THE GAME Gather the group in a circle. Ask players to introduce themselves to the group, one by one, by stating their name and sharing a word that rhymes with their name. For example, players might say, “Ann’s van,” “Kate’s late,” “Daniel’s spaniel,” “Susan’s cruisin’,” and so on. The group responds to each person’s introduction by repeating the name and rhyming word to affirm the person and learn the name. As each new person introduces her- or himself, ask the group to also repeat each previous person’s name and rhyming word. Eventually the whole group will be repeating every player’s name and rhyming word.

NOTE Some names may be difficult to rhyme. In such situations, it would be acceptable for players to create their own nonsense words that *do* rhyme with those names. Other players could help think of rhymes as well, as long as they provide respectful suggestions.

GOING DEEPER

- What were the funniest or craziest rhymes you heard in the game?
- What was the hardest part of this game?
- This is a great way to remember names. How do you remember other things? For instance, how do you remember to pack your goggles after swimming, or take your raincoat home when the rain has passed, or put away all your toys when you’re finished playing?
- Why is it important to remember the names of the people in our group?

ASSET CATEGORIES: Support, Empowerment, Commitment to Learning, Social Competencies

Taken from *Great Group Games For Kids*, “Rhyming Names” pg. 25, “Hot Potato Jumble” pg. 30

Hot Potato Jumble

TIME

5–10 minutes

SUPPLIES

- A tossable object (such as a beanbag) and music or a timer

THE GAME Gather all players into a circle. The group is going to pass around the tossable object, which is considered the hot potato. The players will say their names when they get it, and then they will pass it on to the nearest person. If you are using a timer, set it for 10–20 seconds. You can also use recorded music and plan to stop it after 10–20 seconds of play. When you turn off the music or the timer sounds, whoever is holding the hot potato has to answer one question about her- or himself, such as “What is your favorite color?” or “What animal would you most like to have as a pet?” That person then steps out of the circle for the remainder of the game, but she or he can still watch and think of questions to ask. Questions can come from anyone in the group, whether they are inside or outside of the circle.

Play resumes with the player who would have been next to receive the hot potato if the music hadn’t stopped, and the game continues, allowing everyone the chance to be in the “hot spot” and answer a question, until only one player is left.

GOING DEEPER

- How did it feel to be caught with the hot potato and to have to answer an unknown question?
- What surprising or interesting thing did you learn about someone else?
- What did you learn about asking questions to find out more about others?
- How are questions important in developing friendships and finding common interests?
- What are some questions that you could ask others, if you wanted to get to know them a little bit better?

Dice Details

TIME

15–20 minutes

SUPPLIES

- One die (big fuzzy dice are especially fun)

THE GAME Have volunteers come up one at a time and roll the die. See what number comes out on top. The players who roll the die should give their name and tell several facts about themselves (or things they like to do) in relation to the number they roll. For example, if they roll a six, they should tell six things about themselves. If players have trouble coming up with things to say about themselves, the other players can prompt them with questions.

GOING DEEPER

- Did you discover that you have things in common with someone else?
- What other questions could we ask each other to get to know each other better?
- How did listening play a big role in this game?
- Why is it important to take time to get to know others and build friendships?
- Were you nervous about talking out loud in the group? What might give you courage to speak up in the future?

ASSET CATEGORIES: Support, Empowerment, Social Competencies, Positive Identity

Taken from *Great Group Games For Kids*, “Dice Details” pg. 32

My Face Page

TIME

5–20 minutes

SUPPLIES

For the simple version:

- Paper and crayons/markers for each person
- Sticky notes

For the more elaborate version:

- Paper and magazines
- Glue
- Scissors
- Sticky notes

THE GAME Tell the group: “Today we get to be Web site designers. We will be designing our own home pages called ‘My Face’ pages that describe who each of us is. But instead of using a computer, we’re going to create our pages on paper.” Players should include words, pictures, or symbols to represent the following categories about themselves:

- A symbol to represent something they value
- Something they have done to help someone else
- One of their best character traits
- One thing they are proud they have done
- A goal they have for their lives (personal or career)
- Three traits they most value in a friend
- One thing they hope people say about them when they’re not around to hear it
- Their name

Taken from *Great Group Games For Kids*, “My Face Page” pg. 150

Once everyone is done, post the pages around the room for others to see. Let players wander around to look at the pages and ask questions about what they see.

Make sticky notes available for players to use. Encourage them to leave notes on each other’s My Face pages to encourage people or tell them of a trait they admire in them. Continue the activity as long as desired. This activity can be carried on throughout the day or even the week. Encourage participants to leave a note whenever they see someone doing something to help someone else out, or excelling in a difficult task, or exhibiting positive values in a tough situation. Challenge each person (youth and adult) to leave a positive note on everyone else’s My Face page. This is a great way for caring adults to support children!

GOING DEEPER

- What was it like to create your very own page that was all about you?
- Was there a question you struggled to answer or define? What was it? Why was it challenging to answer?
- What is the most important thing about yourself that you want others to know?
- What is the thing you most want to know about someone else before you call her or him “friend”?
- On computers, we can create whatever image we want to portray. We can even pretend if we want to. In real life, we can’t hide behind a pretend image. The image I have is really the person I am. It is “my face.” Which image do you think is more important? Why?
- Why is it important to know the things you want to be known for and the things you want to work toward in life? What do you do to make those things come true?

ASSET CATEGORIES: Positive Values, Social Competencies, Positive Identity

NAME PUZZLE

TIME 5–15 minutes

SUPPLIES

- Stopwatch or watch with second hand

THE GAME Gather players in a circle. The goal is for every player to say his or her name as quickly as possible, one at a time, going in order around the circle. Choose someone to start the name puzzle and the direction in which it will go. The first person says her name, the next person says his name, and so on around the circle. A player cannot say her name until the previous player finishes saying his. After a trial run, challenge the group to improve their time. Give them a few moments to figure out how they might be able to cut their time down. Let the group repeat the game several more times.

NOTE Players are shrewd. They may come up with ideas that seem “iffy,” such as using abbreviations or the first letter or first syllable of their name. Let the group decide if they want to use shortcuts!

ASSET CATEGORIES Social Competencies, Support, Empowerment

SILENT SCRAMBLE

TIME 10–15 minutes

THE GAME Have players form a circle and, one by one, say their first names only once. Then ask players to put themselves in alphabetical order without communicating verbally!

GOING DEEPER

- What was necessary to put yourselves in order?
- How did you begin to know what to do?
- What specific role did you take in completing the task?

ASSET CATEGORIES Support, Social Competencies, Empowerment

BEHIND EVERY NAME

TIME 20–40 minutes

SUPPLIES

- Small lightweight ball
- Chart paper or whiteboard
- Marker

THE GAME Have the group circle up (sitting or standing). Toss the ball around (or across) the circle. When players catch the ball, they should answer the following questions:

- What is your name?
- Are you named for a particular person or reason?
If so, who or for what reason?
- Do you like or dislike your name?
Explain why or tell what you'd like to be called.
- Where were you born?
- What is important to you about your heritage?
- What one thing would people be surprised to know about you?
- What are you proud of?

NOTE List questions on chart paper for everyone to keep in mind. Encourage players to contribute what they're comfortable sharing with others.

GOING DEEPER

- What did you discover about others in the group?
About the various things you're proud of?
- Did you discover anything you have in common with others that you didn't realize before? Explain.
- How does your family heritage enrich your life?

ASSET CATEGORIES Social Competencies, Positive Identity

Taken from *Great Group Games*,
“Name Pulse” pg. 24, “Silent
Scramble” pg. 25, “Behind Every
Name” pg. 26

THE NAME GAME

TIME 20–30 minutes

THE GAME Draw players into a circle and ask them questions such as “What’s your favorite ice cream flavor?” “What’s your favorite way to relax?” or “What’s your favorite thing about your home?” In turn, each player says his or her name and answers the given question. Guide the group’s responses to players’ answers. Emphasize respectful listening and positive affirmations without passing negative judgments.

GOING DEEPER

- Why do you feel differently about a group when they know your name and something about you?
- Why is it so powerful when other people remember our names?
- How does knowing a person’s favorite thing help you to remember their name?
- Does knowing a person’s name show that you honor and respect them? How?

ASSET CATEGORIES

Commitment to Learning, Support, Social Competencies, Empowerment

MILLING TO MUSIC

TIME 20–30 minutes

SUPPLIES

- Radio, CD, or tape player
- Copies of questions (one per player)

SET UP Write four (or more) “get acquainted” questions tailored to your group and make copies. For example:

- What three favorite places have you visited?
- What’s your favorite way to relax?
- What is your family like?
- If someone gave you a million dollars, what would you do with it?
- If you could take only three things with you on a lifeboat, what would they be?

THE GAME Give each player a copy of the questions. Tell them to mill around silently while music plays. When the music stops, ask players to stop, introduce themselves to a person close by, and discuss the first question for one minute. Players repeat the process until they have discussed all the questions with different people.

ASSET CATEGORIES

Social Competencies, Empowerment, Support, Constructive Use of Time

Taken from *Great Group Games*,
“The Name Game” pg. 27, “Milling
to Music” pg. 28

STICKY IDS

TIME 20–25 minutes

SUPPLIES

- Self-sticking note paper and pens

THE GAME Give each participant a sheet of paper and a pen. Ask them to draw two lines (making a “+”) to divide their paper into four squares. Have them fill in each section with answers to the following prompts:

List something you liked doing when you were younger that you still enjoy.	List one of your favorite things to do outside.
List a career you might like to explore.	List a place you’d love to visit one day.

Ask participants to pair up with someone they don’t know well and take two minutes to share what they wrote. Have participants repeat the process with 5–6 more partners. Ask the group to form a circle and share some of the things they learned about each other.

GOING DEEPER

- While talking with others in the group, what other fun activities did you think of that you especially enjoy?
- What other careers did you hear about that interested you?
- Name something memorable that you learned about a teammate.

ASSET CATEGORIES Support, Commitment to Learning, Empowerment, Social Competencies, Constructive Use of Time

Taken from *Great Group Games*,
“Sticky IDs” pg. 32, “License Plates”
pg. 38

LICENSE PLATES

TIME 15–20 minutes

SUPPLIES

- Colored paper
- Markers

THE GAME Give participants colored paper and markers. Ask them to create a personalized license plate or bumper sticker that reflects their personality and interests. Ask players to share their creations. Encourage them to play with words, unique spelling, and catchy icons.

GOING DEEPER

- In what ways was it difficult or easy to celebrate your uniqueness?
- Why is it important to let your friends, family, and others know the “real you”?

ASSET CATEGORIES Positive Identity, Constructive Use of Time, Support

TIME 20–40 minutes

SUPPLIES

- Paper and pens

SET UP Prepare a list of questions pertinent to all players, such as the following:

- What is your partner's favorite book?
- What would your partner say is his or her best trait: smile, personality, or ability to listen?
- What would your partner say is the best part about getting older?
- What movie has the most important message your partner has ever seen?
- What issue means a lot to your partner?
- What does your partner think people spend too much time worrying about?
- Would your partner choose pizza or hamburgers?
- What color are your partner's eyes?
- What type of music does your partner like best?
- How many siblings does your partner have?
- What subject in school is your partner's best?
- Which superhero would your partner say he or she is most like: Batman, Spiderman, Superman, or Wonder Woman?

Provide enough questions to cover two rounds of play, with four or five questions for each round. If the group is large, ask some group members to play the role of spectators, designate some to keep score for each team, and have a couple keep watch at the door to tell the other group when to come back into the room.

THE GAME Tell players they're going to find out just how well they know each other. Teams that answer the most questions correctly win. Divide the group into pairs. Ask each pair to determine who in the pair will stay and who will leave the room. Consider asking another leader to wait with the players who temporarily leave while the other players get ready.

Ask remaining players to answer questions one at a time the way they think their partner would respond. Have each person

answer aloud and write their answer on the paper. When everyone has answered, call their partners back to the room. Ask the returning players to sit in front of their partners with their backs to them to avoid facial communication. Ask returning players to answer aloud each question asked of their partners. Partners reveal their written responses. Award one point to pairs for each matching answer. Switch roles and go through a second round with a new set of questions. The team with the most matches wins the "Friendship Award."

GOING DEEPER

- What did you like best about this activity?
- Were there any surprises? What were they?
- How well did most pairs know each other?
- Once you get to know someone pretty well, in what ways do you actively continue to learn more about each other?
- How can you apply the lessons of this game to your family?
- What questions could you ask to get to know your family better?

ASSET CATEGORIES

Social Competencies, Constructive Use of Time, Support, Empowerment

Taken from *Great Group Games*,
"The Matching Game" pg. 34

WHO AM I?

TIME 20 minutes

SUPPLIES

- Construction paper
- Colored markers
- Masking tape

THE GAME Give each participant a piece of paper and a marker. Offer these instructions for creating personal posters:

1. In the middle of the page, write your name.
2. Around your name, write five action words describing your personality and style, such as *laughing*, *smiling*, or *serving*.
3. At the top left, write the name of one of your favorite books or movies.
4. At the top right, write the name of someone you admire.
5. At the bottom left, write one thing you like to do most (nothing electronic).

6. At the bottom right, draw a simple picture that represents what kind of work you might want to do when you grow up (stick figures are fine).

7. Below your name, write one way in which others in the group support you.

Ask players to pair up with someone they don't know well and silently read each other's notes. Next, have players mill around and find another partner for silent sharing. After everyone has had a chance to read a majority of the other players' papers, gather the group in a circle to share unique discoveries and ask any clarifying questions that come to mind. Tape personal posters on the wall as a visual reminder to players of their peer support team.

GOING DEEPER

- What was your favorite part of the activity?
- What was the hardest part for you?
- Why is it important for team members to share information about themselves with the group? In what ways is that easy or hard for you?
- How can you use some of the information you learned today?

ASSET CATEGORIES Positive Identity, Commitment to Learning, Constructive Use of Time, Social Competencies, Support

Taken from *Great Group Games*,
"Who Am I?" pg. 137

"I Am" Project

There are many variations of the "I Am" activity. Students can create a poster, a poem, a slideshow, a "Top Ten" list, etc. to describe themselves. It can be helpful to give students sentence starters to spur their thinking and writing. There are endless possibilities, but a few examples include:

- I love _____ because _____
- I wonder _____
- I am happy when _____
- I am scared when _____
- I worry about _____ because _____
- I hope to _____
- I am sad when _____
- In the future, I will _____

Your Turn: Write an "I Am" Poem

An "I Am" poem is a way to study the subject of a self-portrait by putting yourself in the artist's head. Or write one about your self-portrait by completing the poem below:

I am...(your name) _____
 I am...(two special traits or physical characteristics) _____
 I wonder...(something to be curious about) _____
 I hear...(an imaginary sound) _____
 I see... (an imaginary sight) _____
 I want...(an actual desire) _____
 I am...(the first line of the poem repeated) _____
 I pretend...(something to imagine) _____
 I feel...(a feeling about something imaginary) _____
 I touch...(an imaginary touch) _____
 I worry...(something that is bothersome) _____
 I cry...(something that is very sad) _____
 I am... the first line of the poem repeated) _____
 I understand...(something that is positively true) _____
 I say...(something to believe in) _____
 I dream...(something to dream about) _____
 I try... (something to make an effort about) _____
 I hope...(something to hope for) _____
 I am...(the first line of the poem repeated) _____

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”)

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.

Personality Trivia

Grades: 4th-8th

Objective: To increase students awareness of each other. To find out student likes.

Materials: 3"x5" index cards on which you have written 3 randomly selected numbers between 1-44 in the top left-hand corner: 1 card per student, copies of the S20 personality trivia questionnaire (a sheet with 2 questionnaires is on the next page).

Procedure:

1. Hand each student an index card and a questionnaire.
2. Students write the answers to the three questions that correspond to the numbers on the questionnaire. For instance, if a student has numbers 9, 10 and 15 written on the card, these are the questions he/she should answer. The student then signs the back of the card when completed and turns in it to the teacher.

Variation: Duplicate the questions on a sheet for each student, who picks a partner. Within a set time period, students are to answer as many of the questions as possible and exchange partners. You can also set up teams of four to six student.

1. Now make another questionnaire based on answers on the index cards. Type these questions onto one page. For example, if a student has answered that his/her favorite actor Jennifer Lawrence, the question on the questionnaire would read" Which student's favorite actor is Jennifer Lawrence?
2. Pass out the new questionnaire to students for them to complete. Students could also work in teams.



Personality Trivia

- | | |
|-------------------------------|---------------------------------|
| 1. Favorite toy as a child? | 23. Favorite season? |
| 2. Your middle name? | 24. Favorite hobby? |
| 3. Where born? | 25. Favorite rock group? |
| 4. Favorite toy/activity now? | 26. Favorite male singer? |
| 5. Name of street living on? | 27. Favorite female singer? |
| 6. Father's first name? | 28. Favorite sports star? |
| 7. Childhood nickname? | 29. Favorite flower? |
| 8. Names of pets? | 30. Things you like to do most? |
| 9. Favorite possession? | 31. Life's ambition? |
| 10. Favorite TV show? | 32. Favorite book? |
| 11. Favorite food? | 33. Favorite board game? |
| 12. Favorite drink? | 34. Favorite ice cream flavor? |
| 13. Favorite animal? | 35. Favorite pizza topping? |
| 14. Favorite song? | 36. Favorite candy? |
| 15. Favorite actor? | 37. Favorite day of the week? |
| 16. Favorite radio station? | 38. Favorite name? |
| 17. Favorite color? | 39. Favorite amusement park? |
| 18. Favorite car? | 40. Favorite chips? |
| 19. Favorite sport? | 41. Favorite holiday? |
| 20. Best school subject? | 42. Favorite football team? |
| 21. Favorite place? | 43. Favorite month? |
| 22. Favorite person? | 44. Favorite age? |

Name

Date

Personality Trivia

- | | |
|-------------------------------|---------------------------------|
| 1. Favorite toy as a child? | 23. Favorite season? |
| 2. Your middle name? | 24. Favorite hobby? |
| 3. Where born? | 25. Favorite rock group? |
| 4. Favorite toy/activity now? | 26. Favorite male singer? |
| 5. Name of street living on? | 27. Favorite female singer? |
| 6. Father's first name? | 28. Favorite sports star? |
| 7. Childhood nickname? | 29. Favorite flower? |
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| 11. Favorite food? | 33. Favorite board game? |
| 12. Favorite drink? | 34. Favorite ice cream flavor? |
| 13. Favorite animal? | 35. Favorite pizza topping? |
| 14. Favorite song? | 36. Favorite candy? |
| 15. Favorite actor? | 37. Favorite day of the week? |
| 16. Favorite radio station? | 38. Favorite name? |
| 17. Favorite color? | 39. Favorite amusement park? |
| 18. Favorite car? | 40. Favorite chips? |
| 19. Favorite sport? | 41. Favorite holiday? |
| 20. Best school subject? | 42. Favorite football team? |
| 21. Favorite place? | 43. Favorite month? |

A Movie of My Life

Grades: K-5th

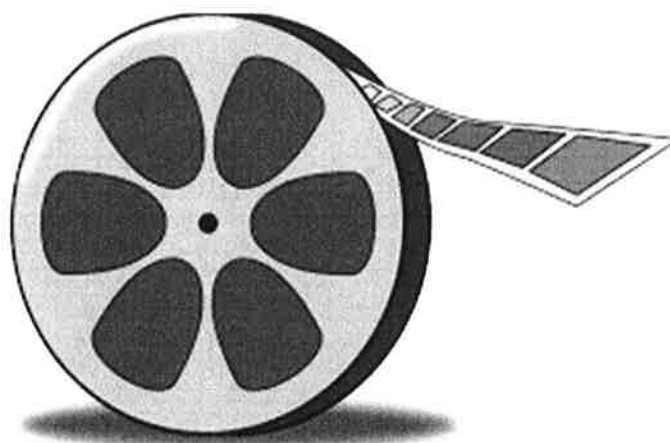
Objective: To increase students' awareness of significant events that have helped form their inner self-picture

Materials: Shoe box, sharp scissors (for teacher only), 3-5 copies of the filmstrip form for each student (found on the next page), marking pens or crayons, glue.

Procedure:

1. Make a theater out of a shoe box. Turn the box on its side. Cut an 8" slit in the middle of one long side of the box.
2. Turn the box over and do the same on the other long side. Then cut rectangles $5\frac{1}{4} \times 4$ " in the center of the bottom of the box.
3. Students cut out the filmstrips along the outside line and paste them together to form one long strip. They draw pictures in each space to show scenes of their life. They put the film in the "viewer" and pull it!

Note: Older students may make their own viewers"



Name _____

Date _____

A MOVIE OF MY LIFE

The form is designed to look like a movie strip. It features three large, empty rectangular frames stacked vertically, intended for students to draw scenes from their lives. Each frame is flanked by two vertical columns of small black squares, which represent sprocket holes on a film strip. The entire drawing area is enclosed within a thin black border.

Grades 2 - 8

Name _____

Date _____

SH16

The Many Parts of Me

All of us are made up of many different parts, and special experiences help to form our personality. Each event (either positive or negative) is just one piece of our self.

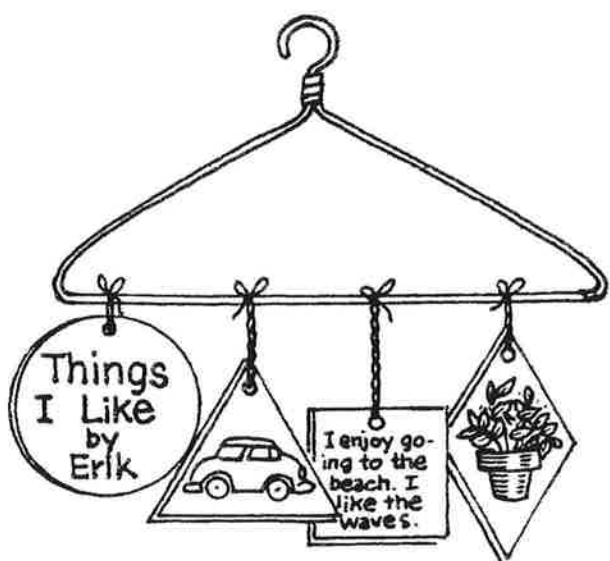
Directions: On each puzzle piece write a different experience that was significant in your life. If you can remember, write how old you were when the experience happened. Some will be easy to think of and others will be much more difficult. It may help you to quickly review each year of your life. For example, "When I was six, my *grandma* came to live with us. Use key words.

Event:	Event:	Event:
Age:	Age:	Age:
Event:	Event:	Event:
Age:	Age:	Age:
Event:	Event:	Event:
Age:	Age:	Age:

SH28

I Like Mobile

3



1. Cut out at least 4 shapes from heavy paper. Use the templates to trace around.
2. On the front of each shape, draw or cut out pictures of things you like.
3. On the back of the shape, write why you enjoy your choices.
4. Tie your shapes to the hanger.

You need: paper, paper punch, magazines, templates.

SH34

I Collage

9



1. Cut out a large "I" from construction paper.
2. Divide the "I" into sections like a puzzle.
3. Draw a different picture in each section of things you enjoy doing at home.
4. Label each picture with words.

My Dreams

11

1. Draw a picture of your head and cut it out. (Or make your silhouette by standing in front of an overhead projector. Have a friend trace the silhouette that appears on a piece of paper taped on the wall.)
2. Cut out your silhouette. What things do you dream about? What things do you wish might happen to you? Draw pictures of your dreams on your cutout.



SH42



Me Hanging

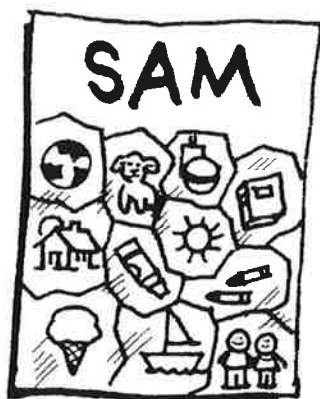
17

1. Make a paper figure of you and color it.
 2. Cut 6" circles out of paper.
 3. On each circle write something about yourself. Describe:
 - a. what you look like.
 - b. your family.
 - c. something you're proud of.
 - d. an interest or hobby.
 4. Punch a hole in the middle of the top and bottom of each circle. Punch one hole in your figure.
 5. Tie 5" yarn pieces in the holes to connect the holes.
- You need: hole punch, yarn, marking pens, paper, glue, scissors

SH43

Me Poster

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1. Cut out pictures from magazines of things that remind you of yourself for your Me Poster.
2. Paste the pictures onto a large sheet of paper.
3. Write your name at the top of the paper.

You need: magazines, scissors, glue, construction paper

Staff Name:

Age or grade levels

4th - 8th

Academic/Enrichment Activities

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

Activity: How Safe Do You Feel?

Time: 30-60 min # Sessions: 1 to 2

Book More Building Assets Together (green)

Page(s): 38 Location

Supplies: Markers, Newsprint (any paper), tape or an easel

1. Preview objectives.

"We are doing this activity so that you will express your feelings about safety."

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

- Before group arrives: Staff will write "Completely Safe" and "Not Safe At All" on paper and hang on opposite sides of the room.
- Introduce activity by discussing with youth what people mean when they say a place is safe or is not safe.
- Record information on paper. (see attached to begin STEP 1, STEP 2 and STEP 3.)

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

Students will answer "safe" or unsafe by moving to the places given by the staff. (see attached Steps 1-3)

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

- 1) Who affects how safe or unsafe a place is?
- 2) What can individual youth do to make a place safer?
- 3) What can community leaders do to make a place safer?
- 4) What can young people do to be safe in an unsafe place?
- 5) Who can you talk to about situations like this?

5. Notes: A place to write down ideas for improving the lesson the next time.

Tell youth that there is an art to recruiting volunteers for a project in a way that is respectful of people's time and more likely to get a positive response. Once volunteers are in place, it takes good leadership skills to make a project go smoothly. Point out the charts posted around your space. Explain that these are the steps that many successful project leaders have used. Ask the group to arrange them in correct order.

Review each step, asking for examples from youth who volunteer of what each step could "look like." (For example, for the fourth step, name tags may be provided or introductions made by the leader as each new volunteer begins.) Youth who haven't volunteered might contribute by saying what would inspire them to get involved.

Step 1: Form three teams, according to first letters of last names (A-H, I-P, Q-Z). Assign each team one of these scenarios and challenge it to prepare a short skit to illustrate how the six steps might be carried out. Use these scenarios or others that fit your community: recruit someone to help with the decorating committee for a class party; recruit someone to help coach pee-wee soccer; recruit someone to help raise money for a park renovation project; recruit someone to help organize a neighborhood block party.

Step 2: After the skits are performed, discuss:

- Which of the six steps seems easiest? Which is most challenging? Why?
- How could you use this information to improve a volunteer assignment you are doing right now?

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How Safe Do You Feel?

You will need:

- markers
- newsprint
- tape (or an easel)

Focus: Youth express their feelings about safety.

Note: This activity may remind students of negative experiences (e.g., an abusive home environment, school incident, or act of violence). If you are concerned about your ability to deal with students' feelings about such situations, check in with a school counselor, social worker, or someone else with experience in this area.

Before the group arrives: Write each of these phrases on a separate sheet of newsprint: Completely Safe and Not Safe at All. Clear a long space in your meeting area and hang one chart at each end of the space.

Set the stage: Introduce the activity by discussing with youth what people mean when they say a place is or is not safe. Record their criteria for determining a "safe" place and a "not safe" place on newsprint.

Step 1: Comment that few places are completely safe or completely unsafe. Point out the area you have cleared and the charts at each end. Explain that this is a continuum, and that as you name a place, each youth should move to the place along the line that describes the degree to which he or she considers that place safe or unsafe. Name these places, adding details as necessary to make them more applicable to your community:

- Four blocks closest to their school
- Where they live
- The neighborhood around their home
- Where they work
- The state, county, or country they were born in
- Their school during the school day

Creating a Positive Classroom

2-38



Grades: K-8

Time: (8) 20-30 minute activities

Overview

In this lesson, students will learn that their classroom is a safe place to be where everyone feels respected, works together, and accepts everyone's differences.

Objective--Students will learn how to:

1. Think and talk positively about themselves and others
2. Treat others with kindness and respect
3. Resolve conflicts appropriately and effectively
4. Give each other support and encouragement
5. Work together

Materials

- "True or False questionnaire" (handout)
- "Bullying stories" (handout)
- "Our classroom is a place where"...(handout)
- Pencil for each student

Heads Up!

For grades K-1, read true or false questions and have students respond by using thumbs up or down. You may also use the white board to write out words for everyone to see.

Set Up and Prepare

1. Copy a class set of the handouts, "True or False", "Bullying Stories", and "Our classroom is a place where"
2. Make an example of your life and use it to describe yourself to the class.

Directions

Step 1

Expose The Myths: There are many myths about bullying. The "True or False?" handout (page 17) will expose some of the myths and start students thinking about what bullying is and how it affects everyone. Answers with brief explanations are given,

Step 2: (5-10 minutes plus 15-20 minute review and discussion):

Pass out the True or False (handout is attached)

Step 3: (15-20 minutes)

Define Bullying: Before you can solve (or prevent) a problem, you first have to define it. If you and your students did the "Expose the Myths" activity (above), everyone should have a general idea of what bullying isn't. (It isn't just teasing, "normal," a "boy thing," etc.) You also want your students to agree on what it is. The process of defining it will help you arrive at a shared understanding and common language about bullying.