GROWING TO BE OUR BEST – FIRST 10 DAYS OF SCHOOL PROGRAM - OGPS

Together we support each other to be passionate learners, growing to be our best for a positive future in our community.

Teachers are encouraged to use the first 10 days of school to really establish a positive and productive classroom. This is the time to set the bar high. Expect students to participate and to think. Expect students to treat each other and yourself with respect and care. Expect students to be problem solvers who take responsibilities for their actions and the classroom space. Expect students to use their initiative. During the first 10 days, the ultimate aim is to create a TEAM mentality. "We are all in this together!"

We also realise that in the first 10 days of school there are many organisational things that need to be done (book labels, locker names, daily timetable etc). These are to be built into your first 10 days. The main thing to keep in mind here is that we want students to feel ownership and be co-creators wherever possible. This may be students helping to blur-tack labels, or creating them from scratch depending on their skill level.

MONDAY
Great Expectations

✓ I am a good role model for other students.
✓ I like to do the right thing.
✓ Most people at our school try to do the right thing.
✓ I feel safe at this school.
✓ I can say the school vision.

Tuesday

Friday

✓ I am happy and healthy in my lunch most days.
✓ I am proud of our school.
✓ I know what I am good at.
✓ My school really cares about me.
✓ I am a good learner.
✓ I have healthy food in my lunch most days.
✓ I am like to be active.
✓ I think I am healthy.
✓ I get a good night’s sleep most nights.
✓ I drink lots of water.
✓ I feel happy most of the time.
✓ I feel good when I am at school.
✓ I like coming to school
✓ I like myself.
✓ My school wants me to be happy.
✓ I remember things easily.
✓ I keep trying when things are hard.
✓ I ask for help when I’m stuck.
✓ I know my learning goals.
✓ I am a committed learner.

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ACTIVITY 1.1: Students put into small groups. Each group is allocated a key word from the vision. The group uses the 3-2-1 process. Each child comes up with 3 ideas they have about the key word, 2 questions they want to ask their group about their key word, and then 1 sentence about what the word means to share back to the class.
✓ together
✓ support
✓ positive
✓ community

Example:

First conversation of the day: “End Of The Day Nuggets” - Encourage kids to look on the bright side by asking them to share the best things of the day. From this the group truths will be called sharing a nugget! A shared language from F – 6. Optimism is catching and helps kids overcome their fears. Help kids see how to create a positive classroom.

ACTIVITY 2.1:
Talk with the class about the importance of being proud of yourself and your accomplishments. Students trace their hand and list 5 things that they are most proud of. Share with the class. This use this time to really focus students on feeling proud of others. This is an opportunity to highlight how we all have different skills and talents and that is a great thing.

ACTIVITY 2.2:
Students make a ‘Pride BRAG Book’ using the provided template that outlines some of the school history and story. The aim of this book is for students to feel a strong sense of belonging. These books are to be laminated and mounted very special moments and accomplishments throughout the year.

ACTIVITY 2.3:
Positive Self-Talk.

Class discussion about what self-talk is and why it is important. Students brainstorm all the self-talk they use and group into helpful and not helpful. Share. As a whole class, create an anchor chart/class display of HELPFUL SELF TALK speech bubbles.

Example:

ACTIVITY 3.1:
Highlight the importance of movement and giving our brain a ‘break’ from extended focus. A quick change of direction or activity gives us a chance to ‘refresh’. As a class have a go at a number of different brain breaks from the following site.

http://brain-breaks.com/Content/albums or the BRAIN BREAKS CARDS that Nicole McNaughton made for everyone last year.

Once the students have a clear idea of what a brain break is all about, they can work with a partner to design their own brain break that can be used by the class for the rest of the year.

P – Brain breaks should be short, sharp and require little to no explanation.

ACTIVITY 3.2:
Lunch Box Design. Students have a go at planning out a healthy lunchbox.

Class discussion about what students added to their lunchboxes and why.

ACTIVITY 3.3:
Healthy OGPS Posters.

Students plan and design a poster that promotes being healthy. Students can work in pairs, small groups or individually.

Example:

ACTIVITY 4.1:
I am a good friend (Nigel to copy CD to Server for kids to listen to). – 11 mins.

ACTIVITY 5.1:
7Cs – Creativity

WATC Caine’s Arcade video: http://www.youtube.com/watch?v=falt

INTRODUCE THE SPARKLING CREATIVE CONCEPT (see reading).

Students or class groups that are ready may like to work with this for a creative solutions or ideas for problems in the school. (Eg: rubbish / spill bins on the roof / toilet etc). Each class can decide what problem they would like to work on solving, and all students do not need to work on the same problem.

ACTIVITY 5.2: SENTRAL

Watch SENTRAL for kids video that can be found on R.SENTRAL that will teach students the following:
✓ Update About Me.
✓ Make a journal entry.
✓ Upload photos to gallery.
✓ Upload work to portfolio.
✓ View report.
✓ View Trackers.
✓ View newsletter.
✓ Check class notices and homework.

Give students time to have a go at some of the skills covered in the video. It’s 15 mins long so you might want to pause after each section and have a go at a class, or you may like to get the kids to practice their note taking skills while watching.

NOTE: If you have any students that cannot log into Sentral, please log on to Sentral as an IT (e.g. Tech).

Foundation classes may like to focus on a problem in the classroom like needing help from the teacher or finding someone to play with.

ACTIVITY 5.3: GROWING TO BE OUR BEST – FIRST 10 DAYS OF SCHOOL PROGRAM - OGPS
Students work in small groups to act out or make up a scenario about having confidence or encouraging other to be confident. Share performances and teacher to highlight the importance of being confident.

Add to the CONFIDENCE 7C poster to personalise it for your class. (Maybe add post-it notes or write on it with whiteboard marker. Or, you might like to take photos of the kids showing confidence and pop them around the 7C poster.)

END OF THE DAY: Ask all students to share a NUGGET (the best, positive part of their day!). Make this a really enjoyable, shared conversation rather than a teacher led ask and answer. See how the class works when encouraged to run the conversation more independently. How will they choose who goes first, who speaks and in what order.

This activity is about empowering students to take ownership over their room and to feel that they have a genuine voice in the classroom. This will only work if the ideas and thoughts they have are respected and supported. They may need support in refining their ideas to make them realistic, but keep an open mind! After all, kids are the ones that have to ‘consume and use’ the space each and every day. We want them to love their room and to feel that they have a genuine voice in the classroom.

Some of these ideas may need to be allocated more time in the coming days.

There is no activity to do here other than to have a conversation with your class about the importance of sleep.

**All classes are expected to visit the garden at some stage during the week to talk about the importance of taking care of our environment. This should include a class discussion about rubbish and how, as a class, you are going to ensure you do not contribute to rubbish ending up in the ocean or rivers.**

### ACTIVITY 3.4:
F-2 students walk around Blue Waters Lake. 3-6 students walk to the beach. Add into here re: Permissions etc.

### ACTIVITY 3.5: SLEEP

- Classroom letter box.
- Personalised name tags.
- A question wall.
- A brag wall.
- A photo wall.
- A quiet reading space.
- A new design for the classroom.

- A poster.
- A photo wall.
- A question wall.
- Personalise it for you

ACTIVITY 4:

- Share performances and teacher to show compassion at school and why it is important.
- Have students think about a personal LONG TERM goal that they are going to work on all year! They can present their LONG TERM goal that has required grit!.

As a class choose one person to be the ‘hero’. Tell the class that they are locked in the room and the only way to get out is for the hero to get the key without setting off the alarm! The hero’s job is to get through the maze safely and collect the key. The hero sits at one end of the classroom and closes their eyes. The class then rearranges the furniture, places objects on the ground, and puts string across the room. Let the kids use their imagination as to how they can make the maze challenging for the hero. The class then nominates 4 sidekicks. These are the only 4 people that can help the hero navigate to the other side of the room.

They cannot touch the hero. Example of a string maze (think lazer beams!)

There are a number of great group problem solving tasks on this site if you and your class would like to tackle some more problem solving activities as an opportunity to discuss grit and persistence.  
http://www.youthwork.com/activitiesint.htm

Persistence and Grit video.  
http://www.youtube.com/40qtvzg6ki?start=0&end=0 (This video will not be appropriate for F-1 students. Rather, teachers can share a personal story of a long term goal that has required grit!)

Have students think about a personal LONG TERM goal that they are going to work on all year! They can present their goal to the class with some thinking about how they are going to work on it week in and week out!

### ACTIVITY 5.4:

Beaviours of an engaged learner. Trace a student on butcher’s paper and as a class, brainstorm and record the behaviours and attribute of an engaged and active learner.

Eg:
- Active listening.
- Thinks about what is said.
- Asks questions.

To conclude this lesson watch this video and talk about how the brain is a key part of being a good learner.

http://viewpure.com/KSm3lSaoGxk4?start=0&end=0

End the day with the Power of Yet video:

http://viewpure.com/mLs172yw4k?start=0&end=0
**Monday Being Inclusive**
- I get along with others.
- I listen to what other kids and teachers say.
- I say good things about others.
- I respect what other people think.
- I like learning new things about other kids/teachers.

**Tuesday Student Voice**
- I take an active role in my learning.
- I can disagree with my teacher.
- I speak up for myself.
- I want to learn more.
- My teachers listen to my ideas.

**Wednesday Self-Awareness**
- I stay calm when people say or do mean things.
- I can say how I feel.
- I make good choices most of the time.
- I try to cheer people up.
- I know how to make myself feel better.

**Thursday Growth Mindset**
- I work hard to achieve my goals.
- My school helps me to fix my mistakes.
- I always try to do my best.
- I use feedback and feedforward to get better.
- I know what mistakes do to make myself better.

**Friday Social / Relationship Skills**
- As a leader, I look out for everyone at our school.
- I care about how other kids feel.
- I know how to make new friends.
- I enjoy working with others at snack and lunch times.
- I like helping others.

**ACTIVITY 6.1 - Who am I?**
Students create a family tree / map that includes members of their family / other important people in their life and special or important information about them. Eg:

- Or - Students can use this online Family Tree Generator. http://www.familychevy.com/

**ACTIVITY 6.2 - Diversity 7Cs - Curious**
http://www.cyh.com/HealthTopics/HealthTopicsDetails.aspx?Id=335&np=286&id=2345

As a class begin a class brainstorm of all the ways people can be unique or different from each other.
- Religion.
- Spoken languages.
- Race.
- Sex.
- Gender.
- Age.
- Family situation.
- Interests.
- Physical ability.
- Education.
See Diversity Photo Presentation as a prompt to get conversation flowing if needed.

Create a class anchor chart about the importance of EVERYONE FEELING WELCOME and APPRECIATED.

End the session by watching the following video about being different, but all being kids.
http://viewpure.com/KJ1ygFknjYo?

**ACTIVITY 6.3 “It’s ok to feel” Video**
http://viewpure.com/shT3prxXkJf/start=0&end=0

Watch the video above and then students can create their own version of the book.

**ACTIVITY 6.4 Complements**
Follow lesson plan below:
http://www.learningtogive.org/just-give-me-all-the-details/82020a2d667a2d405/38b6cb3e3f038aid=0

The aim of this lesson is to encourage students to feel comfortable giving compliments and to receive them graciously.

**ACTIVITY 7.1 What is student voice?**

As a clear example of how you value your student’s voice, pose the following question.
**“What do you want our classroom to be like this year?”** Some key phrases you can use are:
- Your ideas are really important.
- I love finding out what you think.

Make a list of all the students’ ideas, thanking each child for their contribution as you go. Talk through your thinking about each idea with the class and put some of them into action. (eg a student may suggest a points system. You could then use the lesson to design the system. OR, a student may suggest a class photo album so you could use the lesson to design the front cover etc).

Conclude this lesson by ensuring your class understands that they have to say is really important and that you expect them to be thinking and sharing their thoughts with the class. It will not be good enough for them to just sit back and let everyone else do the thinking for them.

**ACTIVITY 7.2 Disagreeing respectfully**
To get the conversation started about why it is important to be able to disagree with other people, play the YES game.
The teacher starts by making a statement or a request that is a little too silly, so the students must say YES. Talk about how that made them feel. Why was it important that they were able to disagree? Try a few more examples that are less silly. Maybe an incorrect spelling of a word or incorrect calculation. Again, ask, why is it important that we can disagree with each other?

Talk about disagreeing respectfully using the key points in the link below.
http://kidshealth.org/teen/your_mind/11_influence.html

Create a class anchor chart about how to disagree. We stay calm. No putdowns.

**ACTIVITY 7.3 (LONGER ACTIVITY)**
Introduction to CLASS CIRCLES.

Explain to your class that this year they are going to try using CLASS CIRCLES. There are 5 types of circle:
- Check-in.
- Check-out.
- Preparing.
- Response.
- Learning.

**ACTIVITY 8.1 What is self-awareness?**
https://vimeo.com/31462960

Class brainstorm of all the different emotions we can feel. See EMOTIONS PAGE if needed. Have each student create an emotions chart that will be laminated for them to use throughout the year to identify how they are feeling. You might like to give them a list of emotions they MUST INCLUDE. For younger students, you might like to create a class chart or take photos of students showing each emotion.

The aim of this activity is to teach students the importance of being able to identify how you are feeling, and to think about what you can do to change or control how you feel.

**ACTIVITY 8.2 The Amazing 5 Point Scale**
Introduce your class to the Amazing 5 Point Feeling Scale. The scale works by students identifying where they are and what they will do to get to the next level down. Create a class anchor chart of the image below. Use the same HEADINGS but personalise the descriptive text underneath with the help of your class.

The key focus of this activity is that students have full control of their emotions.

**ACTIVITY 9.1 Click on the GROWTH MINDSET LESSON PAGE image in the TEACHER RESOURCE PAGE link above and work through Part 1 and 2.**
(There are lots of further activities in this document you may also like to explore if you have time during the week/term).

**ACTIVITY 9.2 How does the brain work.**
http://vimeo.com/143472873
Watch the video above as an introduction to the idea that your brain is like a muscle. The more you use it and the harder you work it, the stronger it gets.

As a class create an anchor chart about the brain and learning.

**ACTIVITY 9.3 Fixed vs Growth mindset.**
Have a class conversation about the difference between a FIXED and a GROWTH mindset. You can represent this conversation however you like as a class. You might like to draw two large brains and write down the traits of each.

**ACTIVITY 9.4 Teacher Video:**
Watch this video as an insight into the importance of a Growth Mindset and how it impacts learning.
https://www.youtube.com/watch?v=IwOOSTwXv7k

Class brainstorm of all the different emotions we can feel. See EMOTIONS PAGE if needed. Have each student create an emotions chart that will be laminated for them to use throughout the year to identify how they are feeling. You might like to give them a list of emotions they MUST INCLUDE. For younger students, you might like to create a class chart or take photos of students showing each emotion.

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**ACTIVITY 10.1**
We are one big team.

**ACTIVITY 10.2 The power of kindness.**
Students each sticky tape a sheet of blank paper to their back. Then the class walks around and write kind things about each other on their piece of paper. Everyone should write on every other student’s paper. These are great keep sakes.

As a whole class consider how these problems / conflicts could be avoided in the first place.

Create an anchor chart about: “I statements”... Something like: “I Statements” help us to work out problems.

As a class practice using ‘1 Statements’.

**ACTIVITY 10.3 The language of conflict resolution.**
Students generate a list of common conflicts / problems that arise at school.

As a whole class consider how these problems / conflicts could be avoided in the first place.

Create an anchor chart about: “I statements”... Something like: “I Statements” help us to work out problems.

As a class practice using ‘1 Statements’.

**ACTIVITY 10.4 Cooperative Inquiry Learning**
http://docs.google.com/document/d/1KvTflN9b19U6WHV1mEc4CkmXlmxGQ1GapkC9eBtXMH87/edit

Introduce students to the word Inquiry.

As a group explore what it means to inquire.

How do your class already inquire? Introduce the Inquiry Learning process and posters to the students.

Q and A station.

This is only an overview of Inquiry at DGPS.
invested in the conversation.

- Less is more – Get to the point and keep them short.
- Position is important – The aim of position is to remove positions of power. Eg: All sitting on the floor, but the teacher is on a chair. In this case, the students expect the teacher to direct the conversation.

Have a practice CHECK-IN CIRCLE with your class. FOCUS – How are you feeling about your new class so far?

See CIRCLE TEMPLATE for a guide of the components of an effective CIRCLE. Remember – If CIRCLE time becomes repetitive / predictable (boring), students will not take it seriously.

ACTIVITY 8.4
Letter to my teacher.

To introduce this lesson start by talking about the importance of being a team and getting to know each other. As a group you are going to spend a year together. That means we all need to get to know each other. Model writing a letter to your class with things you want them to know about you. Students now write a letter to their teacher. The topic is “Things I wish my teacher knew about me”. This task demonstrates students’ awareness of themselves and their lives. For younger students, they could draw pictures or work in small groups and talk about the things they wish their teacher knew about them. This activity should uncover some aspects of each child’s world that will have an impact on how you work with them.

ACTIVITY 9.4
Personal Goals.

Now is the time to introduce students to goals. Students will work through the process of how they get learning goals, where they are documented, how / when and why they get changed etc. This conversation should include the Sentral Continuum Trackers and the students Sentral Journal as a space to reflect on goals achieved.

It is important for students to understand that they get new goals as soon as they can prove they have achieved their current goal. They are personal challenges! It’s like a game. They need to constantly be trying to get to the next level in their learning. Students can use this time to share their personal learning goals with the class or small groups. This would also be a good time to talk about what types of evidence students could use to prove that they have achieved their goals. Eg: work samples, verbal explanations etc.

Conclude this lesson with a conversation about WHY a GROWTH mindset is so important when you are learning.