

Outcomes: Cooperative games, process for maintaining class materials, YCDI Success activity, Five Whys, Forcefield Analysis, Affinity Diagram, class meeting (reflection, what worked well/ needs improvement)

- 9.0 **Assembly of students.** Department leaders welcome teachers and students to their new year levels. Give positive and encouraging messages to students about how the department will work as a big team to help everyone to have a successful year.
- 9.15 **Class teachers welcome students to their class:** show students where to put bags, hats: students take seats according to seating plan: any other beginning information/ instructions.
- 9.30 **General talk with students** – Introduce yourself, tell students some things about yourself-name, family, interests, pets, your background as a teacher etc.. some ideas about the special things that will happen during the year eg. camps, concerts, sports. Don't go too long on this. This is meant to be a friendly, positive, encouraging introduction to the class and is the beginning of setting up positive teacher/ student relationships.
- 9.45 **Activity 1 – (Students) Getting to know each other** – some suggestions / use your own favourites
1 Circle Ball.2 Spider Web. 3 Human Knot (see LHTL notes 2001)
Other games:see whole class building activities page 64 to 79 – 'A Part to Play' resource box
Also 'energisers and ticklers' from Skills for Growing manuals.
- 10.45 **Distribute class materials** – give out only the materials which students will personally own. Put names on materials and lockers. Other materials for class use must be explained and a process worked out for the care, use and storage for these. Leave this until after recess.
- 11.0 RECESS**
- 11.30 **Community class materials** – list materials which will be shared by the class – numbers of scissors, glue sticks, pencil sharpeners etc.... Together with the class work out a process for maintaining these materials in good condition for effective use and accessibility.
- 12.0 **Activity 2 – (YCDI) – Lesson 1 Getting Started “Success”** Students revisit the concept of success introduced in YCDI 2001.
- Step 1 – Brainstorm what you think success is – make list
 - Step 2 - What sorts of things do successful people do ? 1-3-6 strategy. Share, list responses.
 - Step 3 – Five Whys – Why do we need to succeed at school? – Use same process as described in LHTL 2001. Use worksheet from Lesson 1, Getting Started, YCDI manual if you like!
- 1.0 **Activity 3 – (Quality Classroom): Forcefield Analysis** – see *Handout 1* for instructions.
Question – '*What things will make our classroom a happy and good place to learn well?*'
Record student's responses on a large sheet- this will be used later to develop your vision statement and values
- 2.30 **Activity 4- (Thinking Curriculum) Affinity Diagram** – see *Handout 2* for instructions.
List all the things that we will do in this class this year. Younger students could give oral answers, teachers record responses. Older students write responses on sticky notes. Students group items according to some categories eg. learning tasks, responsibilities, sport, play, having friends, going to specialists, being in clubs or on committees.
- 3.15 **Class Meeting** – Students finish up, tidy up. Class regroups to reflect on the day. Teacher models how to give feedback on aspects of the day- things that worked well/ things to work on. Students also reflect and give feedback . Teacher outlines class program for tomorrow.

31 January, 2002 LEARNING HOW TO LEARN PROGRAM – Day 2 – suggested list of activities

Outcomes Day 2 – Class meeting, goal for the day ,four foundations posters ,multi-voting of values, identification of class values, list of behaviours for each value, capacity matrix for rating behaviours curriculum organization (affinity diagram)student introductions and sharing activity

- 9.00 **Class meeting** – write up the agenda before the day begins. Include items such as
- Day/date/chairperson (teacher)
 - What did we do yesterday (reflect on activities and why we did them)
 - YCDI success activity: Forcefield Analysis activity: Affinity Diagram activity (discuss and invite feedback from students)
 - Room organization – lockers, belongings, hats, classroom materials: go over process and reinforce importance of good organization and management of all equipment
 - Goal for the day- eg work together to get to know each other and prepare for a good year. Remind students that we will have another meeting at the end of the day to talk about the day.
- 9.45 **Activity 1 – YCDI Part 1 Success / Part 2 The Four Foundations**
Part 1 Success : Reflect back on yesterday’s activity: look at the list made by the students about all the things that successful people do. Get the kids to have a chat with a partner about which ones they usually do and which ones they need to improve on. Get students to write these down on a coloured strip or circle and paste into their learning journal. Have a quick feedback discussion. **Part 2 – The Four Foundations**: Take the kids back to work they did in the intro to YCDI last year. Have four large posters ready with each of the foundations clearly written. Do a rapid write around (posters are passed around the class in order). Students write a relevant, associated word or statement on each poster. Keep going until all kids have written on all posters Junior students could give their words orally and teacher/ aide writes them. **DISPLAY IN YOUR ROOM.**
- 11.00 **RECESS**
- 11.30 **Activity 2 – Quality Classroom – Values.** Go back to yesterday’s Forcefield list of things that students built about the things that will make our class happy and a good place to learn. Briefly reflect on why we did this. Give each student five sticky coloured dots. Explain to them that you would like them to stick the dots on the most important things on the positive list (in their opinion). Students can choose up to five items or they might want to stick them all on one, two or three items. When completed, it will be obvious which factors have been most voted for. Talk about this and select up to six – these will be your CLASS VALUES to be documented in your learning plan.
Step 2 – Identify behaviours which reflect each of these selected values. Do this as a class or in groups (three or four behaviours for each value is enough). See your class file on your computer for a capacity matrix for use tomorrow. Teachers will have to put in their own values and behaviours.
- 12.30 **Activity 3 – Thinking Curriculum – Affinity Diagram.** Go back to yesterday’s bundles or categories of things we will do in our class this year. Sort them into learning areas (CSF areas) procedures (homework, toilet, lunches, rolls, monitors etc) and outside class work (Specialists, camps , excursions etc). Students could write these down or draw some activities in their learning journal.
- 1.30 **LUNCH**
Activity 4 – Students – Who Am I / Who Are You ? Use a way to match up your students in groups of three (coloured cards, numbers, animals etc.) Ask the students to introduce themselves to their group. Tell 2 things about themselves or their family, 2 about their interests and 2 about what they are good at. Each of the listeners has to ask each speaker 1 question about themselves. Remind students about active listening. Have some general sharing time where students can just talk or play together.
- 3.45 **Class meeting** – Feedback from day, reflect on today’s goal. Discuss and make a process for packing up at the end of the day. Document the steps. See Handout 1. Briefly inform of work to be done tomorrow.