

Body Part Group Agreement

Purpose:

The purpose of this activity is to encourage students to begin thinking about their classroom as a community and for them to determine the value in a positive classroom environment.

Materials:

Large paper, markers, and other colouring supplies

Directions:

- Have the students break into groups of approximately five depending on class size.
- Have each group draw the outline of a volunteer to create a full-sized silhouette on their large sheet of paper.
- Post the following question key:
 - o Top of head: goals we have for this year
 - o Eyes: challenges we might face this year
 - o Ears: how we are going to listen to each other
 - o Mouth: how we can expression our ideas/opinions/feelings
 - o Stomach: "push buttons", those specific things that frustrate us or set us off as individuals
 - o Heart: the qualities that make a good friend
 - o Right arm: what people can do effectively to solve a conflict
 - o Left arm: things that might lead to conflict or disagreement between classmates
 - o Right leg: qualities that we as individuals can contribute to make this a great class
 - o Left leg: things that might interfere with us being productive as a class
 - o Right foot: the qualities/characteristics that make up an effective team
 - o Left foot: barriers to working as an effective team
- Within each small group students will work to answer the questions described in the key. They will then write their answers on the corresponding part of the body of their silhouette.
- After students have had time to finish their silhouette and add any finishing touches to the body, a speaker is selected from each group to present the results to the whole class. When they are finished with the activity the silhouettes can be hung around the room to be referred to throughout the year.
- The teacher should lead the class in a discussion about how they would like to see their classroom function throughout the year. These ideas can be used to form rules, mottos, class visions, etc.

Possible Discussion Questions:

- Which question in the key was most difficult to answer?
- How do the answers in your groups' silhouette differ from others?
- What do you think is the most important answer written on any of the silhouettes that might help us get along as a class?
- What one answer written on any silhouette do you think will be the biggest challenge for you to face in getting along well as a class?
- What are some practical strategies that we can use as a class to meet the outlined goals?