

Area I

Making connections with others

The purpose of this area is to:

- develop an appreciation of members of the group
- understand the similarities and differences between members of the group
- work together cooperatively as a group

Briefing Notes

- Peer leaders will need to practise Activity 1 to ensure they are clear on the directions as it can be confusing on first read through
- Peer leaders will need to think about some rules for Activity 9 as variations

| Activity | Resources |
|--------------------------------------|--|
| 1. Me U, U Me and/or | |
| 2. Who is next? and/or | |
| 3. Who am I? and/or | <input type="checkbox"/> pens <input type="checkbox"/> post it notes for each student (or small piece of paper with sticky tape attached) <input type="checkbox"/> small container |
| 4. We're a match and/or | |
| 5. Can you guess? and/or | <input type="checkbox"/> small piece of scrap paper for each student <input type="checkbox"/> pens |
| 6. What's the same? and/or | <input type="checkbox"/> piece of paper for each student <input type="checkbox"/> pens |
| 7. Name challenge and/or | <input type="checkbox"/> piece of paper for each group of 4 <input type="checkbox"/> pens |
| 8. Quick draw and/or | <input type="checkbox"/> scrap paper <input type="checkbox"/> 2 textas |
| 9. Silent ball and/or | <input type="checkbox"/> small ball eg tennis ball |

🕒 10 mins

💡 **Helpful Hint**

- ❖ *If you forget the order of the introductions, think of the name of the activity – Me, You, You, Me.*

ACTIVITY 1: Me U, U Me

1. Ask students to stand in one straight line.
2. The 1st student in the line (eg Tim) turns to the 2nd student (eg Jo) and follows the name process of Me, U, U, Me. eg
 1st student Tim says his own name "Tim"
 2nd student Jo says her own name "Jo"
 Tim says Jo's name "Jo"
 Jo says Tim's name "Tim"
3. The 1st student (Tim) then moves onto the 3rd student, the 4th and so on to the end of the line following the Me, U, U, Me order.
4. The 2nd student (Jo) then moves through the line and then the 3rd student begins.
5. Continue until everyone has had a turn.

and/or

🕒 10 mins

ACTIVITY 2: Who is next?

1. Students stand in a large circle.
2. One student A walks towards another student B while saying student B's name.
3. Student B starts walking towards another student C, saying C's name before student A gets to where B was standing.
4. The challenge for the group is for everyone to be named in this way without anyone getting 'out' (ie someone gets to their place before they choose someone and say their name).

and/or

🕒 5 mins

ACTIVITY 3: Who am I?

1. Ask students to write their name on a post it note (or small piece of paper) and put it in a container.
2. Sit in a circle and pass around the container so students can draw out a name without anyone else reading it.
3. Each student sticks the post it note (or paper with sticky tape) on the back of the person on their right, making sure it is different to the student's actual name.
4. Ask students to move around, asking each other questions to try to work out their new identities. The questions can only be answered with a "yes" or "no". eg "Am I female?" or "Do I have straight hair?"
5. A maximum of two questions can be asked to any person.

and/or

⌚ 5 mins

 **Helpful Hint**

eg

*John – 1st in line**Tom – 2nd in line has same colour hair as John**Kate – 3rd in line is wearing a watch like Tom**Sarah – 4th in line is the same height as Kate.***ACTIVITY 4: We're a match**

1. The object of this activity is for the whole group to be lined up, side by side.
2. One student starts the line.
3. To join the line the next person needs to match in some way with the person next to them.
4. As a person joins the line, they must share with the rest of the group how they match.

and/or

⌚ 10 mins

ACTIVITY 5: Can you guess?

1. Ask students to think about their favourite sport or TV show.
2. Ask students to write down on paper three clues to their favourite sport or TV show.
3. Allow about 3 minutes and then group the students in pairs.
4. Each student tells their partner their clues. The partner guesses what the sport or TV show is.
5. Bring the students back together.
6. Ask them to introduce their partner to the group and share their favourite sport or TV show.

and/or

⌚ 10 mins

 **Helpful hint**

eg

Tom & Dan

- ❖ *live in same suburb*
- ❖ *both have brown hair*
- ❖ *both born in May*
- ❖ *both have 2 brothers.*

ACTIVITY 6: What's the same?

1. Ask students to team up with a partner and write their partner's name at the top of a piece of paper.
2. Give the students 2 - 3 minutes to find out as many things as they can that the two of them have in common and list them on their piece of paper.
3. Ask students to count up the number of things they found in common.
4. Ask students to find a new partner and repeat the process.
5. If there is time, repeat the process again.
6. Bring the group together.

Ask:*How many of you found more than 10 things in common?*

 **Helpful hint**

- ❖ so we get to know each other better
- ❖ so we feel comfortable working together in the group.

 10 mins

What were some unusual similarities you discovered?

Why is it helpful to find out the things we have in common with each other?

and/or

ACTIVITY 7: Name challenge

1. Divide into groups of 4 or 5.
2. Ask each student to print their first name in large letters on the group's piece of paper.
3. Each group needs to see how many words they can make using the combined letters in their names.
4. After 5 minutes bring the group back together.

Ask:

Which group found the most words?

Which group made the longest word?

How did you work together in this activity?

and/or

 10 mins

 **Helpful hint**

Peer leaders should have a list of items for drawing, written down.

 **Helpful hint**

One Peer leader keeps score.

ACTIVITY 8: Quick draw

1. Divide students into 2 even teams.
2. Peer leaders choose a student from each team.
3. One Peer leader calls the 2 chosen students away from the rest of the group and secretly tells them the name of a familiar object. eg dog, car, sandwich, shoe.
4. The 2 students go back to their groups and start to draw pictures to illustrate the word. No written words or numbers are allowed.
5. The first team to guess the correct word, receives a point.
6. The next 2 students are chosen to be the drawers.
7. Continue until all students have had a turn at drawing.

and/or

🕒 10 mins

💡 **Helpful hint**

Peer leaders can make up their own rules.

Some examples

The ball must be:

- ❖ caught with both hands
- ❖ caught with one hand
- ❖ caught with the hand you don't use to write with
- ❖ you cannot look at the person you are throwing to.

💡 **Helpful hint**

Add another ball or two at once to make the activity more of a challenge.

ACTIVITY 9: Silent ball

1. All students find a place to stand.
2. Peer leader starts by throwing the ball silently to another student according to the rule stated.
3. The student who caught the ball then passes it to another student and so on.
4. Every few minutes the Peer leader can change or add a rule.
5. Remind students that they are 'out', and must sit down until the end of the game, if they
 - drop the ball
 - throw a pass that is impossible to catch
 - talk or make any sounds
 - hold the ball for longer than 3 seconds without passing
 - break the rule/s
6. The winner is the last person standing.
7. Play another game if there is time.

Area 2

Finding my way around school

The purpose of this area is to:

- find our way around the school
- identify key people in the school

Briefing Notes

- Peer leaders need to determine code words for Activity 1
- A blank map of the school needs to be made up with names of buildings deleted
- Activity Sheet 1, Peer leaders need to complete 3 different versions with a combination of incorrect answers for the specific teachers. They also have spaces to include other key people in the school

| Activity | Resources |
|--|--|
| 1. Finding our way around and / or | <input type="checkbox"/> map of the school - 1 copy for each group, with 5 different areas marked on each copy <input type="checkbox"/> code words for each area - Peer leaders to determine before the activity <input type="checkbox"/> pens |
| 2. Guided tour and / or | <input type="checkbox"/> map of the school - 1 copy for each student, with names of blocks and areas left blank <input type="checkbox"/> pens |
| 3. Who's who | <input type="checkbox"/> Activity Sheet 1 - 1 different copy for each group, prepared before the activity with key people and incorrect answers <input type="checkbox"/> pens |