

## Planning And Preparation For SRC Student Leadership Training

### Training

The purpose of the SRC Leadership training is to prepare students for their leadership role and highlight the structure of the SRC in your school. It assists in developing in students the skills which are necessary for effective leadership.

It is recommended that students are involved in one full day of training using the Teacher's Notes and Student Workbook. A copy of the Student Workbook will need to be copied for each student. The day is scheduled for 9.00am – 3.00pm and is divided into 3 sessions of approximately 1.5 hours.

Debrief questions are included at the end of each activity. Debriefing using these questions as a guide is vital to assist students in processing the learning within the activity and to link the sessions to their participation and work as an SRC member.

The pages show a suggested time allocation. Some activities may take a longer or shorter time, depending on the students' responses. It is recommended that you do not omit any activities, however, you can add further activities based on the specific skills. Helpful hints, suggestions and solutions are also included to assist in facilitating the activities.

### Venue

- Organise a suitable venue for training. This needs to be a space large enough to accommodate all the students and enable them to work in small and large groups.
- It is a good idea to use an off-site venue e.g. local hall, club, church hall, PCYC etc. to highlight to students the significance of the day.
- If training is conducted at school, allow students to have different break times from the remainder of the school, again to emphasise the value of the day.
- Encourage students to wear comfortable casual clothing.
- Provide lunch, morning tea, or both.

### Team

- Organise extra staff to assist with training.
- 1 teacher to 16 students is a good ratio when facilitating group activities to maximise student learning and participation.

### Funding

- Prepare an annual budget for your leadership program.
- Allocate funds for training of students and staff.
- Consider purchasing badges, certificates and other resources required

### Resource List

- ☐ pens
- ☐ textas
- ☐ tape
- ☐ 2 pieces of A4 paper per student
- ☐ 1 piece of A4 paper per group of 4
- ☐ 1 piece of A4 paper per group of 6
- ☐ 1 piece of A3 paper per student
- ☐ 3 pieces of A3 paper
- ☐ one pair of large (adult size) track pants/jumper/shoes and socks etc.
- ☐ playing cards, sets of 4 of the same number, enough for 1 set per group
- ☐ scissors
- ☐ ten to fifteen 20 cent coins (optional)
- ☐ 12 toothpicks
- ☐ scrap paper at each activity station for problem solving
- ☐ 1 piece of scrap paper per student

### Teacher's Training Masters

- ☐ Activity Sheet 1 - 1 per student
- ☐ Activity Sheet 2 - 1 copy per group of 4
- ☐ Activity Sheet 3 - 1 copy per group of 4
- ☐ Activity Sheet 4 - 1 copy per group of 4
- ☐ Activity Sheet 5a and 5b copied back to back - 1 copy per student
- ☐ Activity Sheet 6 - 1 copy per student
- ☐ Activity Sheet 7 - 1 copy per group
- ☐ Activity Sheet 8 - 1 copy per group
- ☐ Activity Sheet 9 - 1 copy per group
- ☐ Activity Sheet 10 - 1 copy per group
- ☐ evaluation sheet - 1 per student
- ☐ certificate - 1 per student

During each session there may be options available. Choose the activities that will be most beneficial to the students, and will enable the development of the key skills indicated below.

#### Session 1

Welcome  
Roles & Expectations  
Getting to know others  
Team building  
Communication

#### Session 2

Creative Thinking  
Perseverance  
Negotiation  
Action planning

#### Session 3

Meeting procedures  
Decision making  
Problem solving  
Reflection  
Evaluation

## Secondary SRC Student Leadership Training

Session 1: 9.00am - 10.30am

For this session you will need:

- |   |  |
|---|--|
| <input type="checkbox"/> student workbooks                | <input type="checkbox"/> 1 piece of A3 paper per student                                   |
| <input type="checkbox"/> 1 piece of A4 paper per student  | <input type="checkbox"/> 1 pair of large (adult) track pants, jumper, shoes and socks etc. |
| <input type="checkbox"/> pens                             | <input type="checkbox"/> Activity Sheet 2 - 1 copy per group of 4                          |
| <input type="checkbox"/> 3 pieces of A3 paper             | <input type="checkbox"/> A4 paper, 1 piece per group of 4                                  |
| <input type="checkbox"/> textas                           | <input type="checkbox"/> Activity Sheet 3 - 1 copy per group of 4                          |
| <input type="checkbox"/> Activity Sheet 1 - 1 per student |  |
| <input type="checkbox"/> tape                             |  |

### Welcome (5 mins)

**Purpose** - to welcome the group and outline the SRC student leadership training.

- Congratulate and acknowledge students' involvement in the training day.
- Distribute the Student Workbooks, refer students to the outline of the day and discuss how they can maximise their enjoyment and benefit.

### Roles and Expectations (10 mins)

**Purpose** - focus students and explain the SRC's role to give students ownership of training.

- Outline expectations and responsibilities of students as SRC members.
- Distribute one piece of A4 paper to each student.
- Ask students to fold it into quarters and unfold it.
- Ask students to draw symbols or pictures in response to the following 4 questions:
  - What do you enjoy about school?
  - What are looking forward to as a member of the SRC?
  - What does leadership mean to you?
  - What are you expecting this day will give you to assist you making a positive contribution to the SRC?
- Allow 5-7 min, then ask for volunteers to share their drawings and ideas.
- Discuss student understanding of leadership, record expectations on A3 paper and display.

#### » Helpful Hint «

Use the Peer Support definition of leadership in the Student Workbooks.

### Getting To Know Others (10 mins)

**Purpose** - To help students become familiar with one another and develop an atmosphere conducive to discussion and teamwork.

- Explain that the key to working well together is knowing and appreciating the abilities and skills of one another.
- Ask students to form pairs with someone they don't know well.
- Distribute Activity Sheet 1, allow students 30 seconds to read before putting out of sight.
- Each student spends 2 minutes sharing information about themselves based on what they remember from the sheet. The partner listening can ask questions.
- Indicate when 2 minutes is up, so partners can swap roles.
- Sitting back to back, students complete as much information on their sheet as possible with-out asking their partner any questions.
- Students share their answers with their partner.
- Repeat the activity with a different partner if time allows.

#### → Debrief

- What did you find difficult about sharing information with your partner?
- What would make the activity easier to complete?
- What skills were important to complete this activity?
- How can we apply these skills to our SRC meetings?

#### » Helpful Hint «

- listen carefully to one another
- appreciate each person has a contribution to make

### Team Building (30 mins)

**Purpose** - begin to develop a sense of team, and opportunity to work together cooperatively.

- Explain that each of us has skills we bring to the group when we work together.
- Brainstorm with the group a list of skills students feel they have on A3 paper and display.

#### → Debrief

- How can knowing the skills of others help us to work together in the SRC?

#### » Helpful Hint «

- helps us share the workload
- we can learn from one another
- we can match tasks to people's skills
- we can develop new skills

**Activity 1**

- Divide students into groups of 4.
- Provide each group with a copy of Activity Sheet 2 and one piece of A4 paper.
- Each student in turn completes one instruction on the sheet before passing both to the next team member.
- Students can encourage and advise one another, but cannot complete the instruction for someone else.
- Continue until the construction is completed.

→ Debrief

- What did your group need to do to accomplish this task?
- What are important aspects of teamwork we need to consider as members of the SRC?

» Helpful Hint «

- |                 |                 |              |
|-----------------|-----------------|--------------|
| - Cooperation   | - Patience      | - Commitment |
| - Consideration | - Encouragement |              |

**Activity 2**

- Divide students into groups of 4.
- Explain to students that they are to form group sculptures, using all the group members, to create the objects read out
  - Computer
  - Motorbike
  - Electric beaters
  - Photocopier
- Give students time to arrange themselves, before acknowledging efforts and moving on.

→ Debrief

- How did you decide who would do what in your group?
- How do you usually make decisions in a group? Is this a helpful or unhelpful way to do so?
- How can this help us in our roles on the SRC?

**Activity 3**

- Divide students into groups of 3.
- Provide each student in each group with a piece of A3 paper.
- Ask each student to fold a paper plane that will fly as far as possible.
- Ask each group to test and choose the plane that travels the furthest to compete in a final.

→ Debrief

- How did your group go about choosing the most appropriate plane to fly?
- How did your group come to this decision?
- What difficulties did your group encounter?
- What skills did your group need to succeed with this task?
- Allow time for students from each group to fly their paper plane.

## Communication (25 mins)

**Purpose** - to practise strategies for successful communication.

- Discuss aspects of communication including the importance of focusing on who is talking.
- Discuss the concept of active listening, using responses to acknowledge what is being said, and to express understanding, respect, empathy and encouragement.

### Activity 1

- Choose 2 students, and assign one the role of 'doer' and the other as 'instructor'.
- Lay a pair of track pants/jumper/shoes and socks on the floor.
- Ask the instructor to assume the doer has never seen or worn the items before.
- The instructor must explain exactly how the doer is to put them on. The doer must follow the instructions precisely, regardless of the result, and cannot say anything.
- Repeat activity with the 'instructor' facing away from the 'doer' so they are unable to see the results of their directions. Then repeat the activity with different students.

### → Debrief

- What made this activity difficult? - What would have made this task easier?
- What are some key points to improve the effectiveness of our communication?

### » Helpful Hint «

Acknowledge others when they are speaking, and take interest in what they say

### Activity 2

- Divide students into groups of 4.
- Explain to students they will draw a scene on a piece of paper by working cooperatively; drawing one element each as they pass the paper round the group.
- In each group of 4, ask only 2 students to read the description 1 on Activity Sheet 3.
- The first student who has read the description draws an element of the picture and passes the paper to a student who hasn't read the description. They can ask 3 yes/no questions to help determine what would be appropriate to draw.
- This student passes to the next student who has read the description to add another part, before passing to the last person who can also ask 3 yes/no questions before drawing.
- The sheet is passed around until all required elements have been added.
- Students must not give clues or comment on what is drawn, apart from answering the 3 questions. The activity can be repeated using description 2.

### → Debrief

- What was important for students who didn't know what to draw to make a contribution?
- How did it feel not knowing what to draw?
- How can we help one another make a useful contribution to the SRC?

### » Helpful Hint «

- allow other members to ask questions
- ensure everyone has the same information
- listen and support others=

## Secondary SRC Student Leadership Training

Session 2: 11.00am - 12.30pm

For this session you will need:

- ☐ textas
- ☐ pens
- ☐ A4 paper, 1 piece per group of 6
- ☐ A4 paper, 1 piece per student
- ☐ playing cards, sets of 4 of the same number, enough for 1 set per group
- ☐ Activity Sheet 4 - 1 copy per group of 4 scissors
- ☐ ten to fifteen 20 cent coins (optional)
- ☐ Activity Sheet 5a and 5b copied back to back - 1 copy per student

### Creative Thinking (10 mins)

**Purpose** - to develop skills in collaborative and cooperative thinking.

- Explain to students that one of the challenges in leadership is beginning a new project without being influenced by setbacks, past experiences or unwillingness to try new ideas.
- Divide students into groups of 6, providing each group with textas and 1 piece of A4 paper.
- Give each group one of the following creative thinking challenges:
  - Design 10 new ways to inflate a balloon
  - List 10 consequences for individuals/society if cigarettes were never invented
  - List 8 reasons why students should learn to lay how to lay bricks
  - List 8 consequences of the extinction of sharks
- Ask students to devise a creative way of presenting their ideas to the rest of the group.
- Allow 5 minutes to work on their ideas before bringing together to share. Note: The same challenge may be completed by different groups, with time to compare ideas/strategies.

#### → Debrief

- What made this task a challenge for your group?
- How did your group work together to develop ideas?
- Why is it important to think creatively as a member of the SRC?

### Perseverance (10 mins)

**Purpose** - encouraging students to maintain focus/commitment to projects if difficulties arise.

- Explain to students that persevering when met with problems is a challenge in leadership.
- Organise students into groups of 4, and distribute a copy of Activity Sheet 4 to each group.
- Ask each group to cut out all the individual pieces and use them to form a complete square and circle. Allow no more than 10 minutes.

AND/OR

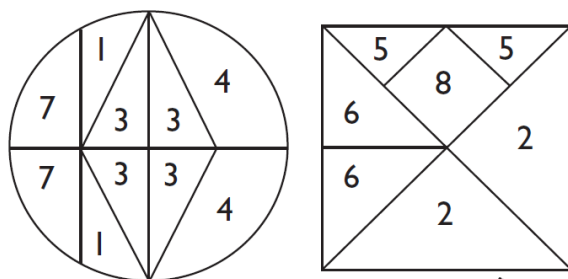
- Demonstrate to students how to balance a stack of 20 cent coins on the top of your elbow, before flicking your hand down to catch them.
- Ask students to attempt the action, increasing the level of difficulty by adding more coins.

#### → Debrief

- What made completing this difficult?
- How did you approach the challenge?
- What strategies were most effective?
- How can we apply our learning to SRC?

#### » Helpful Hint «

- If students are struggling with activity, give the numbers of pieces that make each shape



### Negotiation (10 mins)

**Purpose** - to develop skills in being able to negotiate and work with others.

- Divide students into groups of 8 -10, ensuring each group only has enough cards for 4 per student (i.e. remove all 2's/7's etc., leaving sets of 4 of the same number for each member).
- Shuffle the cards and distribute 4 to each student.
- Students circulate and swap cards, with the challenge of collecting 4 of the same number.
- Set a time limit, the only rule is they must always have >2 cards. Repeat if time allows.

#### → Debrief

- How did you collect cards?
- What made this task difficult?
- What behaviour did you see in others?
- How can this relate to working in SRC?

#### » Helpful Hint «

- we often need to negotiate with each other, committees and teachers around projects
- our priority should be working together for a positive result, regardless of personal interest
- sometimes we begin working on one plan, but need to change it as we go



### Action Planning (60 mins)

**Purpose** - to begin to develop, prioritise and plan goals and projects for the SRC.

These steps provide a detailed process for student leaders to connect their school's values and previous student leadership activities with their own thinking. The facilitator will need to choose activities which are relevant to the specific context and abilities of the group.

#### Activity 1

- Explain to students that they are going to consider possible actions for the SRC.
- If an SRC has previously been in place in the school, it would be helpful to have a list of some of their recent achievements, and/or some feedback (e.g. in the form of a letter, video, survey results or visit from the students involved) from previous leaders about what they were able to achieve, what helped enable their achievements and what they learned from their experiences.
- Explain the importance of having a clear purpose or 'Why' for projects and actions.
- If possible, view the short clip of Simon Sinek's talk at: [www.youtube.com/watch?v=IPYeClXpxw](https://www.youtube.com/watch?v=IPYeClXpxw) which outlines the power of Why.
- Take a few minutes to discuss the importance of having/sharing a clear purpose; the 'why'.
- Explain that Values are positive ideas and qualities that can influence what we think, say and do. Being clear about our values is an important step in establishing and communicating our purpose.
- Read through the following list of words, and ask students in pairs to identify those that could be considered a value, and why they think this. Briefly discuss each one to clarify students' understanding as necessary.

○ Honesty	○ Jealousy	○ Love
○ Money	○ Vegetables	○ Perseverance
○ Loyalty	○ Respect	○ Racism
- Refer to your school's values/ strategic plan summary if available.
- Ask students into groups of 3 -5 to discuss these questions:
  - What do our school values mean to us?
  - Were they apparent in previous SRC projects? How?

**Activity 2**

- Explain to students they will brainstorm project ideas the SRC could undertake.
- Give students a basic criteria to guide their thinking.
  - Is the project manageable and able to be completed during the year?
  - Is there a simple project that can be completed in first term?
  - What costs do you think will be involved and how could these be covered?
  - Is the project beneficial for the whole school community?
  - What level of permission, assistance and support will be required?
  - Does the project impact upon any current school projects or routines?
  - What is the purpose of the project?
  - Is there connection between the project and school values or other plans?
- Ask students for suggestions to encourage thinking of ideas.
- Distribute Activity Sheet 5A and one sheet of A4 paper each to students.
- Ask students to form pairs and brainstorm as many ideas as they can in 5 minutes, focusing on the following areas:
  - school environment - classrooms and playground
  - student welfare - anti-bullying, citizenship, playground activities
  - community action - fundraising for charities, changing habits
  - communication – assembly messages, notice board, newsletter, school social media
  - school issues - social events, uniform etc
  - Learning- promoting involvement, sharing feedback
- After 5 minutes ask students to find another pair and share their list of ideas, combining them to create a new list eliminating any repetition.
- Bring students back together, asking each group of 4 to share the 3 most interesting ideas.

**Activity 3**

- Each group selects one of their project ideas from the previous activity. Distribute Activity Sheet 5B, Project Planner, to each student in each group. Discuss the headings and how to complete the planner.
- Allow 10-15 minutes before bringing groups back and sharing their plans.

**→ Debrief**

- What did you find difficult in this process?
- Why is it important to plan projects carefully?

**Session 3: 1:30pm – 3:00pm**

- ☐ pens
- ☐ 12 toothpicks
- ☐ Activity Sheet 6 - 1 per student
- ☐ Activity Sheet 7 - 1 per group
- ☐ Activity Sheet 8 - 1 per group
- ☐ Activity Sheet 9 - 1 per group
- ☐ Activity Sheet 10 - 1 per group
- ☐ scrap paper at each activity station
- ☐ scrap paper - 1 per student
- ☐ evaluation sheet - 1 per student
- ☐ certificate - 1 per student

**Purpose** - for students to become familiar with the organisation and running of SRC meetings.

- Outline the structure of the school SRC, with roles and committee structure if applicable.
- Explain meeting procedures, including:
  - Expectations at meetings; i.e. venue, time, attendance, conduct, etc.
  - Minute taking, motions, voting, actioning decisions, etc.
- Refer students to information about roles and responsibilities in their Student Workbook.
- This may also be a good opportunity to role play meeting, or conduct the first meeting according to roles/procedures which will be in place. Address any questions from students.

**Purpose** - to practise decision making and group discussion skills.

- Give each student Activity Sheet 6. Organise into groups of 6 and explain students will make decisions as a group, with reasons to support their ideas.
- Read the 'Flood Scenario' to students: The river that flows through the town where you live is in flood. Your house, which you share with the rest of your group, is in a very low-lying area. The Head of the State Emergency Service has ordered you to leave your house in the next 5 minutes, as it is in the path of the flood. You only have enough time to save 4 items. You must decide as a group which 4, and in what order (in case you have less time), with reasons for each. You have no insurance to cover loss from flood, so choose carefully.
- Allow 2 minutes to complete individually. Each student then shares with the group before working on a group list. They cannot use a voting system and everyone must contribute.
- Bring the groups together and ask each to share their list.

- How did your group decide?
- What was important in working as a group?
- What skills do we need when making decisions as an SRC?

## Problem Solving (35 mins)

**Purpose** - to practise strategies for group problem solving, working cooperatively with others.

### Activity 1

- Explain the importance of thinking on problems from a variety of views to find solutions.
- Divide students into 4 groups to work on:
  - Toothpick puzzles, Activity Sheet 7
  - General puzzles, Activity Sheet 9
  - Rebus puzzles, Activity Sheet 8
  - Lateral thinking, Activity Sheet 10
- Students work on each at a fixed location/station before rotating every 7 minutes, leaving the sheet and any materials behind, but taking their working and solutions.

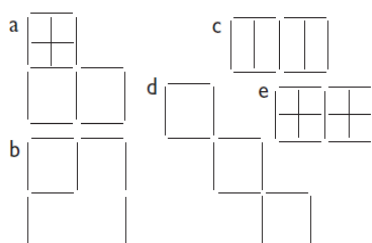
### → Debrief

- Which problems did you find the most challenging and why?
- How did you work together to solve problems?
- What strengths did you notice in others?
- What is important to consider when working on projects as an SRC?

### » Helpful Hint «

- before groups rotate, provide answers for the puzzles they have been working on

#### • Solutions to Activity Sheet 7



#### • Solutions to Activity Sheet 8

Sitting on top of the world	Deep in thought	Scrambled Eggs	Painless Operation
3 square meals a day	Inside Job	Lost in Space	Too funny for words
Splitting headache	Man over board	Six of one, half a dozen of another	Pretty please
Heat wave	Down hill	Travel overseas	Look before you leap

#### • Solutions to Activity Sheet 9

1	4	9	2	2	A	B	C	D	E
	3	5	7		C	D	E	A	B
	8	1	6		E	A	B	C	D
					B	C	D	E	A
					D	E	A	B	C

3

*There are a number of possible solutions to Problems 1 & 2*

### Activity 2

- Keep students in their 4 groups and ask them to line up in order of height, in a straight line.
- Have the lines form a square facing one another, making sure the shortest person in each line stands next to the tallest of the next line.
- The teacher stands in the middle and explains that the goal is to remain in the same position in relation to you as you pivot. For example; the students who are looking at your back must always have that perspective and maintain the square shape.
- Pivot a half turn and ask students, remaining in lines, to realign with your new position.
- Pivot several times and in different directions to challenge students.

### → Debrief

- Which skills were most important to use in this task?
- How can this help us in our work with the SRC?

### Reflection (10 mins)

**Purpose** - to provide an opportunity for students to reflect on their goals for the SRC.

- Ask students to form groups of 12.
- Provide each student with one piece of scrap A4 paper.
- Ask students to put their name on the top, and "Our school SRC will..."
- When each student is ready, they pass their sheet to the person on their right, adding one word to continue the sentence.
- Students then pass on, adding one word to the sentence on the next sheet, and so on.
- Encourage students to think carefully about the word they add to ensure it flows/makes sense. Ensure students focus on the sheet in front of them, not their own circulating.
- Students continue until they have their sheet again. At the end, ask each student to read out the sentence to the rest of the group.

#### » Helpful Hint «

- for smaller groups, students can pass their sheets around the group twice
- e.g 'Our school SRC will... encourage... participation... from... every... member... and... succeed... in... etc.'

### Evaluation (5 mins)

**Purpose** - to provide an opportunity for students to feedback on the leadership training.

- Distribute the evaluation sheet for students to complete.
- Congratulate students on their participation in the SRC Training.
- Distribute SRC Leadership Training Certificate to each student.
- Remind students of the time and venue for the next meeting of the SRC.

### Activity Sheet I

How much did you hear and observe?

1. What is your partner's middle name?
2. What colour are their eyes?
3. What types of jewellery are they wearing?
4. How many members are in their family and what are their names?
5. What hobbies does your partner have?
6. What subjects does your partner do?
7. What sports does your partner enjoy?
8. Does your partner have a part-time job and if so what is it?
9. What is your partner's favourite singer or group?
10. What was the last movie your partner saw?
11. What did your partner have for dinner last night?
12. What is your partner's favourite colour?
13. What is your partner's favourite holiday destination?
14. What was the last song your partner listened to?
15. What was one present your partner received for their last birthday?

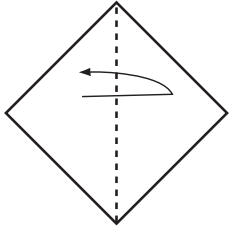
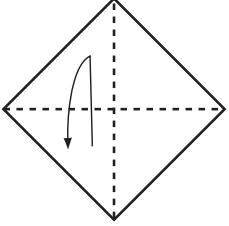
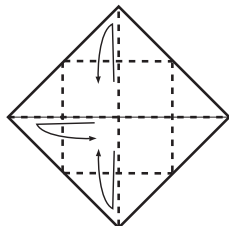
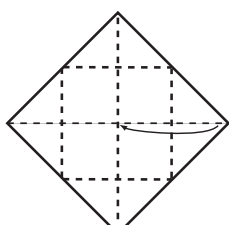
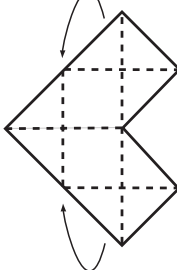
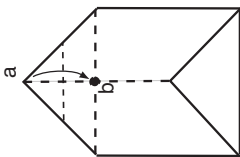
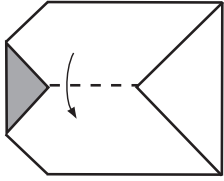
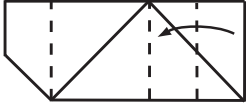
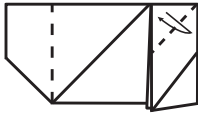
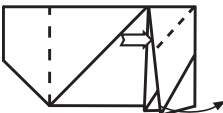
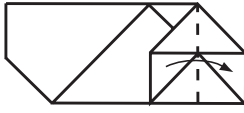

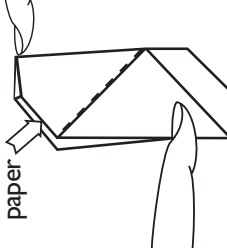
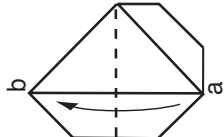
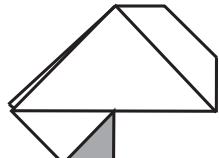
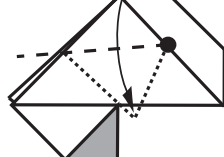
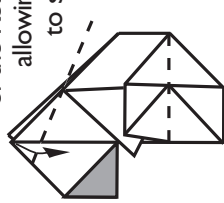
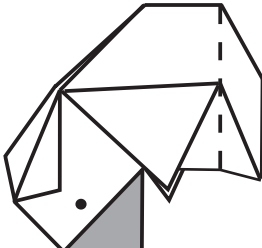
### Activity Sheet I

How much did you hear and observe?

1. What is your partner's middle name?
2. What colour are their eyes?
3. What types of jewellery are they wearing?
4. How many members are in their family and what are their names?
5. What hobbies does your partner have?
6. What subjects does your partner do?
7. What sports does your partner enjoy?
8. Does your partner have a part-time job and if so what is it?
9. What is your partner's favourite singer or group?
10. What was the last movie your partner saw?
11. What did your partner have for dinner last night?
12. What is your partner's favourite colour?
13. What is your partner's favourite holiday destination?
14. What was the last song your partner listened to?
15. What was one present your partner received for their last birthday?

## Activity Sheet 2

Taking turns, each person completes one step. You can encourage and advise one another but you cannot complete the step for them.

1. Fold and unfold		2. Fold and unfold		3. Fold and unfold top and side flaps		4. Fold bottom flap's point to the centre		5. Fold side flaps behind		6. Fold 'a' to 'b'	
7. Colour in the triangle black. Fold the right side to the left side		8. Fold		9. Fold and unfold		10. Open and press flat		11. Press down and fold		12. Fold and unfold	
13. Hold the paper in your left hand and with your right hand push the right side down between the paper		14. Fold 'a' to 'b'		15. This is what you should have		16. Fold the front flap. Repeat on the other side		17. Fold ears & bottom flaps as shown. These form the feet of the Koala allowing it to stand		18. Draw on the eyes to finish	

### Activity Sheet 3 - Description Cards

#### Description 1

On the bend of a wide river is a forest of tall pine trees. In a clearing near the trees sits a small cottage with a picket fence, surrounded by a large vegetable garden. A chimney on the cottage is smoking with 3 birds flying overhead. A set of 6 stepping stones leads to the door of the cottage and on either side of the door are shuttered windows. A family of ducks is swimming in the river, while a family of 2 parents and 2 young children are having a picnic nearby.

#### Description 2

On a wild and windy ocean lies a small tropical island. There are only 7 palm trees and a few small bushes on the island, along with a run down shack. On the beach in front of the shack sits a fisherman in his canoe. In the canoe there are many freshly caught fish in a net. Overhead a flock of seagulls circle hoping for some scraps, while on the horizon a sailing ship can be seen.

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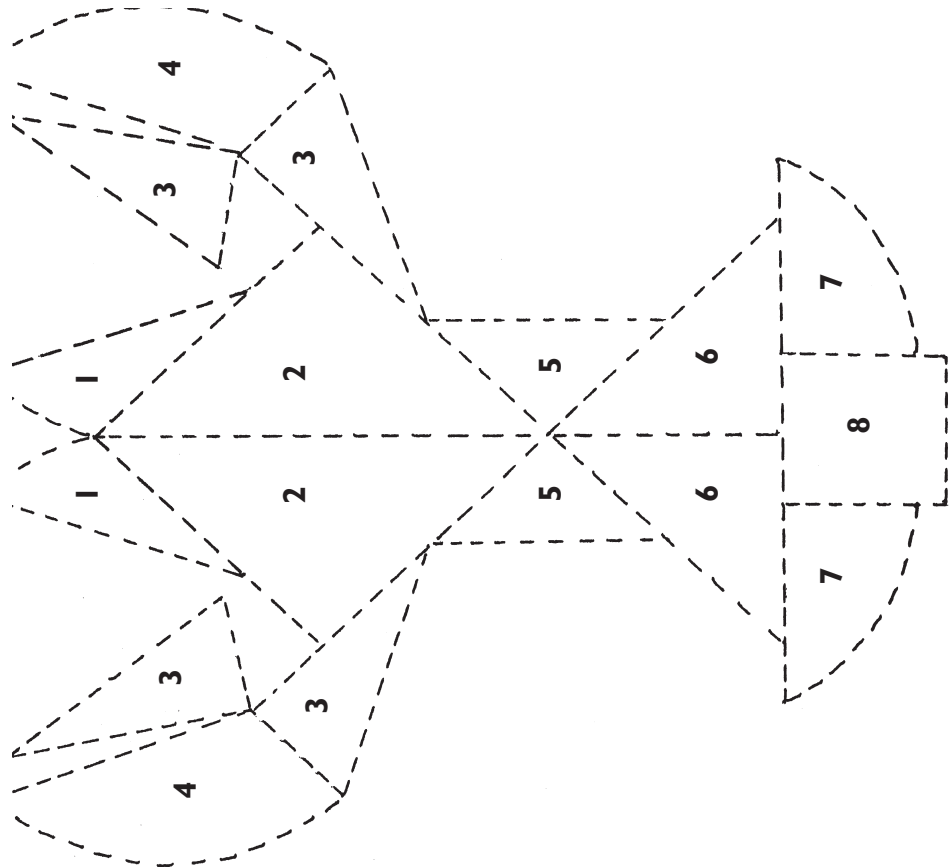
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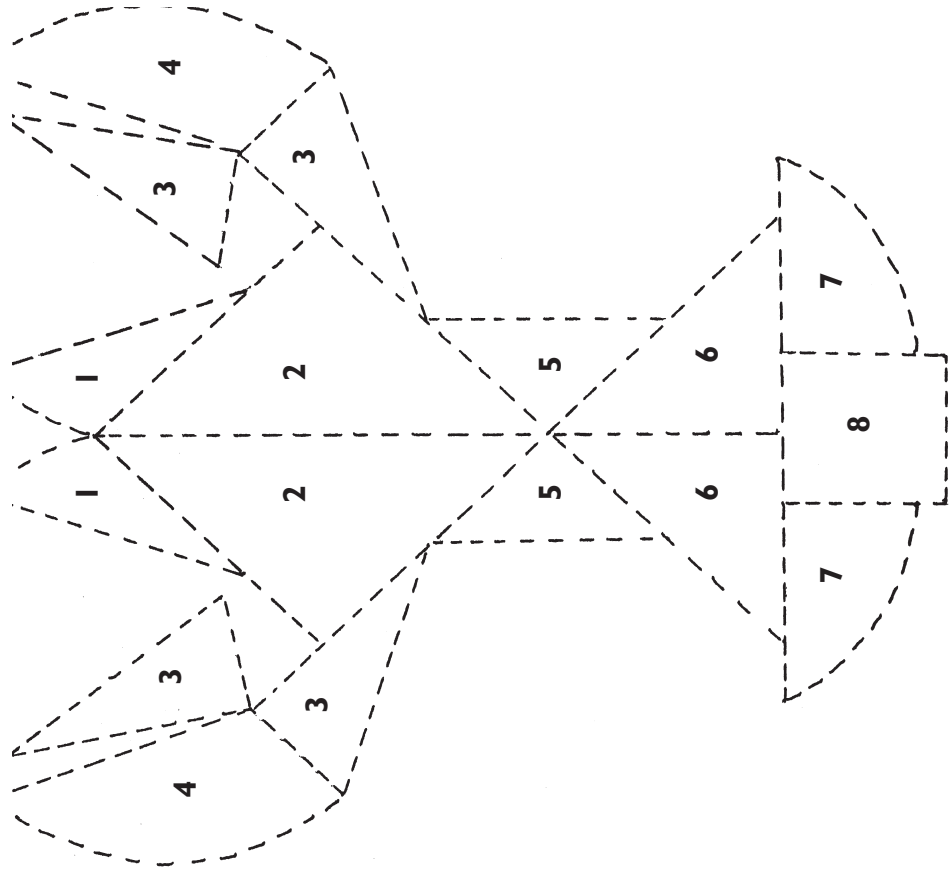
### Activity Sheet 4

Carefully cut out the pieces of the puzzle following the dotted lines.  
Rearrange the pieces to form a complete circle and square.



### Activity Sheet 4

Carefully cut out the pieces of the puzzle following the dotted line.  
Rearrange the pieces to form a complete circle and square.



## Activity Sheet 5a

### Project Ideas

Here are some ideas for projects.

It is ideal to have 1 key project for the end of your term of office, and at least 1 minor project for each term.

👉 Ensure that your first project is a successful one that you can achieve in a short time.

<div> <input type="checkbox"/> Improving school           <ul style="list-style-type: none"> <li>• Murals</li> <li>• Recycling</li> <li>• Toilets</li> <li>• Garden/grounds</li> <li>• Seating</li> </ul> </div> <div> <input type="checkbox"/> Activities           <ul style="list-style-type: none"> <li>• Organising lunchtime activities eg. sports, clubs</li> <li>• Team games - mixed years, teachers vs students</li> <li>• Assisting with carnivals and gala days</li> </ul> </div> <div> <input type="checkbox"/> Social events           <ul style="list-style-type: none"> <li>• Mufti days</li> <li>• Discos</li> <li>• Farewells/formals</li> <li>• Musical performances</li> <li>• Competitions - art/science/maths</li> <li>• Fun days - themes</li> <li>• Collaboration with other schools</li> </ul> </div> <div> <input type="checkbox"/> Communication           <ul style="list-style-type: none"> <li>• Special assemblies - sporting/academic/formal/cultural</li> <li>• School website / social media</li> </ul> </div>	<div> <input type="checkbox"/> Announcements           <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• School website</li> <li>• Noticeboard</li> <li>• Suggestion box</li> </ul> </div> <div> <input type="checkbox"/> Uniform changes           <ul style="list-style-type: none"> <li>• Wellbeing initiatives</li> </ul> </div> <div> <input type="checkbox"/> Community outreach and action           <ul style="list-style-type: none"> <li>• Year 6 orientation</li> <li>• Excursion ideas</li> <li>• Input into choice for school performers, educational visits, etc.</li> </ul> </div> <div> <input type="checkbox"/> Alternative sports           <ul style="list-style-type: none"> <li>• Input into policy development</li> <li>• Input on various committees</li> <li>• Welcoming committees</li> </ul> </div> <div> <p>👉 Coordinate with other schools in the area to plan a variety of fundraising ventures. This enables a number of charities to receive help from a range of schools.</p> </div>
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# Activity Sheet 5b - Project Planner

Project Purpose: \_\_\_\_\_

Project Description: \_\_\_\_\_

Steps	Action	Responsibility	Support/Resources	Timeline for Completion

## Activity Sheet 6 - The Flood

From the following list, select the 4 items in order of importance that you would choose to save, giving a reason for each one.

1. The group's music collection and movie collections
2. Everyone's good clothing
3. Home theatre equipment
4. The group's sporting equipment
5. Everyone's jewellery
6. The group's musical instruments
7. A lap top computer
8. A stash of money hidden under the floorboards
9. Someone's major work for art they have worked on all year
10. Everyone's mobile phones
11. The house pet dog and her pups
12. The group's music system
13. The group's collection of official documents eg passports, birth certificates etc.
14. The group's collection of personal letters from friends, family etc.

My Priorities	Reason	Group Priorities	Reason
1.		1.	
2.		2.	
3.		3.	
4.		4.	

## Activity Sheet 6 - The Flood

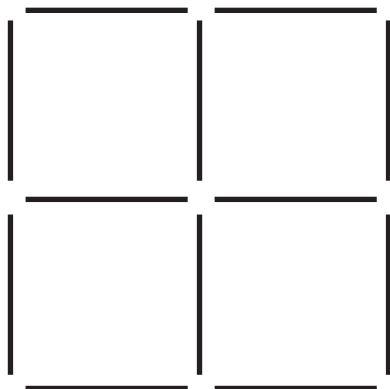
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My Priorities	Reason	Group Priorities	Reason
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2.		2.	
3.		3.	
4.		4.	

### Activity Sheet 7

Arrange 12 toothpicks as shown below:

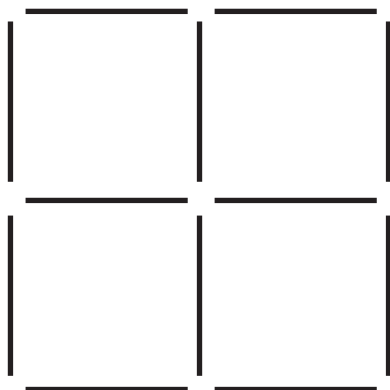


Use this arrangement to make the following, returning to the original arrangement above before you begin the next one:

- Move 2 toothpicks and make 7 squares
- Remove 2 toothpicks and leave 2 squares
- Remove 3 toothpicks and move 2 to form 3 squares
- Move 4 toothpicks and form 3 squares
- Remove 1 toothpick and move 4 to make 11 squares

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Activity Sheet 8

sitting world	THOUDEEPGHT	GEGS	0_ER_T_0_
ME ME ME day AL AL AL	JOB	SLPAOSCTE	FUNNY FUNNY WORDS WORDS WORDS WORDS
HEAD ACHE	MAN BOARD	another another another another another another	PLEASE
heatheatheatheatheatheat	H I L L	TRAVEL CCCCC	LOOK YOU LEAP

### Activity Sheet 9

Arrange the numbers 1 to 9 in the squares on the grid so that the horizontals, verticals and diagonals all add up to the same number. There are a number of correct solutions for this puzzle.


Place the letters A, B, C, D and E in the grid so that no letter is repeated horizontally, vertically or diagonally. There are a number of possible solutions.


What is the smallest number of discs that have to be moved to make this triangle point downwards?

○

○ ○ ○

○ ○ ○ ○

○ ○ ○ ○ ○

### Activity Sheet 9

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○ ○ ○

○ ○ ○ ○

○ ○ ○ ○ ○

## Activity Sheet 10

Choose a leader for this activity. The leader will read out each problem and provide clues from time to time. The leader will know the solution, and you are able to ask them questions to which they are able to answer 'Yes', 'No' or 'Not important'. They will provide hints to help you work towards a solution.

### Problem 1

A man walks into a store. The store assistant says '4 will cost you \$3.00, 10 will cost you \$6.00 and 200 will cost you \$9.00'. What is the man buying?

*Hint 1:* The store isn't making a special price offer

*Hint 2:* The prices are in normal dollars

*Hint 3:* Five would also cost \$3.00

*Hint 4:* Seventeen, twenty eight and sixty would also cost \$6.00

*Hint 5:* The price is \$3.00 for one, two, three and up to nine

**Solution:** The man is buying numbers for the front of his house. Each numeral in the number costs \$3.00

### Problem 2

A bushranger rides into town on Friday, stays 3 days and leaves on Friday. How is this possible?

*Hint 1:* He didn't cross any time zones

*Hint 2:* It has to be someone on horse back, a walker cannot have this experience

*Hint 3:* This is a play on words

**Solution:** Friday is the name of the horse.

### Problem 3

A man comes to a hotel. He then knows he is bankrupt. How?

*Hint 1:* It is not any particular country

*Hint 2:* It may be a cheap or expensive hotel

*Hint 3:* There are no staff at the hotel

*Hint 4:* There are no rooms at the hotel

*Hint 5:* It is a very small hotel, you could put in your hand

*Hint 6:* It is a red hotel

**Solution:** He is playing a game of monopoly

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