



Choice Board Lesson Plans



Week 2: Building Strong & Safe Foundations- Collective Identity

Division: SECONDARY

Category:

Comm & Team Building --- Physical Activation --- Social Emotional Skill Development

Lesson Title:

Ice Breaker: Paper Ball Game

Learning Goal:

Students will get to know each other, while being physically active.

Physical activity keeps the body strong and **healthy** and can improve mental **health** by decreasing symptoms of depression, anxiety, pain and loneliness. **Physical activity** can also improve focus, school performance, sleep and energy levels.

Student Pre-Reflection:

Before you begin, think about...

- How am I feeling?
- Do a body scan from head to toe.
- Notice your energy level.
- What do I want to know about my classmates?
- What information am I willing to share with my classmates?

Learning Task/Activity:

- Ensure a safe space (dry floor, enough room between students, flat footwear)
- If anyone is injured or has limited mobility, they may choose the exercise(s) that they are able to complete safely
- Please empower the students to listen to their body. If any movement causes pain or discomfort, students should stop or modify the activity.
- Equipment: One piece of paper for each student, pens

Paper Ball Game:

Try this game if you need a creative way for a group to introduce themselves to each other.

Start out by giving each person a piece of paper and a pen. On the paper, they should write a random question.

Examples of sample questions: (Tell students they should be willing to answer their own question.)

- What's your favourite food?
- What's your favourite type of music?
- Do you have a pet?

- What's your favourite sport or hobby?

Lower Risk:

Once everyone has written their question, get them to scrunch their paper up into a ball and throw it in the middle of the circle.

One by one, people come up, introduce themselves, uncrumple a piece of paper, and answer the question.

Higher Risk:

Set a timer for 1 minute. Have a paper ball 'fight'. At the buzzer, ask students to pick up the closest paper ball. Then, take turns uncrumpling the paper and answering the question.

Ideas for Follow up / Discussion:

- How do I feel after the activity?
- Notice your energy level
- Can you remember your classmate's names? Can you remember a fun fact about your classmates?

Further Resources:

N/A

Learning Connections

We develop social-emotional learning skills throughout our lives. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. Both elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The highlighted skills will be the focus of this lesson:

Students will learn skills to:

- **identify and manage emotions**
- **recognize sources of stress and cope with challenges**
- **maintain positive motivation and perseverance**
- **build relationships and communicate effectively**
- **develop self-awareness** and sense of identity
- think critically and creatively

So they can:

- express their feelings and understand the feelings of others
- develop personal resilience
- foster a sense of optimism and hope
- support healthy relationships and respect diversity
- **develop a sense of identity and belonging**
- make informed decisions and solve problems

The resources in this series contain links to sources external to HWDSB such as YouTube and TedTalk. The written content also relies on information gathered from external sources such as School Mental Health-ASSIST, Ophea and others.

Your feedback is appreciated, please follow the link: <https://ca.research.net/r/educatorfeedback>



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