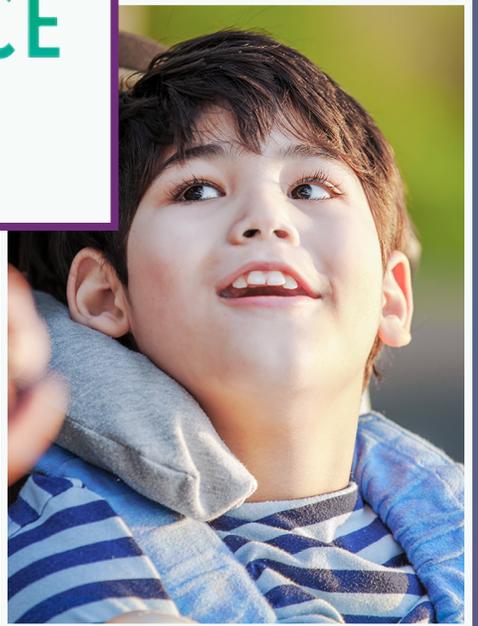


Creating  
**A TRUSTED SPACE**  
In Five Days



*Summer Jumpstart  
Activities*



**ALL IT TAKES**

# Noticing Each Other: **All My People**

**Process: Keeping in mind distancing/safety:** Have students get in a circle. If your class is unable to do this as a large group consider doing it in smaller groups (as a center activity) until they have the skill set to expand into larger groups. *If you are working with older youth (HS/college) or very young kids, you can adjust to meet their developmental capabilities. The clapping sequence could be eliminated if needed however this activity is fun for ALL ages and is used with adults. The impact of people saying your name with enthusiasm can be felt palatably, try it!*

1. Standing as tall and proud as you can, say my name is...! Upon saying that all students will pat their legs twice, clap twice, point at the person in the center with both hands and say their name, loud and solid, not screaming or whispering.
2. You will then say the statement, All my people who... or All my (Insert your school mascot), who... followed by, something true about yourself. Example: All my Falcons who have younger brothers and sisters!
3. Once that statement is said, all students who share that in common with will leave the spot they're on, run (walk) through the middle, and return to a new spot that is at least 3 spots away from where they started. **Social distance, have them move from one spot to another spot staying 6 ft apart (or whatever the protocol).**
4. Once students start leaving their spots, you will also leave the center spot and go find a spot on the outside. One person will not have a spot on the outside and that person must go to the center where they repeat the sequence.
5. Encourage the new student in the middle to stand tall, speak **loud and proud** so everyone can hear, and share something true about them. For really shy and scared students, join them and guide their ability to find their voice and chose something true about them. Patience, support, and belief that they can do this will be everything for them!
6. The activity continues for as long as makes sense with your students, your time limits, etc.

## **Classroom Alternative:**

When students are at their desks, you can have them sit and stand, instead of cross through the middle. Popsicle sticks are good for full participation, as well as example guiding questions.

Some guiding questions are:

1. All my people who have a fear of \_\_\_\_\_
2. All my people who have a dream of \_\_\_\_\_
3. All my people who love the color \_\_\_\_\_
4. All my people who feel frustrated by \_\_\_\_\_

# Noticing Each Other: **Bingo**

Create your own bingo card or use the one below. Challenge your students to get to know one another by finding someone in their class/grade/or school that checks off a box. Choose a winning pattern and see who can fill it out first!

## Find Someone Who...

Loves Math	Has Broken a Bone	Won a Competition	Would rather stay at home than go to a party	Has travelled to another country
Can't Whistle	Doesn't Eat Breakfast	Prefers Distance Learning	Loves Spicy Food	Is Allergic to Cats
Can Use Chopsticks	Wears Socks to Bed	Bites Their Fingernails	Is an Early Bird	Is a Night Owl
Is an Only Child	Is Embarrassed by their Middle Name	Has more than 6 Cousins	Lost Someone they Love to COVID	Plays a Musical Instrument
Snores	Doesn't like Chocolate	Loves Sushi	Is Double Jointed	Is Afraid of Heights

# Noticing Each Other: **Orbiting Space**

**Goal:** Getting to know one another by name and interesting fact or detail while having fun and building community.

**Process:** All students, volunteers and facilitator sit in a circle with feet forward.

Facilitator gives these directions:

1. “We will be learning about each other in this ‘orbiting space’ activity.”
2. This fish is ‘trash’ that has the potential to litter space. Our job is to keep it from becoming floating trash by passing it with our feet and not allowing it to land in ‘space.’
3. The person who has the fish will tell the group (loud enough for everyone to hear) their name and something interesting about them. The sentence goes like this:
  - “my name is \_\_\_\_\_ and if you really knew me you would know \_\_\_\_\_”
4. Then they will pass the fish (first person to start chooses the direction) using only their feet (no hands or other tools may be used). Once the fish is passed successfully, the receiving person repeats the name of the person who passed it to them and the interesting thing about them. Then they tell everyone their name and interesting fact using the sentence starter above.
5. If the fish touches the ground it must go back to the person who started the pass to do it again. This person tells the group again the name of who passed it to them.
6. This activity ends once the fish finishes orbiting the circle.
7. Change it Up:
  - If the group is too large you can break it in two and have your student volunteers run it while you walk around observing and holding integrity for drops, etc.
  - You can also start two fish and have them go around opposite directions and have students each pass it twice and learn something about the person on each side of them. This offers a challenge when the fish collide and they have to navigate that circumstance.



# Creating A Take 5 Space

In Person Take 5 Spaces have the students go to a Take 5 set up space in the room. This space is designed by the teacher and is a comfortable atmosphere. Students will not need to ask for permission to Take 5, however they will need to indicate that they are doing so using a predetermined signal. Examples may be:

- Place a colored card on their desk before getting up
- Put a hand up with all 5 fingers showing and wait until non-verbal acknowledgement from the teacher
- A feeling word is demonstrated (on a note card or other) and placed on the students desk. This word is an indication of what the student is feeling to validate taking 5. When they return, they would flip the card and write how they are then feeling

Make sure there is a timer in the Take 5 Space and that students use it to monitor their use of the space.

## Creative things to do in an in person Take 5 Space

- Headphones are set up with instrumental music playing, drumming, and other rhythmic playlists can support student reset
- Coloring books and supplies
- Mandala tracing sheets or boards with stylists
- Puzzles that can be worked on by multiple students and overtime are complete
- Silly putty or other moldable, non toxic, product
- Random legos or other items that can be creatively put together, building on others' creations.

