

Name: \_\_\_\_\_

Teacher \_\_\_\_\_



# What is a Community?

I think a community is ...

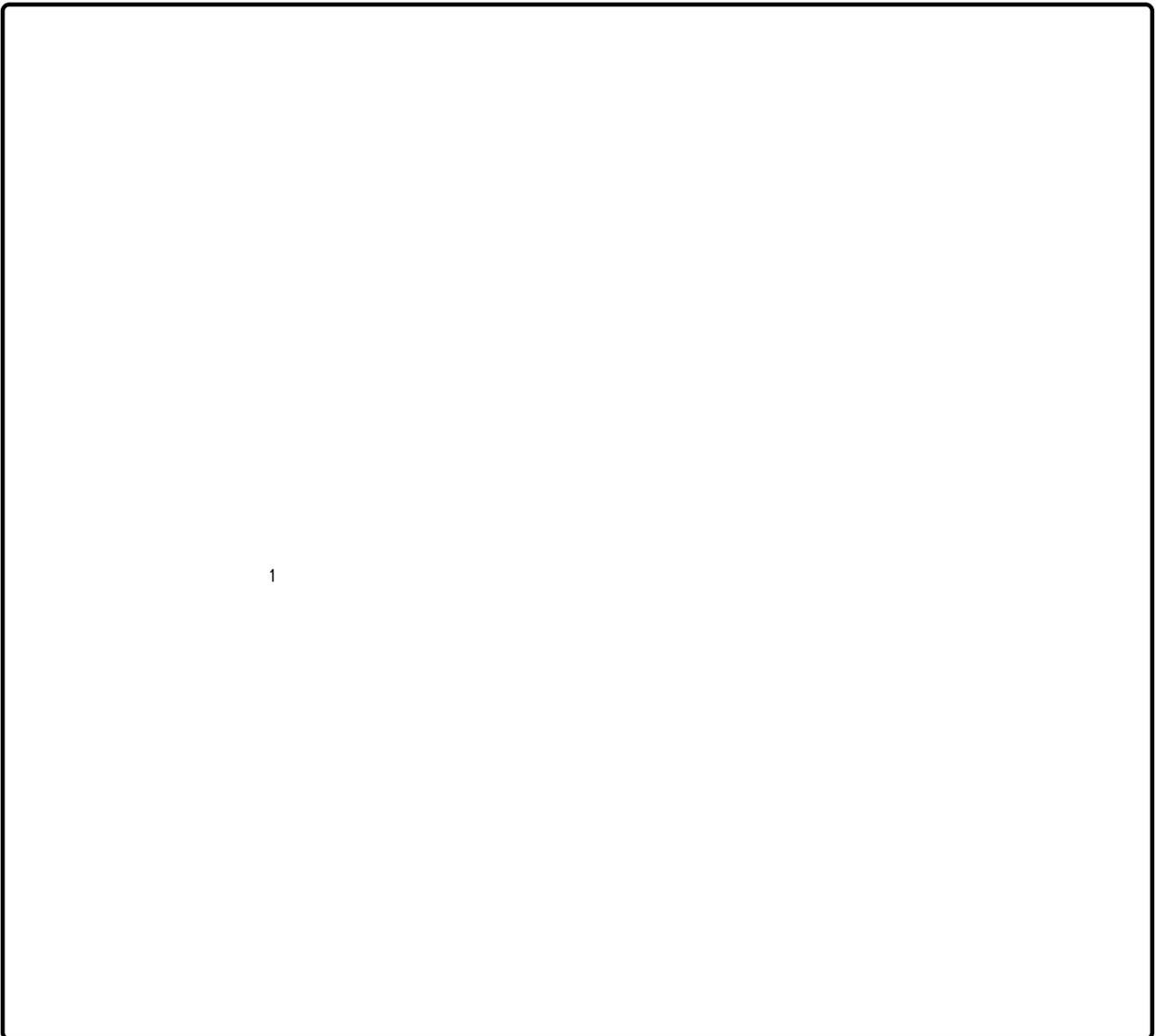
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OR

Draw a picture of how you think a community looks.



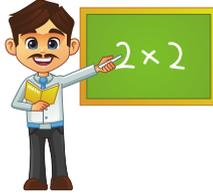
# Who is in my Community?



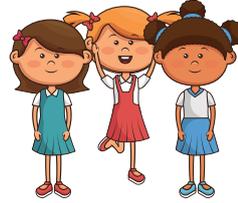
Mom



Security Guards



Teacher



Classmates



Nurse



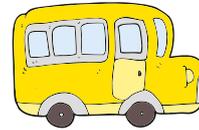
Sister



Office Staff



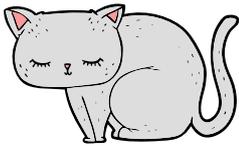
Ayi



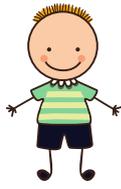
Bus Driver



Cooks



Pet



Brother



Dad



Doctor



Grandparents

Using the choices in the box above, put these people into their community.

QISS	Family	Qingdao

# Our Class Definition of Community

In the space below, write the definition for community, that your class has agreed on.

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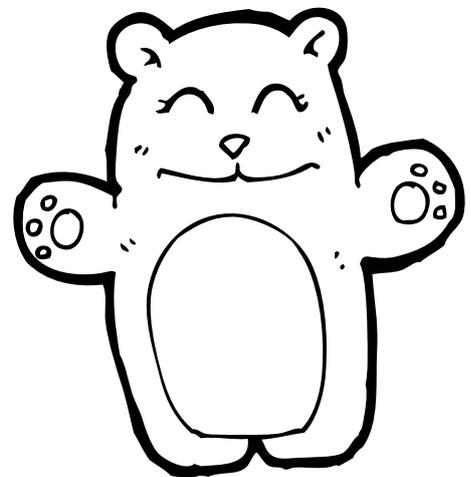
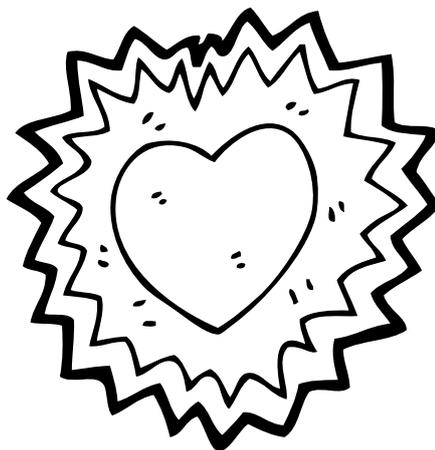
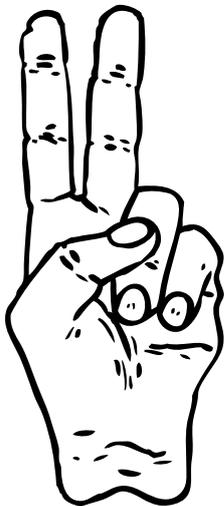
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# COMMUNITY ESLR EXPECTATIONS

In the space below, write what your class will do to show each ESLR, as a community.

Vitality

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Intelligence

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Courage

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Compassion

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Sensitivity

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## My Community Pledge

I, \_\_\_\_\_, have participated in the creation of these classroom community expectations and I understand what my class community expects from me. I pledge to always do my best to meet these expectations and help my community members meet these expectations, too.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

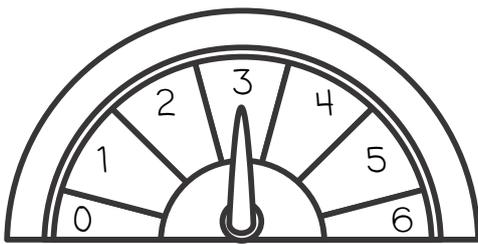
©That Miss Stephanie

Date \_\_\_\_\_

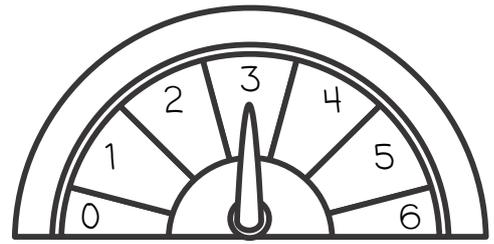
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For each expectation, you have a meter. Write the expectation on the line below the meter. Fill in the meter by coloring to rate your class on how well they are doing for each expectation.

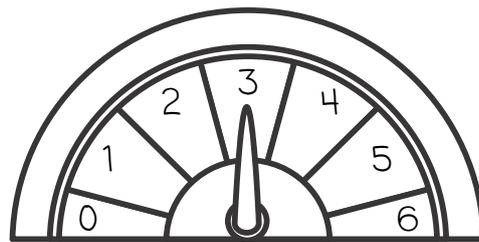
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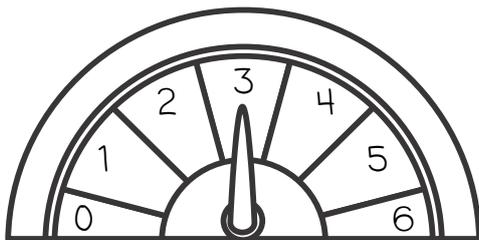
**VITALITY**



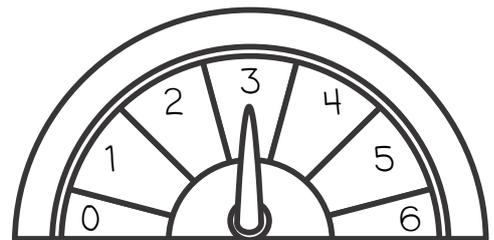
**INTELLIGENCE**



**COURAGE**



**COMPASSION**



**SENSITIVITY**

# What I Do to Help My Classroom Community

\_\_\_\_\_  
Today's Date

Think about THIS WEEK, what have you done to help or positively impact your classroom community?

In the chart below, write or draw the things that you did to help under the heading "What I did", and write or talk a little about why it was helpful to your community under the heading "How it helped"

What I did	How it helped

# Activity Reflection

Before the activity, how did you feel? What did you think would happen?

What challenges did you face during the activity?

What did you learn from the activity?

Why was this activity important?

# Communication Inquiry

What do you think communication means?

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## Important Vocabulary

Use a dictionary to find the definitions to the words below.

Word	Definition
Listening	
Body language	
Respect	

# Guided Listening Activity

You are going to watch a video with NO SOUND. After the video, write about what you observed.

Describe what you saw:

Now, you will listen to a video with your EYES CLOSED (no peeking!). After the video, write about what you heard.

Describe what you heard:

Is it easier to listen carefully, when you can also see the person who is speaking? Why or why not?

# Charades

## How to Play

- Your class is going to be split into 2 teams.
- Each team will take turns acting out the words on the cards that you teacher has.
- When it is your teams turn, your team will choose 1 person to be the actor.
- The actor cannot speak during the game, they may only use body language and facial expressions to try to get their team to guess correctly.
- You may only shout out guesses, if it is your team's turn. If it is not your team's turn, and you shout the correct answer for the other team, they will get the point.

## Rules

1. Actors DO NOT TALK
2. Only guess for YOUR TEAM
3. 30 Seconds to guess correctly
4. Speak with KINDNESS and have FUN!

## Reflection

What do you think was the purpose of this game?

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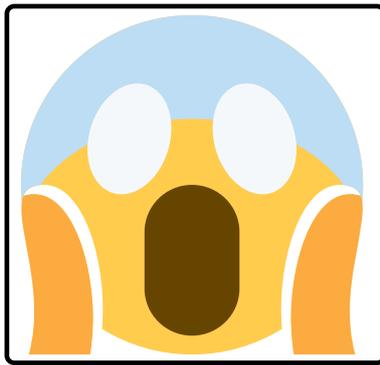
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# Decoding Body Language

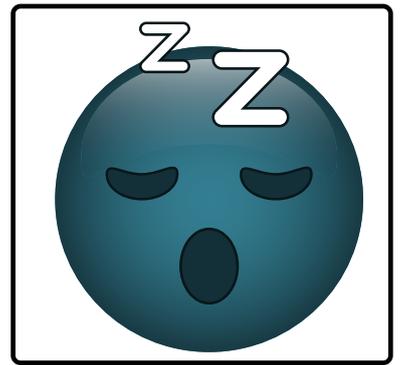
Below, you will find pictures of peoples faces and bodies. Look carefully at the pictures and choose an emotion from the word bank, that matches the way they feel.



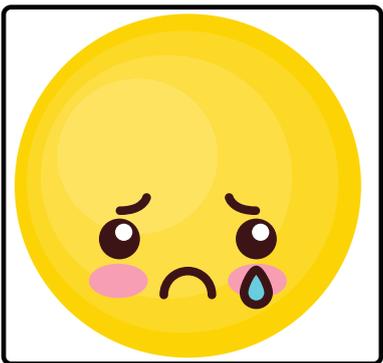
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

happy

sad

hurt

sick

angry

tired

scared

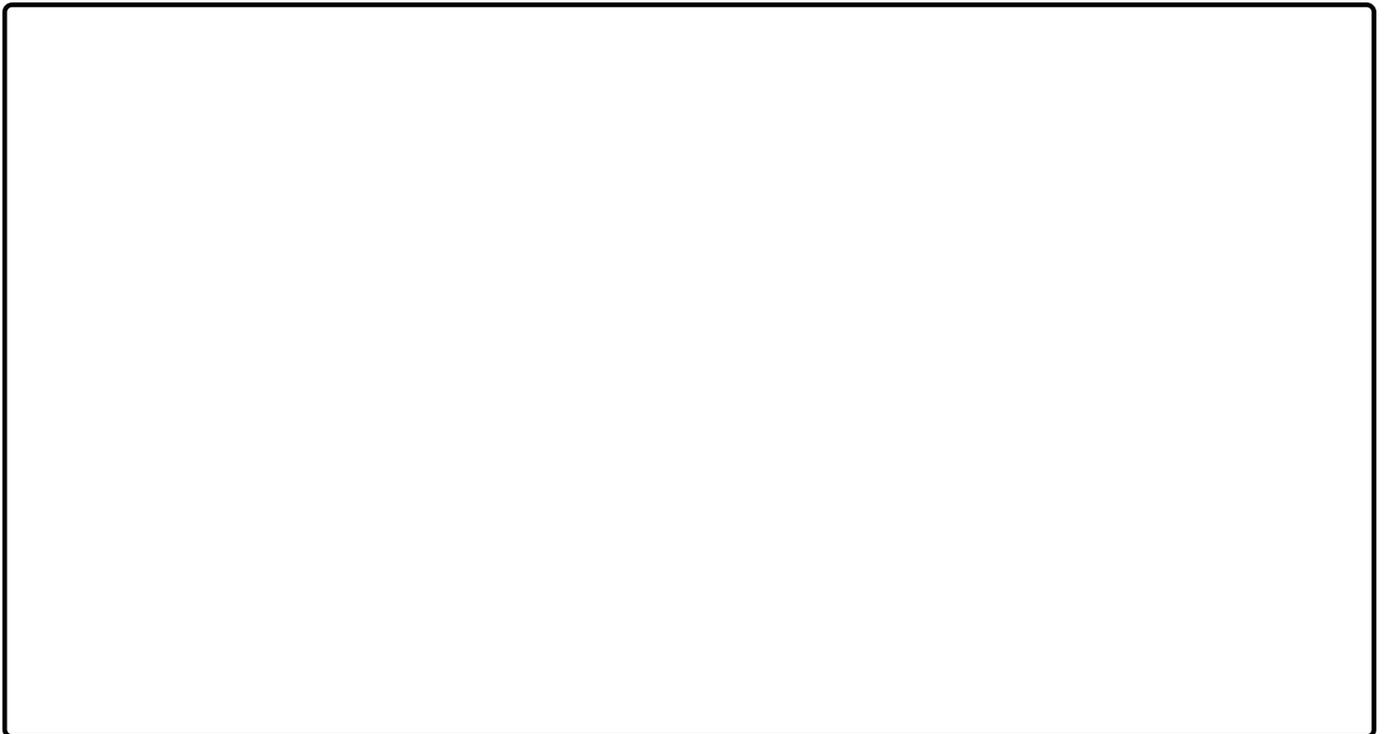
# Body Language



How does this boy feel?

How can you tell how he feels?

**DRAW A PICTURE BELOW OF A PERSON WHO FEELS EXCITED!**

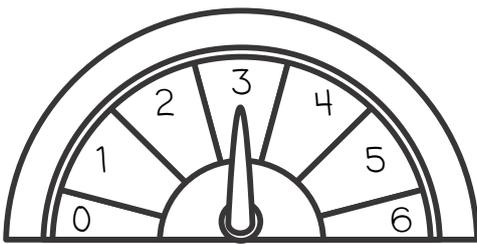


Date \_\_\_\_\_

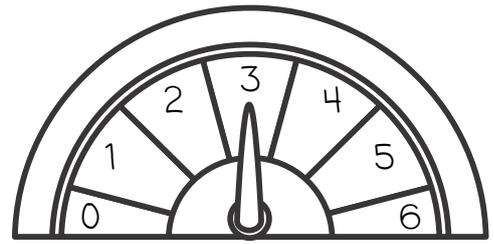
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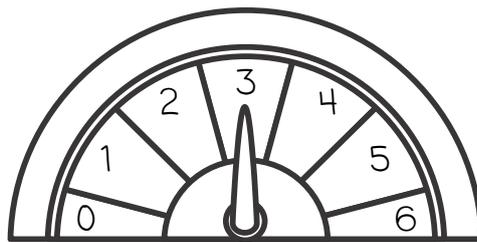
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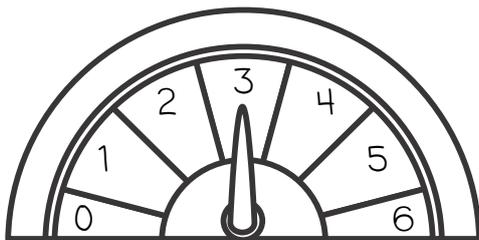
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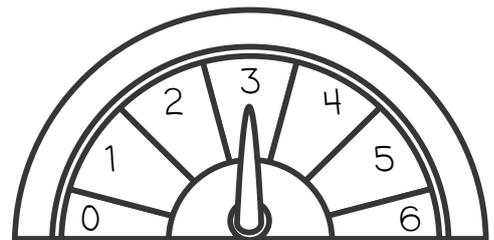
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# Power of Words

Below, you are going to write or talk about a time when someone said something to you that was negative, and another time that was positive.

Negative

What was said to you?

Positive

What was said to you?

How did it make you feel?

How did it make you feel?

# Activity Reflection

What was the activity?  
(Explain what you did.)

What did it feel like to  
crumple the paper?

How did you feel when you  
tried to straighten out the  
crumpled paper?

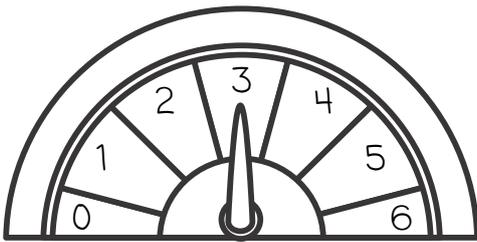
What did you learn from this  
activity?

Date \_\_\_\_\_

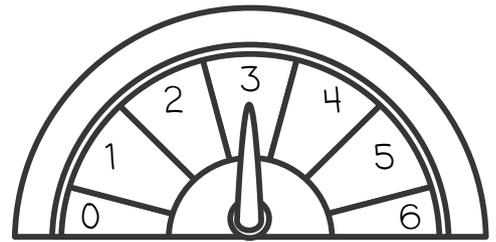
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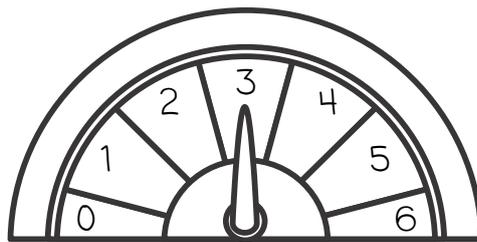
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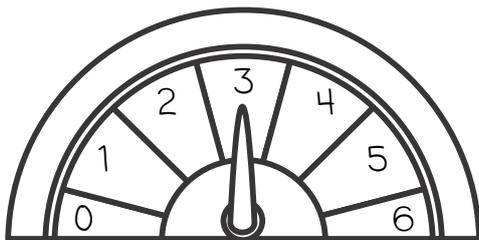
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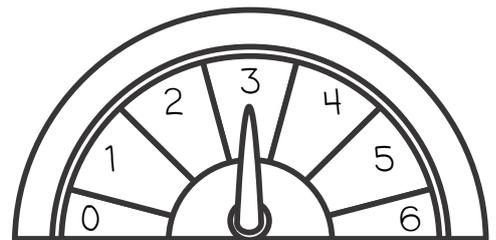
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