



BUILDING
our class
COMMUNITY

Teacher Guide

Icon Key

Icon	Meaning
	<p>Discussion:</p> <p>If you see this symbol, this page is meant to be used as a reflection for or in conjunction with a class discussion.</p>
	<p>Video:</p> <p>If you see this symbol, this page is meant to be completed after watching a video, or throughout the video. (Read the Teacher Guide instructions for further info.)</p>
	<p>Activity:</p> <p>If you see this symbol, then this page refers to a previous activity. (Read the Teacher Guide instructions for further info.)</p>
	<p>TEACHER GUIDE ONLY:</p> <p>If you see this symbol, this means that this page is not in the student booklet. If you need to give students a reference page for their booklet, see the instructions in the Teacher Guide for that activity.</p>
	<p>ADDED ACTIVITY:</p> <p>If you see this symbol, this is an added activity or activity component that will help to enhance understanding of the material.</p>
	<p>RESOURCES:</p> <p>If you see this symbol, there is something that needs to be printed (usually at the end of the Teacher Guide) or projected onto a whiteboard/smart board.</p>

Schedule

Week 1	<p>Objective: Students and teachers will develop an understanding of what a community is, and set expectations for their classroom community.</p> <p>Pages 1- 4</p>
Week 2	<p>Objective: Students and teachers will evaluate and reflect on the classroom community expectations. Students will also identify ways that they positively impact their community, using specific examples from the week.</p> <p>Pages 5 & 6</p>
Week 3	<p>Objective: Students practice their listening skills with a partner activity (Blind Partner Drawing), and will reflect on the activity, after. Students will explain what they think communication means, and do a little research to learn about important vocabulary for this unit.</p> <p>Pages 7 - 9</p>
Week 4	<p>Objective: Students will do another listening activity, but with a strong body language component. Students will begin to evaluate other factors that effect communication: such as body language. This will be further explored by playing Charades, using the cue cards at the end of this document,</p> <p>Pages 10 & 11</p>
Week 5	<p>Objective: Students will use the knowledge that they have gained, regarding body language, to try to match emotions with pictures of different people. Then students will reflect on the role that body language plays in their own communication style. With any extra time, play non-verbal communication games</p> <p>Page 12</p>

Schedule

Week 6	<p>Objective: Students and teachers will evaluate and reflect on the classroom community expectations. Students will also identify ways that they positively impacted their community, using specific examples from the week.</p> <p>Pages 13 & 14</p>
Week 7	<p>Objective: Students will begin to consider the power that words hold. They will participate in a guided activity (Crumpled Heart) and then reflect on their feelings before, during and after the activity. Then students will do a personal reflection about positive and negative communication in their own life.</p> <p>Pages 15 & 16</p>
Week 8	<p>Objective: Students will continue to focus on verbal communication and word choice. Our focus this week is to learn about the strength of words and how important it is to think before we speak.</p> <p>Pages 17 & 18</p>
Week 9	<p>Objective: Students and teachers will evaluate and reflect on the classroom community expectations. Students will also identify ways that they positively impacted their community, using specific examples from the week.</p> <p>Pages 19 & 20</p>
Week 10	<p>Objective: Students and teachers will create a culminating performance that talks about their individual classroom community, and the role that it plays in our greater QISS community.</p> <p>Page 21</p>

OBJECTIVE:

Students are hypothesizing about what a community is. This is an individual activity (or partner) that is meant to help students develop their opinions, without the influence of others.

MODIFICATIONS:

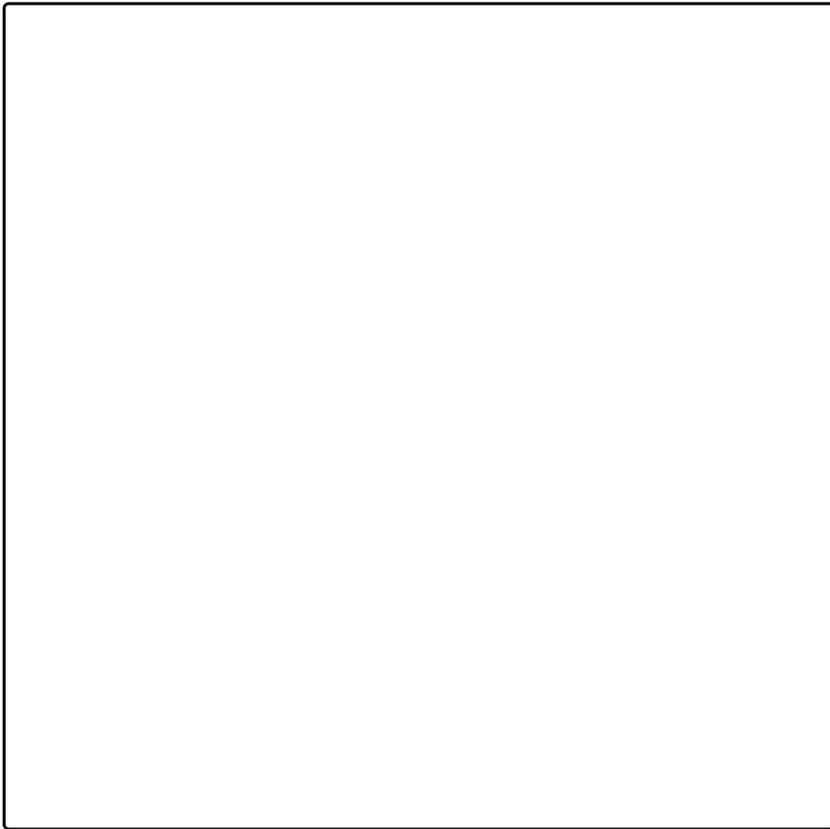
PreK- G2: Students are welcome to try writing a definition, of you can opt to just have them draw a picture of a community.

ELL: Students could write the definition in their native language, or you could have them only do the drawing (based on their ability).

What is a Community?

I think a community is _____

Draw a picture of how you think a community looks.



DISCUSSION: 
After the students complete this activity, ask for some volunteers to share out their definitions.

ADDED ACTIVITY:
Have a scribe write down some **KEY WORDS** on the white board (or smart board).

This could be helpful with the next activity.

** At this point we are just forming opinions and gathering information. Later on we will draft a whole class definition for community.

OBJECTIVE:

Students are continuing to hypothesize about what a community is, and now we are getting more specific. Students can choose from the word bank below (feel free to let older or more advanced students, come up with their own adjectives), to find words that they think describe a community.

The important part here is the reasoning. Really encourage students to think about WHY they think a community is _____.

** This activity is flexible. You can make it a group activity, small group/ table partners, or individual.

It might work to have students choose adjectives on their own, and then discuss the reasoning with tables or partners. (You know your class, so do what will work best for them.)

It is also possible for this to be a whole class discussion, and for older classes (G3, G4, and G5) that might be the best way to generate meaningful conversations about community, and prepare students for sharing opinions respectfully.

What is a Community?

Choose some adjectives, from the words below, that you think describe a community.

positive	judgmental	kind	trustworthy	lazy
fun	supportive	compassionate	rude	courageous
negative	unique	untrustworthy	diverse	unsupportive

Write down 3 of the adjectives you chose, and the reason you chose them.

MODIFICATIONS:

PreK- G2: I would suggest doing this as a whole group, with the littles. This will give the teacher time to explain the adjectives, and help students to develop ideas.

ELL: Students could work with a bi-lingual partner or use a bi-lingual dictionary (depending on their ability level). If you have a large number of lower level ELL's, I suggest working in small groups.

Word	Reason <small>(Try to start with "I think" at the beginning of your sentence.)</small>
Ex: Trustworthy	I think you should be able to trust the people in your community, so that you can feel comfortable sharing ideas and opinions.



Refers to Student Booklet P. 3

DISCUSSION:

After all of this opinion forming, it's time to put it all together and create a WHOLE Class definition for community.

-Some examples could be: "a group of people who inhabit the same space with respect for one another and a desire to learn and grow", "a group of people who spend lots of time together and look to each other for friendship, support, and compassion", etc.

This definition should be specific to your class's idea of a community. (Don't worry about getting too detailed with the definition, because the next activity will help to set specific expectations)

ADDITIONAL ACTIVITY:

Have students break up into groups to draft different versions of the definition, after your group discussion, and hold a vote for the final definition.

Our Class Definition of Community

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



DISCUSSION:

This discussion is a continuation from the definition. It should flow smoothly into a "what does that look like?" conversation.

You can have students offer individual suggestions by calling out and writing the suggestions on the board.

You could also have students write a list in small groups and then have each group present and hold a class vote to set the expectations.

When your class has agreed on the 5 (or fewer) expectations, have each student record them on the page, so they each have a reference to look back at if they need to, later.

** You do not need to set 5 expectations for your classroom community.

Choose a number of expectations that works best for your class.

-It's best to start small and build over time. This is meant to be a positive reflective tool, and too many expectations may not be realistic or productive for your class.

Community Expectations

In the space below, write the 5 expectations that your class community has agreed to follow.

1. _____
2. _____
3. _____
4. _____
5. _____

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

OBJECTIVE:

This is the reflective evaluation tool that your students will use throughout the year, to record their opinion of the class' success regarding the Community Expectations.

INSTRUCTIONS:

Have students write an expectation (from the Community Expectations) on the line below each meter.

Then the students will color the meter in, up to the number that they feel matches their WHOLE class' success for that expectation.

DISCUSSION: 

Have students share out their opinions.

-This might cause some debate, but that is good, and will be productive for students to provide insight, criticism, and suggestions.

-Encourage students to explain their evaluations, and be constructive with their criticisms.

** This not a time for calling people out or finger point.

MODIFICATIONS:

ELL/ PreK-G2:

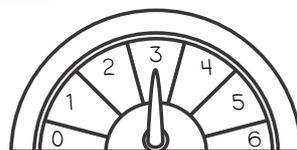
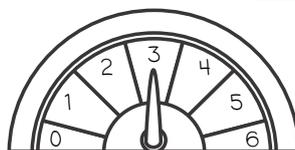
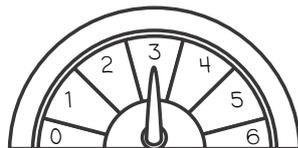
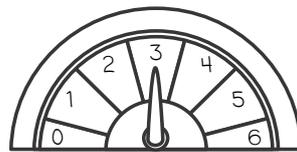
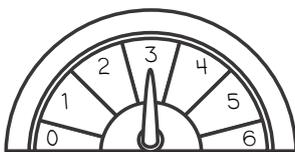
Allow students to write down their comments, criticisms, and suggestions on a piece of paper before beginning the discussion. You could also talk about each expectation individually to help remind students, before they begin the evaluation.

_____ Date

Community Meters

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.

0= We don't do it 6= We do this really well and all the time!



OBJECTIVE:

This is another reflective evaluation tool that your students will use throughout the year, to reflect on their actions and the impact they have on the community.

INSTRUCTIONS:

Have students think about the last week, and encourage them to think of a time where they positively impacted the community. Have a few volunteers share out examples. Ask volunteers 1. what they did, and then 2. how it helps the classroom community. (2 or 3 examples should be enough) Then have students reflect and write their own in the T-chart. Students can write as many as they'd like! But they need to fill in both sides of the T-chart (this is the most important bit!)

** Students need to be thinking about and giving themselves credit for the positive impact they have, but they also need to recognize why this is beneficial to their community so they can begin to see themselves as a contributing member of their classroom community.

MODIFICATIONS:

ELL: Allow students to write in their native language, or use a bi-lingual dictionary /translator app to help them write.

Pre-K-K: Draw a picture of what they did and have them explain (share out) what the picture shows. Then teachers can help students to figure out how it helps the classroom community (OR you could have their classmates suggest how they think it helps!)

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

What I did	How it helped



Blind Partner Drawing

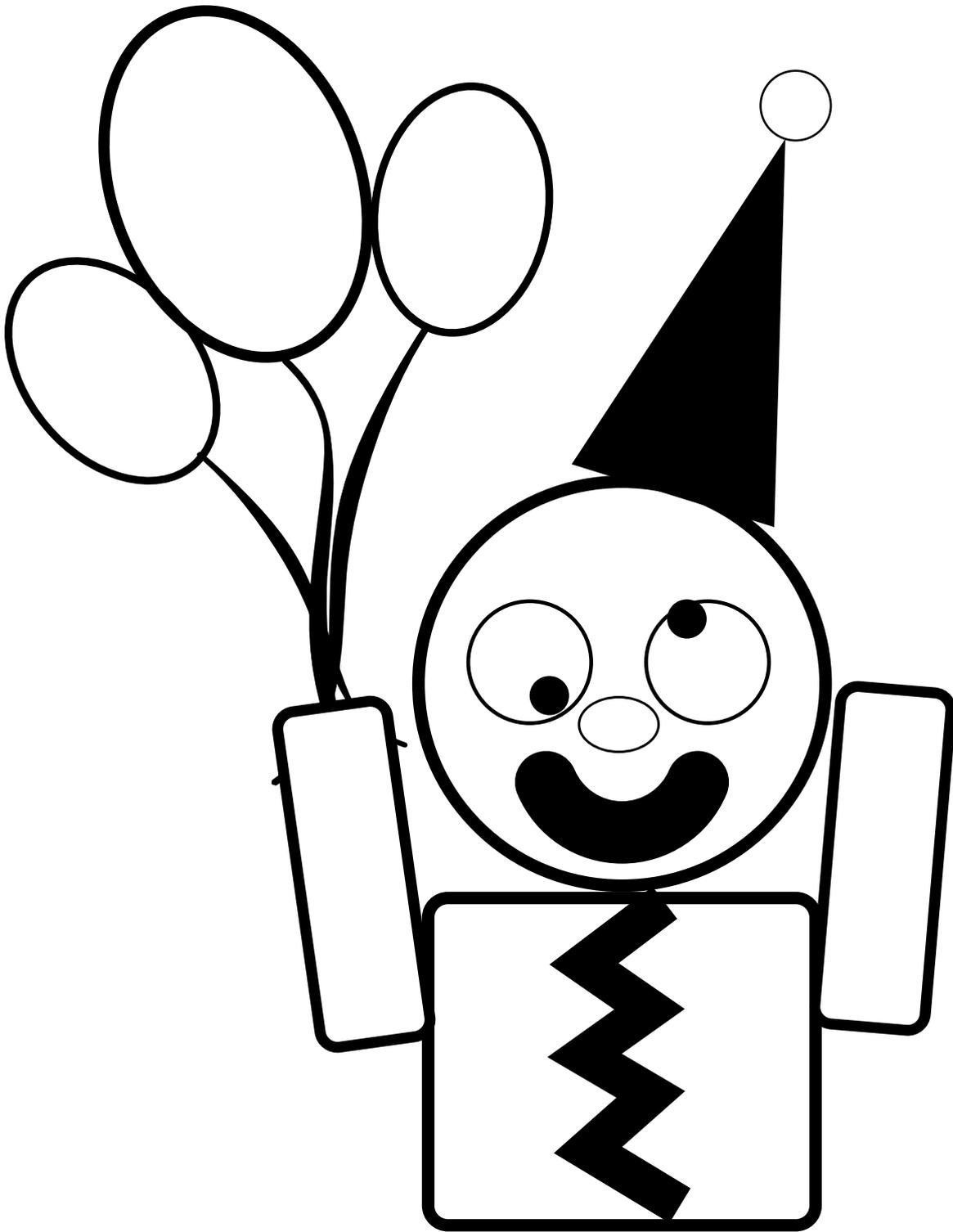
ACTIVITY

OBJECTIVE:

Students will learn to communicate effectively with another person, using descriptive language, and clear word choice. This activity is super fun to watch students do and is a really great exercise to help students who might not be great listeners.

INSTRUCTIONS:

1. Pair students together and have 1 artist and 1 director.
 - The artist and director stand back-to-back, with the artist facing the back wall and the director facing the projector or whiteboard.
2. Give the artist a pencil and paper on clipboard (or something to lean onto).
3. Explain the rules to students:
 - a. Artists- no looking at the projected image.
 - b. Directors- no telling the artist what the picture is of (Ex: "Its a hippo with a red balloon, under a rainbow."), only explain shapes, sizes of shapes, and where they are in the picture. (Ex: "There are 3 ovals in the picture. the biggest oval is tall and skinny, and it's in the center of the picture.")
 - c. Artists and Directors will work together to try to create a drawing that closely resembles the projected image, in 2-3 minutes.
 - d. Artists may ask questions, but the Director should be doing most of the talking and the artist should be listening carefully.
4. Project the image on p. 8 of the Teacher Guide, or create your own image. (This exercise works best if the projected image is made of simple shapes and lines, and resembles a familiar scene.)
5. Give students 2-3 minutes (this is flexible based on your class, so adjust the time if needed.)



Refers to Student Booklet P. 7

OBJECTIVE:

Students will reflect on the Blind Partner Drawing Activity.
Give Students 5-10 minutes to work independently on this reflection.

MODIFICATIONS:

ELL: Let students work with a partner or in small groups to help develop ideas.
PreK-G1: Let students draw pictures or write short responses to reflection questions.

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?



DISCUSSION:

Have students volunteer to share some of their responses to the reflection questions.

Try to use this time to emphasize the importance of the activity: **SPEAKING CLEARLY AND LISTENING CAREFULLY.

OBJECTIVE:

Students are hypothesizing about what communication means. This is an individual activity (or partner) that is meant to help students develop their opinions, without the influence of others.

MODIFICATIONS:

PreK- G2: This may work better as a discussion in a small group (or whole class) and they can write down their ideas about communication, based on those conversations.

ELL: Students could write the definition in their native language, or write their definition using as much English as possible.

IMPORTANT VOCABULARY:

For this portion of the page, students are trying to find definitions for the words listed. They can use a dictionary or website to find the definitions.

Communication Inquiry

What do you think that communication means? _____

Important Vocabulary

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

Word	Definition
Compassion	
Listening	
Body language	
Empathy	
Respect	

ADDED ACTIVITY: 

Assign small student groups a word, and have them look it up and present it to the whole class. Then the class can record the definitions on the page.



Refers to Student Booklet P. 9



Video 1: (No Sound)

Video 2: (Eyes Closed)

Instructions:

After each video, give students a few minutes (3-5) to respond to the prompt.

Students are making assumptions about what is going on in the video, based on body language or the dialogue.

When students have responded to both video prompts, have them take another couple of minutes to consider the third prompt.

- This response will be helpful in our next discussion.

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 understand what is going on when you can see, hear, or when you can both see and hear? Why do you think this?



OBJECTIVE:

This game is a fun and engaging way for students to understand the power of non-verbal communication. It will help to build teamwork and is an opportunity for students who aren't as comfortable speaking, to communicate and participate. This game doesn't need to be played for a long time- you could say 10 minutes (that's enough for each team to have 9-10 turns) or less depending on your class.

INSTRUCTIONS:

Split your class into 2 teams at random, and have the 2 teams sit apart from each other.

Have each team choose their first actor (or choose at random from a hat or app), then decide which team will go first.

Each team will have 30 seconds to correctly guess their word.

-the words can be found in a set of charades cards attached at the end of this guide. (It's ok if you don't print them. Just get some pieces of paper and write down different emotions/feelings for students to act out.)

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?

OBJECTIVE:

Students have practiced using their bodies to communicate, and trying to read others. Now we want to assess their ability to connect different emotions to specific mannerisms.

INSTRUCTIONS:

Have students take a few minutes to identify which emotions in the word bank match the 6 photos. Then discuss how they knew which emotions matched which pictures.

MODIFICATIONS:

Pre-K-K: do this activity as a group by projecting the page onto a screen or smartboard, and discuss each picture as a class.

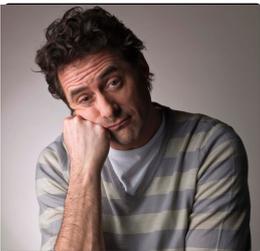
Decoding Body Language

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	shy
angry	tired	confused	

OBJECTIVE:

Students will reflect on their own opinions of body language and how helpful it is to them, when communicating with other people.

INSTRUCTIONS:

This is an individual reflection about the role that body language plays in their personal communication style.

Give students 5-10 minutes to reflect.

Then have volunteers share out their responses.

MODIFICATIONS:

ELL: Allow students to write in their native language, or use a bi-lingual dictionary or translator app to help them write.

Pre-K-K: Draw a picture that responds to the prompt and have them explain (share out) what the picture shows.

Body Language

Does body language help you to understand other people? Why or why not?

How could body language help you communicate with people from other countries, or people that speak a different language?

OBJECTIVE:

This is the reflective evaluation tool that your students will use throughout the year, to record their opinion of the class' success regarding the Community Expectations.

INSTRUCTIONS:

Have students write an expectation (from the Community Expectations) on the line below each meter.

Then the students will color the meter in, up to the number that they feel matches their WHOLE class' success for that expectation.

DISCUSSION: 

Have students share out their opinions.

-This might cause some debate, but that is good, and will be productive for students to provide insight, criticism, and suggestions.

-Encourage students to explain their evaluations, and be constructive with their criticisms.

** This not a time for calling people out or finger point.

MODIFICATIONS:

ELL/ PreK-G2:

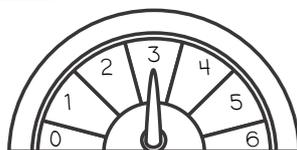
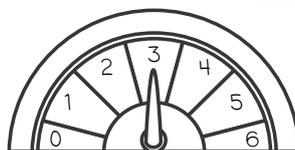
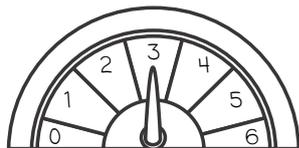
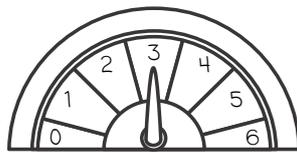
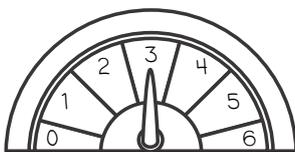
Allow students to write down their comments, criticisms, and suggestions on a piece of paper before beginning the discussion. You could also talk about each expectation individually to help remind students, before they begin the evaluation.

_____ Date

Community Meters

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.

0= We don't do it 6= We do this really well and all the time!



OBJECTIVE:

This is a time for students to evaluate moments that stand out to them or have stuck with them. It's important to focus on the positive and negative comments that have stuck with them, because words can be just as powerful, whether positive or negative. And ultimately we want to encourage student to see the value in positive speech, towards others.

INSTRUCTIONS:

Tell students that they may begin with positive or negative, it's their choice.

This is an independent activity and students should be given about 15-20 minutes (depending on the age and ability of the student) to complete.

-If it takes longer, that is fine. It's really important for students to carefully consider and reflect on their feelings in each situation.

MODIFICATIONS:

ELL: Allow students to write in their native language, or use a bi-lingual dictionary or translator app to help them write.

Pre-K-K: Draw a picture that responds to the prompt and have them explain (share out) what the picture shows.

Power of Words

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

Negative	Positive
What was said to you?	What was said to you?
How did it make you feel?	How did it make you feel?
Did this change you in any way?	Did this change you in any way?



Wrinkled Heart

ACTIVITY

INSTRUCTIONS:

1. Give each student a brand new piece of A4 paper. (It can be colored or white.)
 - You will also need a paper.
2. In front of the class, cut your paper into a heart, and tell them to do the same thing.
3. Then explain to the students that you want to discuss how words can effect our feelings.
4. Share a story of a time that someone said something to you that hurt your feelings.
 - This is to build comfort and trust with the students. in order to encourage them to share their own experiences. (give a few of your own examples if needed.)
5. Ask for student volunteers to show courage and share their experiences with the class.
 - As students share their experiences:
 - thank them for their courage
 - affirm their feelings by saying things like "wow, that was really unkind", "that would really hurt your feelings", etc.
 - make a fold in your heart for each hurt feeling, and instruct the students to do the same.
6. After a few students have shared their experiences and folded their hearts, ask students to try their best to smooth out the wrinkles.
7. After a little trying, ask the class, "Can you ever smooth out the wrinkles completely?" (Students will say no)
8. Then have students write this poem onto their heart
 - "Before you speak
 - Think and be smart.
 - It's hard to fix
 - A wrinkled heart."
9. Allow the students to keep their heart while they work on their reflection.
10. Then collect and display the wrinkled hearts for your class.

OBJECTIVE:

Students will reflect on the Wrinkled Heart Activity, and try to synthesize the ideas presented during the activity.

INSTRUCTIONS:

have students write responses to the prompts in each box. You can lead as a class and do one box at a time, or you can give the students 5-10 minutes (depending on age and ability) to complete the reflection on their own.

MODIFICATIONS:

ELL: Allow students to write in their native language, or use a bi-lingual dictionary or translator app to help them write.

Pre-K-K: Do this activity as a whole class by projecting this page onto a screen or smartboard.

Activity Reflection

What was the activity? (Explain what you did.)	What did it feel like to wrinkle the paper?
How did you feel when you tried to smooth out the wrinkles?	What did you learn from this activity?

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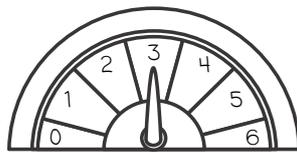
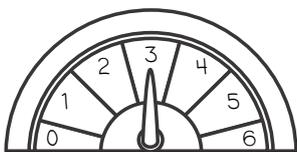
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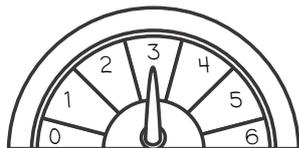
_____ Date

Community Meters

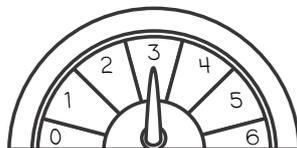
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** Students need to be thinking about and giving themselves credit for the positive impact they have, but they also need to recognize why this is beneficial to their community so they can begin to see themselves as a contributing member of their classroom community.

MODIFICATIONS:

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

What I did	How it helped

Culminating Task

OBJECTIVE:

This is a creative, group task designed to give your class the opportunity to express the unique community that it has created.

INSTRUCTIONS:

Each class will create a video that shows their unique community and how it plays a role in our greater QISS community.

TOPICS TO COVER IN YOUR VIDEO:

- What are the norms (expectations) in your community?
- How does your community use the ESLRS?
- What role does each person (students and teachers) play in your community?
- What makes your community unique?
- How does your community use verbal and non-verbal communication?
- What are some adjectives that describe your classroom community and the culture that you've created?

**This is meant to be a fun way to come together as a COMMUNITY and collaborate on a culminating task that shows how your classroom community has developed!

If your class is not able to make a video (or has a different fun idea), do that!

