

Don't be shy, just



SAY

**Say Hi Activity Guide:
Activities & Games for Students**

November 2007

**Compiled by the
Community Safety & Crime Prevention Council
of the Waterloo Region**

Table of Contents

Introduction	3
School Activities to Celebrate Say HI Day	4
<u>GAMES:</u>	
Having a Ball (Icebreaker)	6
Sorting Game (Icebreaker)	7
Crash (Icebreaker)	8
Shoe Pile (Icebreaker)	9
Rubbing Elbows (Icebreaker)	10
Noisy Barnyard (Icebreaker)	11
Hello in Many Languages (Diversity)	13
Random Acts of Kindness (Belonging)	14
Accentuate the Positive (Belonging)	15
Life Raft (Belonging)	16

Introduction

The Community Safety & Crime Prevention Council has compiled this list of ideas, activities and games as suggested student engagement activities to complement the release of the Say Hi Campaign into the elementary and secondary schools across Waterloo Region.

In 2004 we launched a broader community Say Hi campaign, encouraging people to connect with their neighbours and the wider community by taking the first step and saying 'hi'. We have translated this message to fit within a school context within the school community. We do not endorse or encourage students saying hi to strangers outside of the school, as that would defy any stranger danger messaging they have already been taught. Our message is one about inclusivity and breaking down barriers within a school – peer to peer, teacher to student, student to staff member – in an effort to build a safer, stronger school community.

May the enclosed list of suggested activities and/or events help your school celebrate Say Hi Day (Friday, November 30, 2007) or perhaps you will develop your own ideas for your school. We are encouraging events that bring students together and build a sense of school pride and inclusion of all.

Should you have any questions or concerns, please feel free to contact the CS&CPC at 519-883-2304. Thank you for participating in **Say Hi Day 2007**.

A connected school is a safer school.

Celebrate Say Hi Day

Suggested Activities



Have students trace their hand on different coloured paper, decorate and tape **handprints** to the walls throughout in the school as a visual reminder of saying hi - each student then shares in the ownership of that. Be creative.



Create a **school banner** with all students' handprints (paint stamped) on the banner, to demonstrate school commitment to saying hi to each other and promoting and engaging school community.



Say Hi in Style - **Wear black and yellow**



Say Hi in a **different language** – learn to say Hi in a different language and use that greeting instead – or try a different Hello each day. How many new languages can you learn? Visit www.sayhi.ca for list of different greetings.



Say Hi **Word Find** (download from www.sayhi.ca)



Enlist the help of student ambassadors to **greet fellow students** at the doors in the morning to Say Hi as students enter the school. This could rotate students all week and include greetings in different languages.



Invite local dignitaries to join your school Say Hi Day by greeting students (mayor, municipal councilor, regional councilor, MPP, MP, school police resource officer, local sports, media celebrities etc)



Do “The Wave” as a school. Or wave to a neighbouring school.



Encourage as many students as possible who speak a language other than English to “say hi” in another language during **morning announcements**.



Become **pen-pals** with another school. Send a letter saying hi!



Have students gather outside and hold hands around the school, or this could be done in a classroom setting or gymnasium. While holding hands, one person starts and says Hi to the person to their left, creating a chain of events (like telephone). This activity reinforces the message: a connected school is a safer school.



Challenge the group to come up with as many **different languages** for "hello" as possible. When somebody volunteers (e.g., Bonjour!), make sure they say it or repeat it clearly for the rest of the group who then repeat.



Challenge students to say hello to at least 25 fellow students, teachers, staff. Create a "Say Hi" tally sheet to track. Encourage students to use greetings in different languages. Younger students could do this with a partner.



Go on a **class tour of the school**. Enter another classroom as a group and introduce yourselves. Have students say "Don't Be Shy....Just Say Hi" and go down line with students calling out their names ("I'm _____"). A great way for primary and junior students to interact. Don't forget to stop by the principal's office, main office, library, computer lab, custodian.



Host a **school picnic** in the gymnasium ... students from different classes and grades can eat together, and get to know each other.



Have a **potluck nutrition break**. Ask students to bring an item to share (keep in mind allergies and food sensitivities) with classmates.



Around the World – each classroom picks a country and researches the greeting used for Hello, decorates the classroom and highlights something of interest from that country (food, traditions etc). Students would then have an 'open house' or assembly and share their learning.



Make a **school greeting card**. One person starts with the greeting card, they sign it, throughout the day they say hi to someone and pass the card on to that person. The recipient then signs the card and passes it on to the next person he/she sees and says hello to...by the end of the day the greeting card should make its way around the school and have many signatures.



Create your own event. Get the students involved in the planning.

Be creative! Have fun! Get connected!!

Having A Ball

Ice Breaker Activity

OBJECT: This is a great icebreaker activity for groups to get to know each other.

MATERIAL: A beach ball

TO START: Group sits (or stands) in a circle.

One person starts with the beach ball and passes it to any person in the circle as they say the following:

- “Hi, I’m (Name), who are you?” (as they roll the ball)

Person who catches the ball, repeats above statement and passes the ball to another participant. Once everyone has had a turn, ask a new question:

- “Hi, I’m (Name) and my favourite colour is _____.”

Person who catches the ball, repeats above statement and passes ball to another. Once everyone has had a turn, ask a new question:

- “Hi, I’m (Name) and my favourite food is _____.”

Try your own questions, or try passing the ball to someone in the circle and call out their name to see if you remember their name or detail about them.

Alternatively, questions can be written on the beach ball with a marker. When a student catches the ball, they read aloud the question facing them and answer.

In order to get to know people, it helps to ask each other questions and get to know a little bit about each other, and let the other person learn a little about you too. This exercise helps to achieve the following:

- Participants get to know each other by name.
- Participants get to know a little about each other (favourite foods, etc).
- Participants should feel included.
- Participants may make new friends.

Sorting Game

Ice Breaker Activity

OBJECT: To sort the groups in order according to the category

MATERIAL: (None)

TO START:

Divide the larger group into smaller groups of 5-10 people per group.

Call out the following ways for groups to sort themselves in order:

- Youngest to oldest
- Alphabetically by first letter of your name
- Birthday month
- Shoe size
- Shortest to tallest

Students are encouraged to work together and dialogue as they sort themselves into order.

For each topic, once the students have completed their line, have each student call out their answer (ie. age, letter, month, size etc) to promote everyone's participation and to ensure they were successful in sorting themselves in the correct order.

Crash

Ice Breaker Activity

OBJECT: Gather in smaller groups as quickly as possible, working together.

MATERIAL: (none)

TO START:

Everybody moves around the room, constantly moving until the leader shouts out a number.

All players must then try to get into groups of that number.

If possible, try to work with numbers that are divisible into the larger group number. For example, if there are 20 students participating, call out groups of 2, 4, 5, 10, 20 so that no one is left out. Mix it up and don't "crash"!

Shoe Pile

Ice Breaker Activity

OBJECT: Work together, meet new people.

MATERIAL: shoes

TO START:

Each student takes off ONE of their shoes and throws it into a big pile.

Then each person picks up a different shoe from the pile and finds the person it belongs to.

Works well for larger groups too.

Depending on time and number of students, this can play out either all at once or one at a time. For example, students can all work at the same time by grabbing a shoe from the pile simultaneously and seeking the owner, or alternatively students could sit in a circle while they pick a shoe from the pile one at a time and make their way around the circle to match it to the owner. Best if the students try to hide their 'shoed' foot by tucking it under their other leg and only exposing their 'sock' foot. Game is complete when all students have their shoe back!

Rubbing Elbows

Ice Breaker Activity

TO START: Divide larger group into two smaller groups.

- a) Group one – hands on head, elbows out
- b) Group two – hands on hips, elbows out

MATERIAL: (none)

OBJECT: Participants walk around the room in one of the two positions, and introduce themselves to each other by touching elbows:

1. Touch elbows and greet each other: “Hi, I’m _____”
2. Try to meet each person in the other group
3. Re-group with your original group, stand in a circle elbow to elbow
4. Re-group as a larger group, stand in a circle alternating elbows (hips, head....)

A Noisy Barnyard

Ice Breaker Activity

TO START: Have students scatter about the room, standing.

MATERIAL: Animal pairs (cards or verbal)
(Suggestion sheet attached with print ready animal cards)

OBJECT: Participants are to find their animal partner by making and listening for their animal's sound (cows moo, chickens cluck, cats meow etc)

Give each student an animal card, to be kept secret.

On the count of 3, everyone is to make the sound of their animal while roaming the room trying to find their animal partner.

When partner is found, sit down together, stop making your animal's noise.

Get ready for some noise! And laughter!

FROG	FROG
MONKEY	MONKEY
ROOSTER	ROOSTER
COW	COW
MOUSE	MOUSE
CAT	CAT
DOG	DOG
PIG	PIG
HORSE	HORSE

HELLO in Many Languages

Activities about Diversity

Who knows how to say hello in another language? (share responses)

Participants sit in a circle on the floor, (or this works in classroom too) keep a beat with hands on knees.

The leader/teacher calls out first part and students echo the “hello” back.

TEACHER/LEADER SAYS:	RESPONSE:
In English we say “HELLO”	“HELLO”
In Spanish we say “HOLA”....	”HOLA”
In French we say “BONJOUR”	“BONJOUR”
In Japanese we say “KONNICHIWA” ...	“KONNICHIWA”
In Ukranian we say “VITAYU”... (vee-TAY-yu)	“VITAYU”
In Swedish we say “HEJ”....(hay)	“HEJ”
In German we say “GUTEN TAG” (GOO-ten Tahg	„GUTEN TAG“
In Vietnamese we say “CHAO” ... (D-zow	“CHAO”
In Swahili we say “JAMBO”...(JAM-boh)	“JAMBO”
In Czech we say “NAZDAR”....(NAH-zdar)	“NAZDAR”
In Mandarin we say “NIH HAO ... (nee-HAOW)	“NIH HAO”
In Turkish we say “MERHABA”(MER-hah-bah)	“MERHABA”
In Italian we say “CIAO” ...(Chow)	“CIAO”
In Romanian we say “BUNA ZIUA”...(BOO-nuh ZEE-wa)	“BUNA ZIUA”
In Thai we say “SAWATDI”....(sah-waht-DEE)	“SAWATDI”
In Hindi we say “NAMASTE” ... (nah-mah-STAY)	“NAMASTE”
In Hungarian we say “SZIA” ,, (ZEE-yah)	“SZIA”
In Greek we say “GEIA SOU”....(YAH-soo)	“GEIA SOU””
In Croatian we say “ZDRAVO” ...(ZDRAH-voh)	“ZDRAVO”

What did you notice as we did that?

The hellos may *sound* different ... but the *meaning* is the same. It’s a greeting from one person to another no matter what the language.

Discuss the terms “random”, “acts” and “kindness” and create a definition of these terms to clarify and strengthen these concepts.

Ask your youth to give examples of:

- i) kind acts that others have done for them, and
- ii) kind acts that they have done for someone else

Ask how it felt to be treated with kindness, and how it felt to be kind.

Use the example of a pebble making ripples (concentric circles) on the water to illustrate how one act of kindness (no matter how small it may seem) can ripple out to create larger and larger kindnesses.

Discuss how the positive effect of being treated with kindness can make us want to be kind in turn. Develop this concept further by showing how a specific act of kindness (can ripple out to encourage others to be kind.

Together brainstorm ways that your youth might perform acts of kindness in their own communities.

- i) Begin with the group itself and identify ways your youth can show kindness to each other.
- ii) Next, explore the possibilities for acts of kindness outside your immediate group (family, school, neighbourhood). Use these as headings to create a chart.

Together try to generate at least five examples of acts of kindness that your youth might perform in each context. (for younger children you may wish to limit this chart to include only the acts they can perform in their immediate group.)

Challenge your youth to watch for and then add to your chart, all the acts of kindness performed in their group for the next week.

Example: Acts of Kindness Chart

Kindness to others in this group	Kindness to family	Kindness to people in our neighbourhood
Sharing crayons	Carrying grocery bags	Shovelling snow for someone
Letting someone else go first	Cleaning up toys for a sibling	Picking up litter

Accentuate the Positive

Activities about Belonging

Discuss the power of positive thinking with your youth. Explain that looking at ourselves, others and the world around us in a positive light can energize and empower us all. A positive attitude and outlook can be infectious. Being positive (or negative) is a life habit. Empower your youth by giving them the language they need to express themselves in positive ways. Provide explicit examples of words and tones of voice that carry the power and spirit of positive thinking.

When initially cultivating the habit of thinking and speaking in positive ways, it may be helpful to give your youth a boost by using positive statement starters. Create a set of positive statement starters on small strips of paper, fold them up and place them in a sharing jar (instructions follow). Ask your youth to take turns reaching into the jar, and then selecting and completing a positive statement with the group:

Today, I liked it when.....

It was great when.....

This morning someone helped me by...

It made me feel good when....

Making a Sharing Jar

Use a large clear plastic or glass jar decorated with brightly coloured tissue paper that will reflect the light and beauty of positive energy. To make a sharing jar, ask each child to trace his or her hand on a sheet of tissue paper and then carefully cut it out. Provide a rainbow of colours to choose from. Next, using a mixture of equal parts water and white glue, paste the hands in an overlapping pattern onto the jar; brushing each with a thin coat of the glue mixture before adding the next hand. Once you've added just enough hands to cover the surface but still allow the light to show through, brush on a finishing coat of the glue mixture. To celebrate the unique colours of each season, you may want to make a sharing jar for each one!

Kids need to belong. Being part of a group is an important part of their development. Unfortunately, sometimes the need to belong leads some teens to seek membership in groups that are destructive to themselves and to others. This activity will help kids understand how important being part of a group is to teens, and how important working together to take care of each other can be.

Time: 20 minutes

Materials needed:

- An area marked off by masking tape
- A piece of cardboard or a piece of carpet. Try to calculate an area just large enough to make it a challenge to get all the group members within the space.
- At least 6 willing teens. If you have a really large group, it might be a better experience if the group is divided.

Challenge:

To get the entire group onto the life raft (the identified space)

“The group is in a jungle area of deadly migrating quicksand. The entire group is in danger of being swallowed up by the quicksand. They know that the quicksand is about 2 minutes away from the position of their "life raft" (the marked off area, or piece of cardboard). To save the group, every member must be on the life raft (the identified area). The group members can use their creativity and ingenuity to save themselves. If even one member does not make it onto the raft, the entire group will be lost.”

Debriefing questions:

- What was the purpose of this activity?
- What was this activity like for you?
- Were you able to get your whole group onto the life raft?
- What was it like to make sure that everyone in your group was included?
- Did anyone get left out? How did you feel about being excluded?
- Can any of you remember a time in your life when you were excluded from a group?
- What groups exist in your school?
- Are they careful to include anyone who wants to join or are they exclusive groups?
- What is good about being part of a group? What is difficult about being part of a group?
- How can Peer Support help everyone in their school to feel as though they can belong and be part of the school culture?