

New Hampton School Creations / Adaptations

New Question – New Partner

Warm up – Talk about the beginning of the year and how far away it feels and yet how close. Have students share impressions of how the first part of the year has gone. It's impressive already how much they have learned and experienced and overcome.

Activity – Have the group pair up. Give them one of the questions below to answer. When everyone is done discussing have one pair start. Each person reports on what the other person said. When they are done they pick the next pair to continue until everyone has gone. When everyone is finished there is a new question and everyone must find a new partner to discuss.

Cool Down – Tell the group how impressed you are with everything they have said. Emphasize the growth they have experienced in just a short period of time. Challenge each individual to actually thank the person they talked about in the last question if they were not in the circle. Wonder about what kind of impact that would have if we thanked people for what they do for us every day.

Discussion Questions:

- What do you miss most about home & like most so far here?
- So far what is your proudest moment at school and what was the hardest?
- What are you most looking forward to and what are you most fearing about the rest of the year?
- What would you change about NHS and what would you leave the same?
- What works for you to study hard & to relax?
- How do you make good friends & how do you avoid social drama?
- Pick word from our lexicon & give an example of it in action.
- Who would you thank and what have they done for you so far this term?

Global Lunch

Warm Up: Wealth, consumption and food are all linked. This activity will attempt to illustrate this concept in a tangible way. Have participants guess what percent of the population make up the "Industrialized Nations." Now guess how much of global consumption they are responsible for. Correct answers are 20% and 86%.

Activity: Each participant draws a number from a hat. Numbers 1-8 are in the third world while 9 and 10 are in the first world (for a group of 10). The goal for the activity is to buy lunch given a certain amount of resources.

Parameters

- The third world group has \$20
- The first world group has \$80
- Groups may not share money
- All money must be spent
- You may not use your own money or borrow money from anyone
- You may not break the law

- You have one hour to plan, purchase and eat your lunch

Cool Down: Come back together and partner up. Answer the thought questions together. Each participant will report on her partner's answer. Each pair chooses the next pair. Thought Question, "What was it like to be in your assigned group? Did you bend / break the parameters?"

Personal Weather Report

Warm up: This activity is, in itself, a warm up really. It is a good way to get student to check in about how they are feeling right now and how they anticipate feeling in the near future.

Tell students you are interested in how they are doing right now and how they anticipate doing in the next day or so. The way you're going to do this is by giving a personal weather report for current conditions and a forecast for the next few days.

Start by modeling the type of response you are looking for. You can say something like, "Current weather for me is mostly sunny. A few clouds of tiredness, end of summer blues and lack of sleep are coming through. Forecast for the next few days is continued cloudiness with a few big downpours of stress until it finally gets sunny when we start up school next week."

Activity: Have the whole group think for a minute about their own personal weather and then have a student start off. Make sure they both give current conditions and anticipated forecast. If students start repeating themselves or duplicating what another student said ask them to pause for another minute to really reflect on what they are feeling and then have them try again.

Cool Down: Thank participants for revealing a snapshot of how they are doing. Let them know that they aren't the only ones who are experiencing mixed weather and to keep checking in on this as the week progresses.

Wish Flags

Warm Up: In the Buddhist tradition colored prayer flags are hung in the wind. Each flag has a prayer printed on it which when it flaps in the wind sends it's divine message into the universe.

Prayers or wishes for the future focus on universal values and themes. Winning a hockey game is not a universal theme but becoming the best athlete you can be is. In this activity you will think about your wishes for your school community. What kind of place do you want it to be? What kind of experience would you like to have at New Hampton School?

Activity: On one or more squares of fabric create an image, symbol or representation of a value or theme that you would wish for your school community. If possible make it something personal - is there something you can contribute to your school community? Is there something that you hope school would be like?

Use the available materials and take your time in creating your image.

Cool Down: Share your wish flag with the other members in your group. What does it represent to you. What is the value or theme that you would wish for your school community?

After everyone has shared their flags hang them together on a long string or rope and display.

The Power of One

Warm Up – Bring the group over to the low log and circle up. Review the 1 – 5 Leading to Detracting scale. Talk about what the difference is between a 1 and a 2, a 3 and a 4 and so on. Ask students to give specific examples from a school setting.

Activity – Ask for between 1 – 3 students who feel like leading. Take them aside from the rest of the group.

Tell the group that their leaders will soon come back with a task for them to complete. What the leaders don't know is that each member of the group will be somewhere on the Leading to Detracting scale. Decide who will be which number and then wait for the leaders to come back.

Tell the leaders that they are in charge of this group. They will have several chances to get the group to do a simple task. That task is that every member of the group must be on the log at the same time. They should come up with a plan for making this happen.

Group breakdowns: All 2's and one 5. All 4's and one 1. All 3's and one 2. All 5's. All 1's.

Cool Down – Bring the group back to the fire ring. Give a chance for the leaders to talk about their experience and the group to talk about their experience. Then pair off and have the pair answer the question, “What is the power of one?” Each person in the pair reports the other person's answer and then the pair picks the next pair to speak.

Take a Stand

(An activity to start a discussion about appropriate behavior)

Learning goals: Students will be reminded of appropriate NHS behavior and consider the impacts of their actions for themselves and their community.

Warm up: Tell your group that you will be having a discussion about both major school rules and the gray areas of behavior.

Tell students that they will hear a statement and have to choose a position on that statement, either Agree, Disagree or Not sure. Designate one area of the classroom, field, space, whatever for Agree and the other side Disagree. In the middle is Not sure.

Tell students that they will have to take a position on the statement they hear and then defend that position with the other folks in the group.

Activity: Read the following statements and allow time for the group to hear it, think about it and then move to their position. Then instruct the students to discuss amongst themselves the top reason why they think their position is correct and share these with the group.

Allow for brief discussion, clarify the school rule if there is one that applies and then move on.

- A student who smokes a cigarette has a negative impact on the school community.
- A staff person who smokes a cigarette has a negative impact on the school community.
- It's okay for a student to throw someone in the pond if the student says its okay.
- People shouldn't show affection for each other between classes.
- Boys can visit girl dorms with the permission of the proctor, but only when they are the proctor on duty.
- A young man is being purposefully disrespectful when he comes to dress dinner without a tie.
- Girls should only be able to visit boy dorm lounges but not in the rooms.
- I should be able to play music during evening study hall.
- Hazing is okay as long as I'm allowed to do it when I'm an upperclassman.
- Being allowed to dress how I want is an important part of expressing who I am as a person.
- Seeing a girls underpants can have a negative impact on the classroom.
- Seeing a boys underpants can have a negative impact on the classroom.
- The biggest challenge for me this year will be academics.

- The biggest challenge for me this year will come outside the classroom.
- Teachers should be held to the same standards of conduct as students.
- Teachers should be held to a higher standard of conduct than students.

Student and Citizen

Location: Around the campfire

Warmup: Direct students to say the first word that comes into their head when you say the following list of words, one at a time. Say a word, then let students respond. Encourage them to try not to all speak at the same time or shout over one another. If they do say their answers at the same time, the facilitator can point to students one at a time to hear their answers.

Some goofy ones:

Pizza

Homework

Biggie Smalls

Napoleon

Topic warm up words:

Power

Gossip

Problems

Dynamite Teammates

Citizen

This warm up is to get their brains working.

Activity:

You'll need a scribe to take notes in the Burleigh Log book.

Quick Discussion – What are problems that you have run into at New Hampton. It can be with the school, with other students, with academics, friendships, communications. This is not a complaining session, it is a time to identify issues.

Split the group into two groups and have each of them act out a problem.

Explain the new curricular focus on global approach and local application and how graduating good citizens is the goal. Ask the students: What is a good citizen? How does one practice good citizenship?

Refer to the list of problems they just made and facilitate a discussion on how some of these problems could be tackled by students. Have the scribe keep track of answers as well.

Have the same groups act out possible solution to their problem, or at least the beginning of a system to address the problem.

Cool Down:

Discussion: What are some solutions that this group of students might be able to pursue this year?

Burleigh Ball

Goal:

To score as many points as possible for your team.

Parameters:

- You may not run with the ball
- The ball may only be moved by passing it successfully to another player
- You must say the name of the player to whom you are throwing the ball before they catch the ball for it to be a successful pass

- A point is scored when the ball crosses the end line in the direction you are traveling
- Before a point may be scored every player in your group must have come in contact with the ball at least once
- After a possession change each player must repeat this step before scoring a point
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- Possession of the ball changes when
 - The ball touches the ground
 - The ball is knocked to the ground by another player
 - One player covers another player too closely

Evaluation:

- Score as many possible points for your team as possible in the time allowed
- Use planning time effectively to improve your performance