

EDUCATION WEEK **2019** LA SEMAINE DE L'ÉDUCATION

**GO THE EXTRA MILE
ALLER PLUS LOIN**

Resource Book



MARCH 3-9 MARS 2019

A Message to Teachers from NLTA President Dean Ingram



Dear Colleague,

Education Week has always been about celebrating education and the importance of learning. This year's theme is **"Go the Extra Mile • Aller plus loin"** and means doing the best that you can in whatever you do.

Education Week can be an enriching experience for students, teachers and parents. We encourage primary and elementary teachers to continue their practice of observing this week with their students. We especially encourage intermediate and high school students to become involved in the week as it presents an exciting opportunity to promote school spirit. Our students have much to contribute and would grow and learn from their involvement in Education Week activities.

Our sincere thanks to all those who have assisted in planning Education Week. We value the input of our fellow educators and assure you that your efforts are appreciated.

We trust you will find this resource to be useful and that your activities during Education Week and every week of the school year are truly a celebration of education. *Have a great week!*

Sincerely yours,

Dean Ingram
President

Suggested Activities

10 Good Things About Being a Friend (P, E)

Read the story "The Tenth Good Thing About Barney" by Judith Viorst. Discuss with the class the importance of doing good things – being a good friend. Have your students sit in a circle and have them each take turns saying one good thing about the person sitting to their left. When completed, brainstorm the qualities of a good friend. Record the responses on the board or chart paper. Then have students create a poster titled, "The ten good things about being a friend".

A Better Place to Live (E, I, S)

Have students identify three to five things that they could do to make their town a better place to live. As a class, submit a letter to the local city or town council listing these ideas.

A Helping Hand (E, I, S)

Have students chart their volunteer activities and challenge another class to increase volunteer hours.

And the Award Goes To... (P, E, I, S)

Develop a class awards program for perseverance. Students should nominate other students, a current public figure, and a historical figure who demonstrate perseverance. In the nomination itself, students must explain how each of the nominees exemplifies perseverance and why he or she deserves such recognition. Decide as a class how to best honor these individuals.

Be a Buddy (E, I)

Students might begin a buddy reading project. Older students might read to and discuss a book with younger students.

Being Helpful (P, E)

Do something helpful for someone in your family or in your community. Discuss it in class or write about it. You could hang the writing on "The Helping Tree" in your classroom.

Calm Kit (P, E, I, S)

Have students make their own Calm Kits. Anxiety is prevalent in today's youth and we cannot only teach students to identify and acknowledge their anxieties, but to also improve their coping skills. Students can fill their Calm Kits with things that simply make them feel better or motivate them to keep going when things get tough. Of course, this goes without saying, but students with severe anxiety and depression need to know that there is also a line of communication open with the Guidance Counsellor if they need professional help. This Calm Kit is not a remedy, but simply a tool to help students cope. Another variation: Instead of students making a kit individually, teachers could have students make a Classroom Calm Kit together. This could be beneficial for Primary/Elementary.

Cause and Effect (E, I, S)

Write a web of how one thing that happens during the day can affect the entire classroom ecosystem or family ecosystem, i.e., you're late for the bus and your friend calls to tell you they will not be in school and you were supposed to present a joint project. Who will this affect and how?

Dream Weaver (E, I, S)

Think about successful people who are in careers that you think you might like to consider. What do you think these people thought about when they were students in school? What do you think were their dreams for the future? Do you have dreams for your future? Draw a picture or create a collage to show your dreams for the future.

Fitness Plan (P, E, I, S)

Have students make a list of physical activities they would enjoy doing. Have them create a fitness plan for each of the five days of Education Week, incorporating the activities they have chosen. Included in the fitness plan should be a goal they want to reach. Have them use a table with the following headings: Things That Will Motivate Me to Achieve My Goal; Barriers That Make It Hard for Me to Reach My Goal; and What I Can Do to Overcome the Challenges. Students may also want to include How I Know I Have Achieved My Goal and Length of Time Spent on the Activity Each Day. They can compare with other students.

Food Origins (P, E, I)

Everyone brings in a fruit or vegetable with the store sticker still on. On a map determine where the place of origin is and calculate the economic footprint of that particular food from origin to your table.

Getting To Know You (E, I, S)

Have students build on their friendships by recording 3-5 questions to ask some friends. They should meet in pairs to have a conversation using the questions. Most people are willing to share information and learning from other people's experiences will help them achieve their goals more quickly.

Goal-setting Activities (P, E, I, S)

Check out the following website for great goal-setting activities for students: <https://biglifejournal.com/blogs/blog/5-fun-goal-setting-activities-children>

Going Green (P, E, I, S)

Go Green for a day. Determine how much you can reduce, reuse and recycle within one day. Challenge other classes, i.e., use natural light rather than electric lights, everyone brings reusable containers for lunch etc.

Guided Meditation (E, I, S)

Meditation improves focus and helps to clear the mind. Teachers could orchestrate a guided meditation in their classrooms. There are many guided meditations already on YouTube to choose from. Sometimes, students just need a break from the stress, pressures and expectations of school and life. A few minutes is all it takes to help students feel more centered, calm and inspired to tackle their goals.

I Think I Can, I Think I Can... (P, E, I, S)

Have students engage in a new experience to help them develop a sense of accomplishment. They may find a talent they never knew they had. Some examples include beginning an exercise program, taking music lessons, reading a story.

I Think I Can – I Know I Can (P, E)

Create a chart. On one side write: I THINK I CAN; on the other side write: I KNOW I CAN. Have students come up with different examples (e.g. I think I can... tie my shoes by myself; be nice to my classmates; help my teacher tidy the classroom) and then sign their name on the chart when they have achieved a goal. <http://atmybest.ca/teachers/emotional-health/kindergarten-activities>

I'm a Star (P, E)

For self-esteem development, children need to feel important to both themselves and others. Have students talk about what they consider to be their best quality. This quality (e.g. I am a good friend) is put on a star. When all stars are completed they might be put on a blue bulletin board representative of a sky.

Lend a Hand (P, E, I, S)

Have students offer to help someone each day during the week. It can be something simple from helping their little brother or sister tie their shoe to putting out the garbage without being asked. They can help someone they know with anything they need help with.

Let's Break the Ice (I, S)

If you have a group of students who are new to your school (i.e. Grade 7 students who have come to the school and are unfamiliar to the Grade 8s), this one can work. Students wander around an open space, away from each other. A caller asks them to put up a hand and raise between 1 - 5 fingers. Afterwards, students must locate another student with the same number of fingers up (but not from their own grade). When they pair up, students ask each other for their name, homeroom teacher and if they have any siblings. They then split up and wander again. Caller repeats finger signal and new pairs ask each other for other items of information (beginning with names, though). Round continues until people get to know at least 4 - 5 new people.

Making New Friends (P, E, I)

Have each student interview a class member who they don't usually spend time with. Have them find out their interests, favourite colour, food, activities, etc. This can be shared with the class, posted where others can read it or assembled in a book to be shared by the class.

Manners Tag (P, E, I, S)

Play "Manners" Tag. When a person is tagged, they cannot be untagged until they ask another person "Help me please me?", they then say "Thank you" once they are unfrozen. The helper must then say "You're Welcome". Both resume play.

Many Hands – Light Work (P, E, I, S)

Have students focus on others and volunteer – whether that means helping a neighbour or caring for abandoned animals. Students can be told that making a difference for others can make a huge difference in their life.

My Superhero (P, E, I, S)

Students write about their real-life superhero. Could be a friend, teacher, parent, guardian, grandparent etc. or about family members battling different health issues and how they were inspired.

Overcoming Obstacles (P, E, I, S)

Have students research how people they know have overcome obstacles and reached their goals. These can include parents, friends, relatives, ancestors, or famous people. What were the obstacles? What steps did they take to overcome these obstacles?

Pat on the Back (P, E, I, S)

Students trace their hand, cut it out and tape it to their back. Students circulate the classroom and write affirmative messages on each other's back. The positive aspect would have to be reinforced to prevent any inappropriate or negative comments, but students are able to take their hand print off their back at the end and read nice things about themselves. It's a great "pat on the back"! (www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-management-designing-the-environment/feedback-in-the-classroom/pat-on-the-back.html)

Perseverance (E, I, S)

Have students define the word perseverance and discuss why it is important in reaching goals. Have students write acrostic poems using the word perseverance.

Reach Your Goals (P, E, I, S)

Students should set a goal for the week and make sure they follow through on their goal. Have students seal their goals in an envelope to be opened on a certain date or at the end of the week.

Secret Helper (E, I, S)

Put all student names in a bag. Each student draws out a classmate's name. All week long that student becomes their "secret helper". The secret helper secretly does nice things for their classmate (e.g. straightening their desk, bringing a small present each day, etc.). At the end of the week everyone tries to guess who their secret helper was. Anyone not identified will tell who they helped. To make it more difficult to be identified, the secret helper could get "caught".

The Little Engine That Could (I, S)

"The Little Engine That Could" is a well-known children's story about the power of perseverance and the power that positive messages have in supporting perseverance. Divide the class into several student teams. Each team will create a motto or slogan that will help encourage others to achieve their goals. Goals might include: academic improvement, winning a competition (athletics, band, etc.), self improvement (controlling anger, losing weight, etc.), avoiding peer pressure (drugs, sex, crime), relationship improvements (family, friends, etc.), getting a job, etc. Teams will design an advertising campaign to promote their perseverance message at school. Have each team present or "pitch" their ideas to the class or to a neighboring class. Select one campaign to propose to the student leadership council as a school spirit campaign.

They Can Do It, Why Can't I? (E, I, S)

Have students research someone who has turned their life around, i.e. adopted a healthier lifestyle (e.g. became more active). Students can look at what motivated this person and how they were able to achieve their goal(s).

To Dream the Impossible Dream (E, I, S)

Have students describe what might seem to be an impossible dream (i.e. landing on the moon, becoming a brain surgeon, a rock star, etc.). Have them list a course of events or a set of circumstances which might help them to realize such an impossible dream.

Working Together (P, E, I, S)

Form a circle with a group of students. Hold hands around the circle. You must pass a hula hoop "through" each person. Those with joined hands must work together to move the hula hoop while other members help direct and encourage.

Suggestions for Planning an Opening/Closing Ceremony

Opening Ceremonies

- Plan an assembly for your school.
- Have your school choir or singing group sing the Education Week song or a medley of songs about the Education Week theme.
- Invite schools in your district to come together to plan an Opening Ceremony.
- Invite community members, retired teachers, parents, etc. to take part in the Opening Ceremonies.
- Set up a mural in each classroom or one for the entire school to display various activities completed during the opening and theme days throughout the week.
- Have your Teacher Librarian set up a display of materials related to the Education Week theme.
- Select a book or poem that you could read to the class on the day of the Opening Ceremonies.

Closing Ceremonies

- Have a closing assembly and put together a program of songs, dances, skits, role-plays etc. which students worked on throughout the week.
- Invite parents to the celebration. Students can design their own invitations.
- Set up displays (in your classroom or the school gymnasium) of the projects completed during the week and invite parents to come and view them.
- Visit other classes in the school or visit another school in your area to see how others celebrated Education Week.
- Throughout Education Week, have someone record or take pictures of various activities completed during the week.

