

STRIDE - Learning Activities for Lesson Plans

Hesitation

1. Pairs stand and face each other. Agree on a subject, for example, colours. The couple clap their own palms together, and then clap the partner's palms.
2. Each says a colour when their palms meet, alternately, until one hesitates (aim for no repetition either, but you can be flexible on this until they have got the hang of it).
3. If their partner hesitates, they win a point, but the 'loser' chooses the next topic. Great for revision, brainstorms, ideas, livening up dull lessons. Do move around to check they are playing sensibly. You can always have everyone listen to a particularly 'good' couple to encourage the slower or embarrassed students.

Can We Count

This game really teaches students to slow down to listen and watch each other for non-verbal cues. There can be no talking during the game, so it is good for a quiet end to a session, although it leads to lots of laughter and a real determination to succeed.

1. Students stand quietly at their places around the classroom or in a circle. They should be able to see each other.
2. At a given signal, one student shouts, 'One,' and sits down. Another student calls, 'Two,' and sits and so on. If two students sit and call the same number together, they all stand up and start again.
3. To start with you can restart when someone gets to ten, but it works well if the whole group try to cooperate well enough to be able to get through the whole group in one go.
4. Fairly obviously, you are not allowed to call the next number after a neighbour, it must be at random across the class.

Switch

Good for students to lead as brain break in lessons.

1. Stand or sit at the front so everyone can see you. Students should be seated but also be able to stand easily.
2. Facilitator folds arms. Explain that you are going to do some movements for example, tapping shoulders, knees, touching alternate shoes.
3. They must copy your movements, but only after you have completed them and said 'Switch'.
4. Repeat the exercise as often as you want to using a variety of movements.

Follow The Leader

1. Basically, you sit or stand at the front where everyone can see you. You explain that you are going to start by making various movements that, at your command, they must follow as fast as possible. This can be hilarious, especially when students take over.
2. Avoid letting them hop about or run. Remind pupils that all gestures/movements they choose should be appropriate.

Fives	<p>This is a good game for a theme of being left out. Good for team building and fun.</p> <ol style="list-style-type: none"> 1. Students all stand, preferably in a circle ,but they can be at their desks. 2. Once a direction and order of play is established they start at the front and go along the row then back along the next etc It is important that the order of play is clear so they know who will be the next to speak.. 3. Pupils can count up to three numbers then the student next to them continues until the student who has to say says 'Five' is out and has to sit down. For instance, the first student may say "One, two", the next student say "Three" the next "four" and the next "five" and has to sit. The next student starts again saying "One..." etc...They need to count fast to eliminate people quickly. 4. Towards the end they have to think fast to try to stay alive. This is a good exercise if you are discussing bullying or anyone being left out. If there is any danger of the group ganging up, you can ask for volunteers or decide on various people to be 'Guardian Angels' who must protect certain people in the group, even if this means sacrificing themselves.
Line Up	<ol style="list-style-type: none"> 1. Decide how you want the group to line up and where, for example, alphabetically by first name, by birth date, shoe size, number of house, shortest to tallest. 2. Students must quickly find their place in the line by communicating quietly with team mates. 3. Students may talk to a partner next to them to discuss the line-up topic or something else. 4. See how quickly the group can organise themselves into the correct line order. 5. Allocate a timer and an observer if you want feedback on how they did. 6. Check by getting them to call out the date, number or whatever. They should be able to do this really fast by the end of the year.
Who's Leading	<ol style="list-style-type: none"> 1. One or two students leave the room to be the detectives, while you agree who will lead the action. 2. You may want to add in an extra tip, like everyone is actually following X but looking at Y who must react very fast and put the detectives off the scent. 3. Have each person in the best position to see everyone - A circle is best, but you may have to improvise. 4. The detectives can return once you have started the moves and try to identify the leader
Just A Minute	<p>This can be a very good plenary about a topic to check that the students have understood and listen.</p> <ol style="list-style-type: none"> 1. Play it just like on the radio. Choose a topic from the lesson or statements on the topic and get the students to talk on the subject for one minute. 2. If they hesitate, repeat or make a mistake, or say something that is inaccurate can be challenged, someone else takes over and so on until the 60 seconds is up. 3. It is essential that everyone is engaged to challenge any factual mistakes.

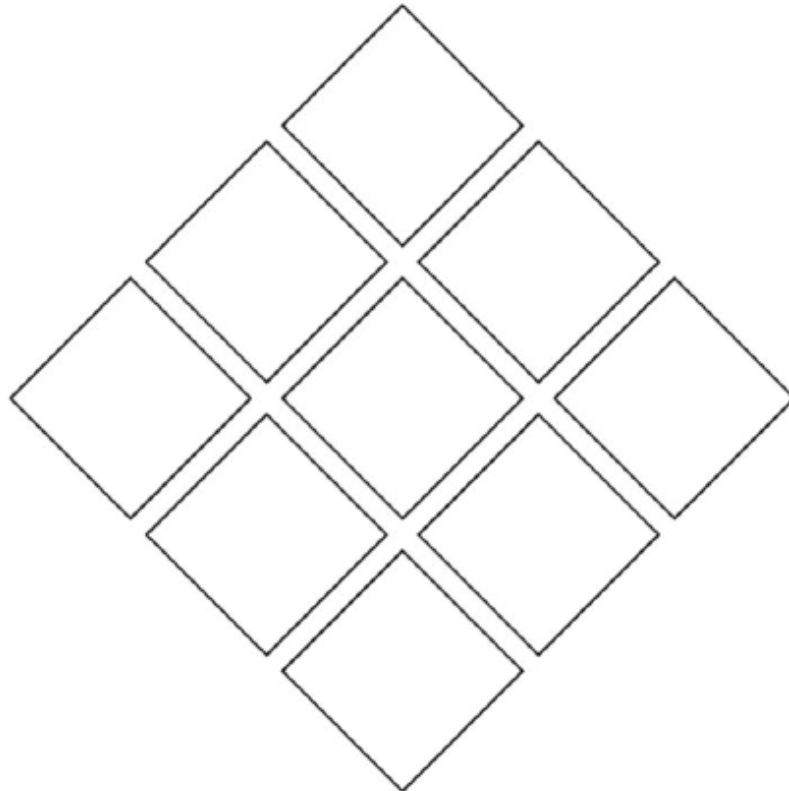
Racing Pictionary	<ol style="list-style-type: none"> 1. Make a list of ten things from the topic you are studying. Divide the group up into teams of about four. Each group needs one pencil, a wad of blank paper and a clear path to you with no tripping hazards in the way. 2. Start by having the student from each group with the pencil to come to you. You should whisper the first word to all the first scribes. 3. They dash back to their group and start scribbling cartoons to communicate the word. They are only allowed to say yes and no and writing letters or numbers is not allowed. (You circulate as adjudicator and can challenge by looking at the drawings they do).The groups all try to guess by whispering their ideas to the scribe. 4. The important thing is not how well they draw, but how creatively they can try to communicate their answer. You are listening and observing to check nobody is cheating. If you have anyone who cannot play for some reason, allocate them as observers. 5. Once the first person guesses the right answer, they take the pencil and dash up to you, whisper the correct answer and you give them the second clue. You run right through the list until one team wins. 6. At any stage you can challenge and ask to see the drawing. 7. If you want to extend this to your work on learning, you can explore what people conceived for different words and how they were interpreted. Sometimes a group gets stuck with someone who wants to stick to one idea and who becomes frustrated when the group doesn't get it. 8. Rescue them by going to help. Similarly, if you have a super-fast group that may be very bright or potentially cheating, you can throw in a bonus, tricky word such as 'jealousy' 9. Make sure that everyone in the group has a go and use the opportunity to point out any stereotypes or prejudice that may arise from our cartoon ideas of life.
Handshakes	<p>This may seem old fashioned but teaching students how to exit confidently, shaking your hand, can be a real help in real life.</p> <ol style="list-style-type: none"> 1. You can use it along with the exit statement to check they have been engaged in the learning, and it gives you the opportunity to have a quiet word with each individual as they leave. 2. Make sure they use good eye contact, strong body language and a firm handgrip!
Closing Rounds	<p>If you do not have time to complete an evaluation sheet, a closing round invites the pupils to review and reflect on their participation and learning.</p> <ol style="list-style-type: none"> 1. Statements that refer back to your lesson's learning outcomes will be a particularly useful way of helping you assess the achievement of your objectives. Sentence stems might include: "I have learned that... I was surprised that... During this activity I felt... Something that could help me in the future is..." 2. You can also do this as an exit strategy so that each pupil has to complete a sentence to you as they leave the room

Diamond Nines

1. Use the diamond ranking grid template to type into the boxes the 'things' you want students to rank in some way: the most important quotations in a scene or of a character; the most significant themes in the whole or part of a novel; the events that create the most tension, etc. It can also be used in non-fiction contexts, such as ranking the possible solutions to a local environmental problem, ahead of writing to argue or persuade, or a council meeting role play.
2. The most important idea goes at the top of the diamond, then the next two most important, then the next three, and so on down to the single least important idea. This 'bunches' ideas in a way that can be more meaningful and less time consuming - than putting them in rank order. It encourages students to think critically and carefully about the text or situation, and to commit to a position on it.
3. There are different ways of using this resource. You could print off the completed sheet, cut out the cards and have small groups of students sorting them manually, placing them into the diamond shape through discussion and negotiation.
4. Alternatively, if you project the completed sheet onto an interactive whiteboard, you can get students moving the text boxes around digitally. They just click on the box and drag it to the position they want it on the diamond.
5. Other popular options include printing off a blank template sheet, enlarging onto sheets of A3 and getting them laminated. With a couple of packs of OHT pens, you now have a wipe-clean perma-resource. You can either give the students the list of themes or quotations or whatever to write in, or you can use this blank sheet to get them deciding on their own box contents.
6. You can add a certain *je ne sais quoi* by giving the students more 'cards' than there are spaces on the grid. This gives students the extra task of actively rejecting some ideas. You can also give them one or two blank cards so that they can swap an idea or two for something they think is better. All variations on the same theme. Most pupils like to move cards around to reflect their changing views and thoughts before settling on one format or order. Useful for sorting individual ideas then comparing them with peers or the whole class.

Diamond Nines

Dancing	Cycling	Walking
Football	Running	Swimming
Gym- circuits or ...	Netball or Basketball	Badminton
Aerobics	Pilates	Yoga
Climbing	Gardening	Athletics
Rugby	Volleyball	Trampoline
Shooting baskets	Hockey	Skating
Skateboard	Tennis	Weights



Feelings

1. Players stand in a circle. One person holds the beanbag. They throw the beanbag to someone across the circle who catches it and at the same time the thrower says a feeling which may, for instance, be happy.
2. Everyone then mimes a happy feeling whilst staying in their place within the circle. The person who has caught the beanbag then throws the beanbag to another person within the circle and this time chooses a different feeling which may be sad.
3. The game continues with different feelings being expressed by the group throughout the game. Remember to finish with a positive feeling.

Possible feelings:

- Scared
- Angry
- Excited
- Bored
- Jealous

- Frightened
- Confused.
- Awe and wonder

Debrief of the game may include questions which ask:

- What did you notice about yourself when you played this game?
- Did your inner feelings change when you adopted the different feelings states?

Rules: Players are to be respectful of each other’s different feelings states and how feelings can affect us differently.

Variations: Instead of the group miming the feeling, the only person who mimes is the person who receives the beanbag. An extra beanbag can be added for fun and then two players have to mime.

Don't Drop The Ball

1. Take some balls-tennis balls, nerf (like in a ball pool) or even screwed up paper towels will do. Explain that they have a lot of things to manage at the moment so balancing their time is important.
2. Choose a pupil who claims to be good at catching.
3. Start throwing balls at the pupil. Say "This is your homework-throw-This is your Weekend job-throw-"This is your chores/club/friends/ party/ hobby/ sport team-club/ church...whatever" As you throw the balls start throwing them faster so that the pupil drops them.
4. The point is that we are human and need to be able to plan and choose which balls (activities) we can and don't have time to do at the moment.
5. The whole class can do this but it will take more time and is fun, but should be there to make a point about overload-stress or whatever you are teaching about.

Compliments

This is a great self-esteem boosting exercise. It’s a time for students to genuinely endorse and value one another.

1. Think about who in the group you have been really pleased with this week for being a really good friend; try not to make it your best friend.
2. Go across to that person and stand in front of them making eye contact. Compliment them by saying:
3.
 - “Thank you for.... “
 - “I’m pleased with you because’
 - ‘You are someone that is...”
 - Person receiving the complement must say thank you.

Tails

1. Equipment - Bands as used in PE to denote teams
2. Each pupil is given a band, which they tuck into the back of their waistband. Pupils have to collect as many bands as possible; they must not hold on to their own tail, must not make physical contact and must not collect their own tail.
3. Play the game until all bands are collected or for a designated period of time.
4. The teacher may ask who has collected the most bands or by repeating the game it can be

made into a 'beat your previous best' activity.

Do watch out for any bullying or picking on people.

Cat And Mouse

1. This is a fast paced game where pupils must stay vigilant at all times.
3. Make a double circle all facing inwards. The outer pupils face the backs of those in the inner circle. Choose a cat (chaser) and a mouse (chased).
4. They can chase each other only around and in and out of the circle but must not touch anyone so there must be gaps between each pair. If the mouse is caught the pair reverses roles. They cannot run beyond the circle or for more than 1 minute, so everyone gets a go.
5. The mouse can choose to stop by standing directly in front or directly behind a pupil, so making a three. When this happens the outer pupil is suddenly the chased and must take off before the cat catches them.
6. Make sure that everyone gets a go-maybe by making those that have run roll up their sleeves or take off a blazer or jumper etc.

Five Finger Exercise

This is called the five-finger exercise, but it's really about your four fingers and your thumbs.

1. Take three or four deep breaths, let feelings of relaxation and calm spread throughout your entire body. Let all of your muscles release their tension as you close your eyes.
2. Touch your thumb to your index finger. As you do, think back to your past, to a time when you felt really cared for and loved. Maybe it was when you had that stomach ache and your parent took such good care of you. How about the time your friends threw you a big birthday party? Any time will do, whether it's a big event or a small moment.
3. Next, touch your thumb to your middle finger. Think back to a time you felt really successful. Again, any time will do, as long as it provides a strong memory of your feelings of success.
4. Touch your thumb to your ring finger and remember a time that you did something important for someone else. It can be any moment of selflessness that's important to you.
5. Finally, touch your thumb to your pinkie and look for a memory of loving someone else. Think back to a moment when you felt love for another very strongly, when that feeling filled your heart