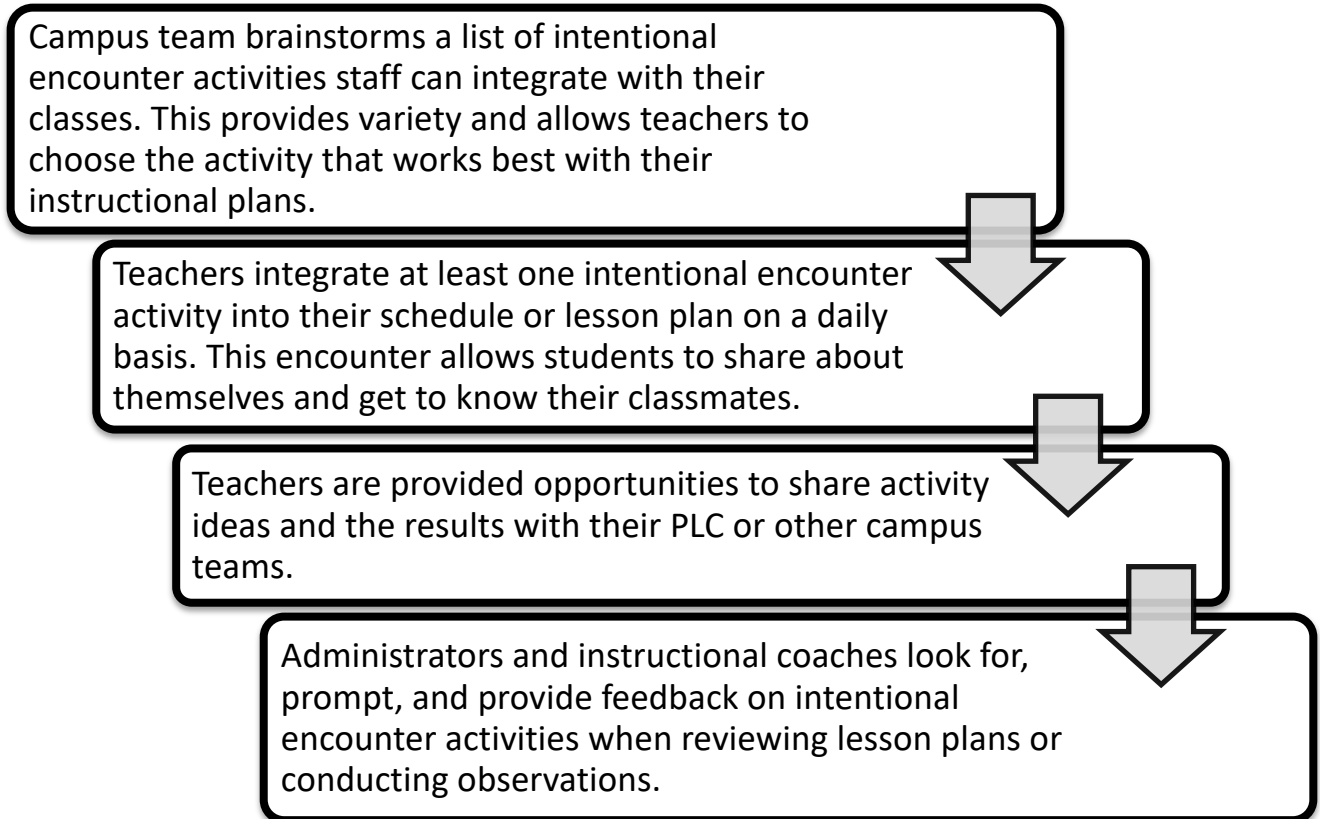


Students & Students Connection

Intentional Encounters

Relationships with peers is a key factor in school connectedness. While this connection is among students, staff play a role by facilitating purposeful opportunities for students to talk with one another about non-school related topics. These opportunities can be brief but when implemented regularly they support students to; identify similarities, appreciate diversity, and develop a sense of empathy for others.



Additional Considerations:

- At the start of the year, students are still building trust with one another. Questions and activities should be light-hearted and simple. The goal is getting to know one another. Deeper questions may be asked as the year progresses, but teachers should avoid questions that may be painful or trigger trauma for students.
- Students should not be forced to engage or answer a question. Provide students with verbiage or a signal to “pass” on a response to the question/topic.
- Balance opportunities for students to choose their own pairs/groups with teacher assignment.
- Allow students to contribute ideas for questions or challenges.



Intentional Encounters Ideas

Activity Examples	Logistics
<p>Class meetings or circles (whole group)</p> <ul style="list-style-type: none"> • Students sit in a circle, everyone is included/can be seen. • An item is used to indicate each person’s turn to talk. • Everyone responds to the same question prompt (What is your favorite treat? Which superhero is most like you?). 	<p>5-10 minutes</p> <p>At the start of the day or class period</p>
<p>Forced choice questions for pairs/groups (small group)</p> <ul style="list-style-type: none"> • Students are broken into small groups or pairs. Groupings should be varied regularly. Students may stand or move to be with their pair/group. • A forced choice question is provided (Which season do you prefer, summer or winter? Which would you rather, read a book or watch a movie?). • Pairs/groups are provided a few minutes to discuss their choices and reasons. • Just one question, or several questions could be discussed depending on time. 	<p>1-3 minutes</p> <p>During “brain breaks” between class activities</p> <p>Before lunch or other transition</p>
<p>Team-building activities or games (whole or small group)</p> <ul style="list-style-type: none"> • Students are broken into small groups or pairs. Groupings should be varied regularly. Students move to sit or work with their group in a shared space. • Teacher provides a challenge or problem to solve. This problem should have multiple solutions (i.e.: build the tallest structure you can with note cards and scotch tape). • Students work together to solve the problem. Teacher facilitates a debrief at the end of the activity (What was most difficult? Which solution was most effective? What skills did each person bring to the team?) 	<p>15-30 minutes</p> <p>At the end of a unit or the end of a week</p> <p>Integrated within a unit of study if the problem relates to academic content</p>

Our Ideas

