

MPS PBIS

Building Relationships with your students

Strategies and tips to build relationships with all
students, K- Grade 12.

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2012

Summary

It is essential to create positive relationships with all your students from day one and keep those relationships strong throughout the year. Contained within this document are strategies for getting to know your students and to strengthen your personal relationship and connection with all students. Some of these activities are used during the first few days of the school year, and some can be used throughout the year to continue to get to know your students.

Getting to Know Each Other Bingo

Each student receives a bingo board on next page. Board squares can be adjusted if needed (board is for high school students). Students then walk around the room and find a student that fits into each square. The student then signs that square. Students continue to walk around the room until they have a bingo or a completed board for a bonus.

Bonus: when a student finishes they yell at bingo. The game stops and this student must point out by name each student who signed their board. If student cannot do this, they are eliminated and game continues until next student has a bingo or completed board.



T	E	A	M
Find someone who has a pet	Find someone who has a same class as you	Find someone who knows what college they want to go to.	Find someone who knows what career they want after high school.
Find someone who plays a sport here (or wants to this year)	Find someone who is new to this school	Find someone who has an older sister.	Find someone who takes yellow bus
Find someone who went to Summerfest or another festival this summer.	Find someone who has traveled out of the state	Find someone who saw the same movie as you this summer.	Find someone who had a summer job
Find someone who has the same lunch hour as you	Find someone who is an only child.	Find someone who you have never met before	Find someone who has an older brother

Find someone who fits under any of the above. This student must sign their name in the box that applies to them. Each student can only be used for 2 boxes. A bingo is 4 in a row or diagonal.
 Bonus for a completed board.

Facebook Template

Have students complete Facebook template about themselves on the first day of class. Prompt students to complete with their real, personal information and that these will be displayed so everyone can get to know each other in this class.

Teacher should also complete a template and share theirs with the students. Once completed, they should be collected. Take time to look through them so you get to know the students.

Completed sheets can be posted on a classroom bulletin board or put into a binder to create a classroom “Facebook Group.”

Encourage all students to look at bulletin board in or in the binder to get to know their classmates better.

IS

Your Name

Status

Wall

Info

Boxes

What 4 of my friends
would say about me:

_____ Wrote

_____ Wrote

_____ Wrote

_____ Wrote

Birthday

Home Address/
Phone #

Relationship Status

Favorite Class

Favorite TV Shows

Favorite Movies

Favorite Music

Favorite Quote

Favorite Candy

E-mail

Describe
yourself in words

Upcoming Events /
things to do/ goals

Recent
News
about you

Activities
you enjoy

My Picture

Someone I Love/ Care
About

Picture / description of you
in 10 years

Morning Check In

Elementary School:

At the very beginning of the day have students sit in a circle (can stay at desks if space is an issue).

Ask students how they are feeling today.

Students raise their fingers 1-5. 1 is great, 2 is okay, 3 is fine, 4 is not good, and 5 is angry.

Ask a few random students why they raised a certain finger. Note any students who raised a high number that you don't call on so you are able to talk to them one-on-one.

Pick a random student to start and have them high five the student to their right and say "Good Morning" with the student's name. The next student then goes to their right, and this continues until all students have gone. If students are not sitting in a corner, can adjust to your needs.

Middle/ High School Adjustment:

At beginning of class have students raise a finger on how their day is going so far, not needed to sit them in a circle.

Have students high-five or give each other a handshake and wish the next student a good class period of learning, or something else.



Random Questions

Students take turns rolling a dice and answering the question that the dice roll corresponds to.

Questions can be adjusted for the time of the year (in September have questions about what they did over summer, in February have questions about winter favorites, etc).

Can take time and have students do questions as a whole class or attach the dice roll to something within the class structure. If a student wants to go to the bathroom, they have to first roll the dice. Grab random students as they enter class and have them roll dice. If a student turns in homework late, etc.

Teacher can also participate in questions with students, so students get to know the teacher.

Example questions:

- 1) What is one thing you are really good at outside of school?
- 2) What is your best subject in school?
- 3) What accomplishment in your life are you most proud of?
- 4) What do you want to be remembered for?
- 5) What are you best at in school or outside of school?
- 6) How do you feel when you are successful at something?



Soundtrack To Your Life Activity

- The students imagine that they are making a movie about their lives and are in charge of creating the soundtrack and CD cover art.
- All students get a copy of the sheet on the following page
- Students then draw what the cover art to the soundtrack would look like (using colored pencils or markers if available).
- On the bottom of the sheet they select the soundtrack by picking 12 songs that would be on their soundtrack.
- Students should select songs that mean something to them or their lyrics are similar to their own lives, don't just select their favorite songs that have no meaning to them.
- Teacher should create a list for themselves and share with class first.
- Finished CDs can be displayed or put into a classroom binder for all to view and learn something about each other.

Additional Steps if Desired:

- Students pretend their life and soundtrack are becoming a movie and they write a quick synopsis or summary of the movie.
- Students write a paragraph on why they selected the various songs
- Survey the students and see if there are certain songs a lot of people chose and why so many people chose the same songs.



CD Soundtrack Cover Art

CD Track List

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Ice Breakers:

Random Ice Breaker questions can be used to get to know your students or provide a brain break in the middle of an instructional period. These questions should be a mix of silly questions and questions that let the students tell a little bit about themselves. They can be used randomly as a quick brain break from instruction or can be used in a structured time period in which all students share and get to know each other.

Questions can be cut up and put in a bag and students randomly draw.

The teacher should also answer some of the questions.

Random Ice Breaker Questions to ask students:

What super-power would you most like to have?

What ice cream flavor would you like to invent?

What celebrity would you most like to meet?

What was your favorite children's book?

When you were a kid, what did you want to be when you grew up?

If you lost your sense of smell but could only pick 3 things that you would still be able to smell, what 3 smells would you pick?

What's your biggest pet peeve?

What would you do if you didn't have to go to school?

How would your best friend describe you to someone you have never met?

Who is the person you respect the most? Why?

What is on your refrigerator?

How do you want to change over the next 5-10 years?

What would your Wrestler name be? Why?

You are stranded on an island. What three things will you take with you?

If they made a movie of your life what actor would play you?

What two things are you very good at?

What two things are you really bad at?

What would you most like to be remembered for?

What place in the world would you most like to visit? Why?

What would be your dream job?

If you opened a restaurant, what would it be like?

Are you a morning person, or a night person?

What is your biggest pet peeve?

Which bad habits of other people drive you crazy?

What is the strangest thing you have ever eaten?

If you had to eat a rat, how would you cook it?

What are three words that best describe you?

What accents can you imitate?

Why doesn't McDonald's sell hotdogs?

If you could have dinner with one person (dead or alive) who would it be?

What is the difference between a care-giver and a care-taker?

If you were president, what new law would you make?

Do bald people get Dandruff?

Why do they put holes in crackers?

What are the handles for corn on the cob called?

Why are the numbers on a calculator and a phone reversed?

What disease did cured ham have?

If you were the weather, how would you describe yourself?

Name _____

Date _____

Bio Poem Handout & Sample

Here are directions for creating a bio poem. Use the back of this sheet to write your own poem.

I, (your first name)

Four Adjectives that describe you

Sibling of....(or son/daughter of...)

Lover of....(three things, people or ideas)

Who feels...(up to three items)

Who needs...(up to three items)

Who fears...(up to three items)

Who would like to see...(up to three people, ideas or places)

Am a resident of...(city, state)

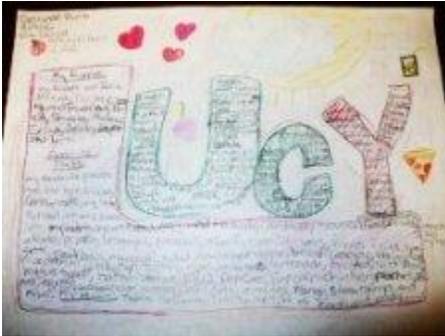
Welcome you to my poem.

Sample Poem:

I, Bob,
A boy, tall, funny, happy
Son of Mom
Lover of animals, sports, food
Who feels nervous
Who needs, money, another vacation, less homework
Who fears spiders, heights, aliens
Who would like to see Pedro Martinez, Drew Bledsoe and Jim Carey
Am a resident of Fall River, Massachusetts
Welcome you to my poem.

Ways to get to know your students

Introductions: Name Poster



What you'll need: 8"x10" white paper, crayons, colored pencils, markers old magazines & newspapers, scissors, glue

Give each student a 8.5"X11" sheet of white paper. Have all students write their name in BIG BUBBLE LETTERS. Try to fill up as much space as possible. Students should fill the letters with information about themselves. Topics including family members, friends, pets, favorite music or movies, hobbies, goals, foods, sports, etc. Can fill the letters with drawings, small photos, magazines pictures, etc. Display posters on bulletin board and/or have students share them with class out loud. As the teacher, you should also create a poster to show as an example and to share something about yourself with students.

Icebreaker: ME Page

What you'll need: ME Page (next page), (crayons, colored pencils optional if you want to do this in color for a brighter display)

Students complete the ME Page with their answers for each question. Can be done in pen or colored pencil/ crayon for a little more color. Have student share 3 answers with a partner then the whole class meets together and everyone introduces their partner to the rest of the class and one of the things about them. ME Page can then be put on a bulletin board or stapled/ bound together to form a class book with information about everyone in it.

The "ME" Page

My Name:

Three words which describe me best:

Three words others would use to describe me:

My best feature:

My favorite expression:

My best friend:

My favorite food:

A chore I hate:

Something I wish would happen at my home:

My hero:

My favorite sport:

A car I want:

The best thing about my school:

My biggest secret:

A television character I like:

My worst fear:

A contest I'd like to win:

My favorite movie star:

A political office I'd like to hold:

Something I'd like to buy:

My dream career:

My favorite beverage:

A place I want to visit:

A school subject I like:

My favorite book:

A nightmare I have:

Someone I would like to have as a relative:

A movie I would like to star in:

Something I would like to do for my family:

A teacher I respect:

What I would do if I were in Hollywood:

A friend I would like to have:

What I would do to change our school:

My dream for America:

Multiple Intelligence Survey

What you'll need: Copy of Multiple Intelligence Survey (PDF) , explanation of multiple intelligences (PDF)

Have students complete a copy of the Multiple Intelligence Survey and have them compute their numbers. As a class discuss the different learning styles and why they are important: visual, auditory, and kinesthetic/tactile.

Personalized Nametags

Have students create a personalized nametag with things about themselves on it. Name tags can be wide paper folder in half to create a “tent” to stand.

Learning About Each Other

In this you will go around to all students to learn their name and something about them. This is done out loud as a whole so everyone gets to learn something about each other. At the first student's desk, extend your hand, introduce yourself and tell the class one of your favorite activities, sports, games, etc. The student must then tell you his/her name and an interesting personal fact. Then go on the next student and introduce yourself again but give a new statement about yourself. Repeat the statement and then go back and repeat the first student's name and statement.

Student Information Cards to call for volunteers

On the first day of school, give students an index card to fill out while making a seating chart. Have each student write down their name, home address, phone number, the languages they speak and their interests (you can choose the questions). Then, put them into their assigned seats and have them add their row and seat number to the card. With this information, you can already start to call them by name. Later, use the cards to call on the students randomly. They know that when you get the cards out, they need to be prepared. If a student doesn't know an answer, turn their card over in the pile and make sure that you get back to them shortly.”

Name Anagrams

At the beginning of the year have students write an anagram of their name. Each letter should be a word or phrase that is a trait about them, an interest they have, or something unique about them they want to share. The teacher should make one for their last name to share with the students.

Special Students

Have every student decorate the outside of a small brown paper lunch bag with the things they love, hobbies, etc. Then, ask the students to place a clue inside the bag about something no one in the class would know by looking at them. After everyone is finished, the students go around the room and try to guess whose bags each one is. After the students have tried to guess, everyone gets a chance to explain their bag to the class. Students are able to see what they have in common with their classmates.

Detectives

Create stations (or a single Power Point) with clues (pictures and phrases) about you and your family, interests, hobbies, etc. (Things like a slide with a picture of a Panther because you went to UW-M). Have students go around room and look at clues (or sit in desk and watch Power Point slides). Then present students with a series of questions (Where did I go to college? What is my favorite movie? Am I married? Etc) Have students work in groups to decipher the clues and answer the questions.

Getting to Know You Collage

Draw or find pictures to make a collage of things you are interested in or things that are important to you. Students have to try to discover through the picture as many things about you as they can. Then ask them to make a collage about themselves. No words can be used. Only pictures.

Me In A Bag

At the beginning of the year, introduce yourself using 'Me In A Bag'. Put a few items that represent you in a large paper bag. In the bag, put things that are important to you or explain who you are (a paintbrush for an artist, favorite book, favorite food, pictures of family and pets, favorite CD). Each student then can have a turn to bring in his/her own 'Me In A Bag'.

Personalized Plates

Give each student a license plate template and tell them that they need to create a personal plate that best describes an important aspect of their character or who they are. They can only use 6-8 letters or numbers. They decorate their plates and explain why their choice of letters or numbers fits them. Post the plates around the room so they get to see what their classmates say about themselves.

Peer Interviewing

An activity that has students interview each other about how and why they are going to be successful in this class that allows students to practice their interviewing skills and get to know each other. Have students line up by birthday or height (easier) without talking; only communicating by hand signals. After they line up, divide the line in two and have them pair up with a person across from them. (This way you avoid friends interviewing friends.) Provide each group with the interview questions (see below or can adjust). They interview their partner and take notes. Have the students introduce each other by reading the interview and posting it on the bulletin board.

Sample questions:

What is your name:

What is your biggest strength that will help you in this class?

What is your biggest weakness you will have to overcome in this class?

What is something you will have to do to get an A in this class?

What is something the teacher will have to help you with to get an A in this class?

What is something you want to learn in this class?

What is something you are excited about this school year?

What is something you are worried about this school year?

Time Capsule

Each student creates their own time capsule that will be included in a classroom-wide time capsule. Each student answers a few questions on a sheet of paper (some predictions for the year, goals, etc) and a pre-test on the subject matter to be learned. These go in a cereal box, Pringles container, coffee can or something and are taped shut until the end of the year. They are opened at the end of the year and students get to read their answers and see their pre-tests to see all that they have learned.

Your opinion matters

All students need 3 cards. One card to say “Agree,” “Disagree,” and “Not Sure.” Or can use 3 different color cards representing those three answers. Or use thumbs up, thumbs down, or thumbs in the middle for the 3 answers. Students respond to each question with their opinion.

Option 2: Hang a sign in 3 corners or areas of the room reading “Agree” “Disagree” and “Not sure.” Students move to that area of the room in response to each question.

Ask all students a variety of questions and have them all answer. Count the results and discuss if you would like.

Ask a variety of questions serious and not serious such as:

Vanilla is the best ice cream flavor

Alcoholism is a serious problem amongst teenagers

Students here get too much homework

Dice Roll Questions

Have 6 questions on the board or projector and have students take turn and roll a dice to see what question they have to answer.

Some example questions 1) What is one thing you are really good at outside of school? 2) If you could be anything for Halloween what would you be? 3) What accomplishment in life are you most proud of? 4) What do you want to be remembered for? 5) How do you feel when you are successful at something? 6) If you could make one rule that all teachers had to follow, what would it be?

Alphabet Game

Give all students a topic (Halloween or something more serious) and put them in groups. Each group takes a piece of paper and writes the letters A-Z down the left margin. Each group then brainstorms words or phrases that start with each letter of the alphabet that fit under the topic. (For example C for Candy or Scary Movies for S)

Sentence Completion

Have some object students can toss around the room (a soft ball). All students stand in a circle. One student starts with the ball. This student throws the ball towards another student. While ball is in the air, the student says a word that will start the sentence (all words must be clean). The student who catches the ball then throw the ball, says the first word and adds a word. The next student says both words and adds a 3rd word. This continues until you have completed a sentence. The student who completes the sentence, then punctuates the sentence with a period by stamping their foot on the ground.

Ball of String

You will need a ball of string (can be purchased at a Pick 'n Save). One student starts by hold the end of the string and the ball of string. This student takes the ball of string and says one goal they have for X (suggested to use a goal for this semester, this month, or this week). Student then tosses the ball of string to another student while continuing to hold the end of the string (this student will hold the string the entire time). This new student holds onto the string at the point they catch the string. This person then says their goal and passes the ball of string. Continue to pass string around while holding it at the end until all students have passed the ball around. You will now be able to see a web of how all their goals are connected. You can also have the students each say something positive about themselves or someone else when passing instead of saying one of their goals.