

SPREAD THE WORD

YEARS 10–12

Aim

Students will be able to think about kindness, supportiveness for difference and respect, and how having these values reflected in our actions can increase safety in a practical way.

Description

The school has a set of values that have been highlighted as being important. These values can add to safety for all students.

Values come alive when they are translated into actions and reactions.

Resources

Chairs

X-charts

Activity steps

1 Introduction

Talk with students about the school values and where we can locate a copy of them. Ask students what values are and why we use them.

Encourage the idea that values can be seen in what we do.

Introduce three key values for safety:

- kindness
- supportiveness for difference
- respect.

Note: one or more of these three topics may be in the school values

2 What do we think?

Locate a space where the students can assemble two circles of paired chairs. One circle of chairs is inside the other so students are in pairs facing one another. Tell students the final result of rearranging chairs can look like a donut. (This can also be done standing up.)

Inform students there will be three rounds of conversations with different people. Each conversation will let both students think about how to show a value using certain actions, behaviours or approaches.

Encourage the pairs to have equal time and only interact with their current



partner.

- **Round 1: Respect** How can they tell that someone respects them? What do they do or say? How can they show respect for others at school? Students take turns to share their ideas with their partner.
- Signal when the 2-minute conversation is to finish.
- Ask each student in the outer circle to stand and move four seats in clockwise direction to create a different pairing.
- Ask students to take turns reporting the ideas they and their previous partner had about 'respect' for 2 minutes.
- Have students make some notes after listening. They can enter these notes on their device or jot down 5–10 keywords from the ideas shared about respect.
- Signal for the students in the outer circle to move one seat in a clockwise direction, taking their device or notes with them.
- **Round 2: Support and kindness** How can people show kindness and support others at school?
 - Repeat the process for Round 1.
- **Round 3: Accepting difference** How do they know that differences are accepted in the school (eg the physical set-up, the programmes that are in place, what people do or say in class and the playground)? How can students show that they accept other people's differences at school? What do they do and say?
 - Repeat the process for Round 1.
- **Debrief**
 - Debrief either while students are in place or once they go back to their usual places.
 - Ask if students have gained some ideas on how values can become actions and how actions can be read or understood to mean a value.

3 Spread the word

Form groups of 4 students around each value.

The group members will each use the X-chart handout or record the group's ideas on what the value can:

- look like
- sound like
- feel like



- think like.

Students can also use the more detailed questions on the X-chart to help their conversation with the group.

4 Present back to the class

Allow each group an opportunity to present back their X-chart to the class.

5 Reflection

Summarise for the class how demonstrating each value can contribute to overall school safety.

Pose the question: Are all these safety values real and present for students in our school?

Possible further activity

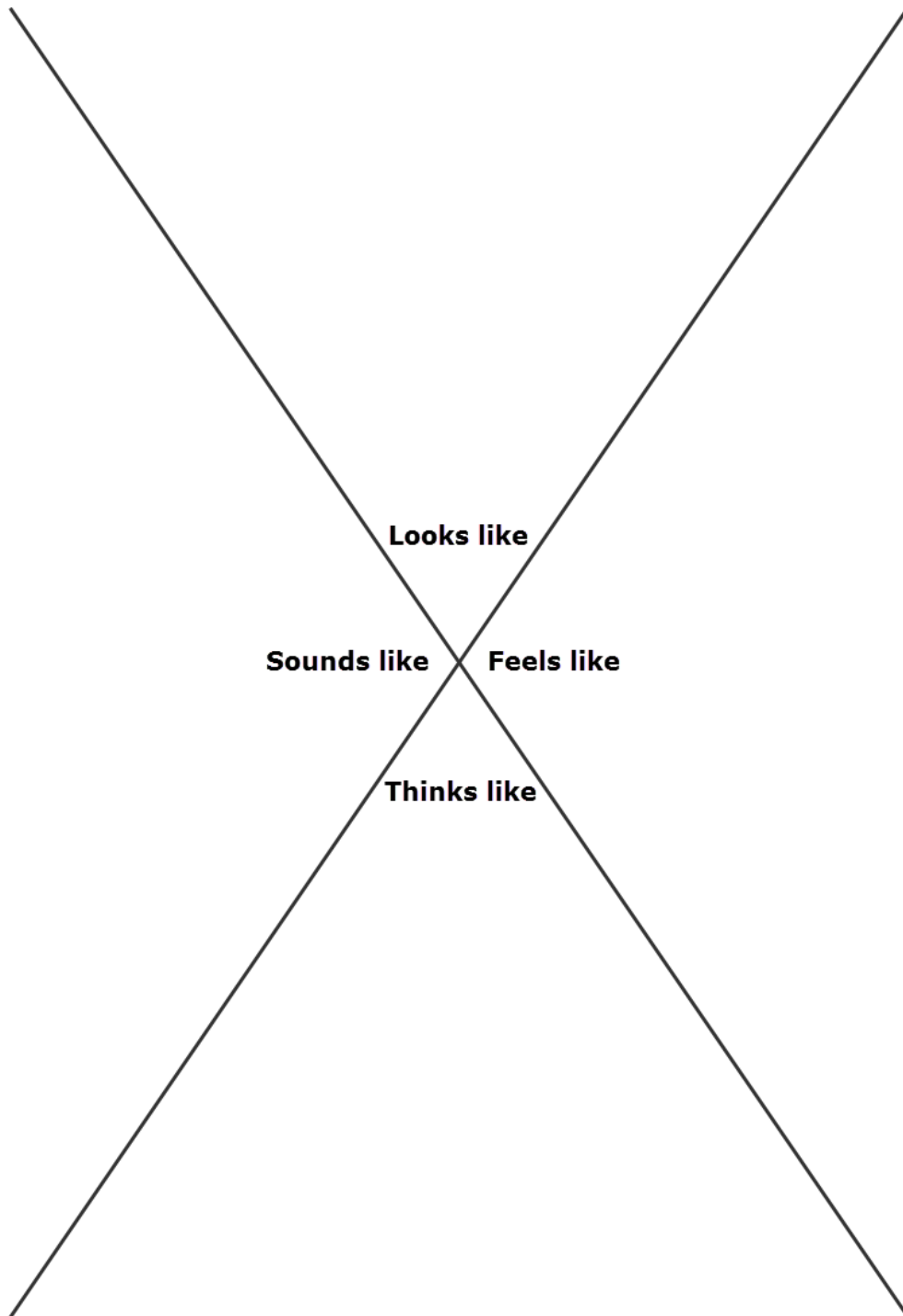
Consider extending the activity by asking each group for ideas to communicate these values and what they look like to the rest of the school. Use a report, a cartoon, an online story or a character who portrays each value.



X-CHART

Spread the word handout 1

An X-Chart helps people to brainstorm and build on ideas and concepts. It draws on the two senses of sight and hearing, coupled with emotion (feelings) and self-talk (thinking).

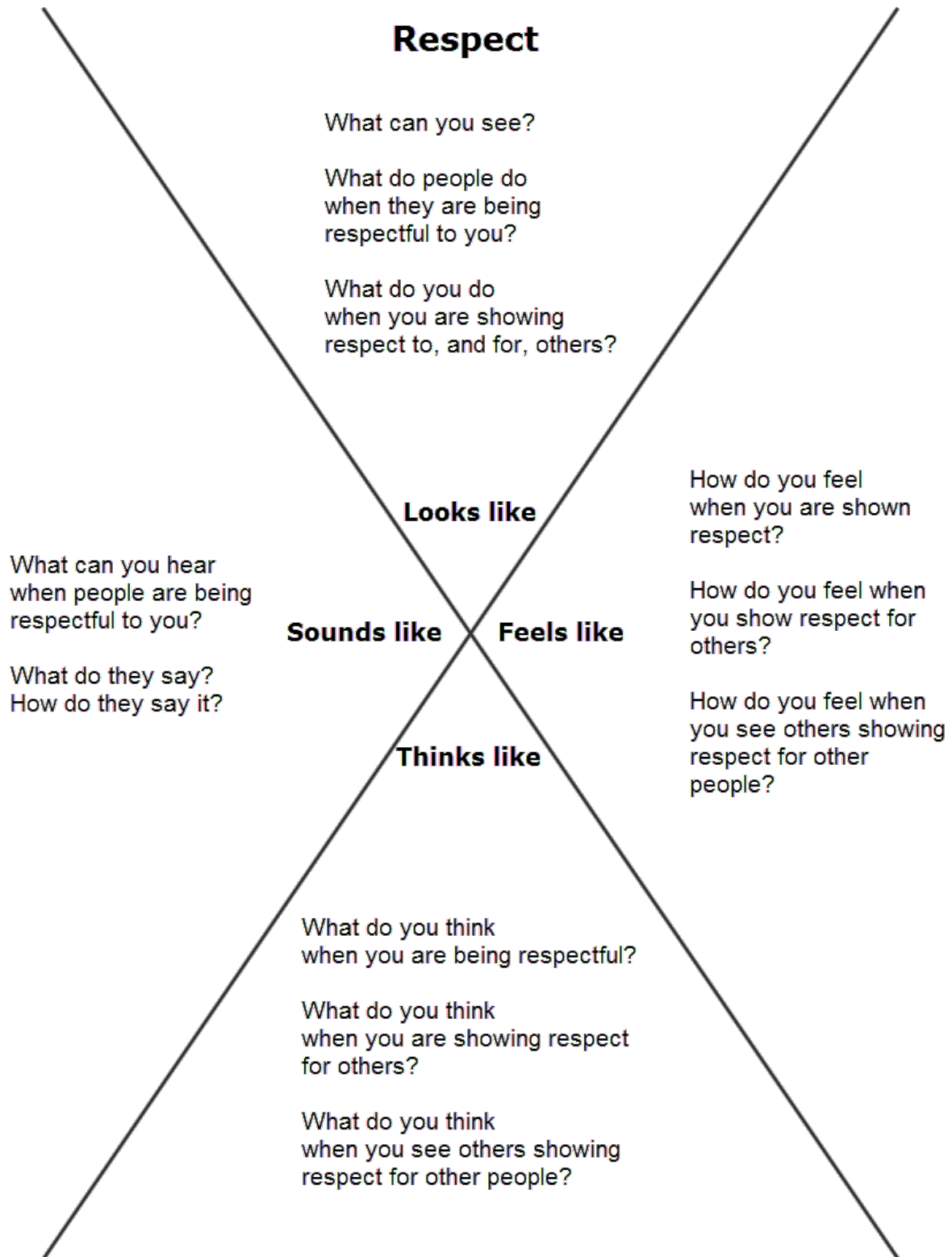


McGrath, H & Noble, T 2010 Hits and Hots: Teaching + Thinking + Social Skills, Pearson Australia



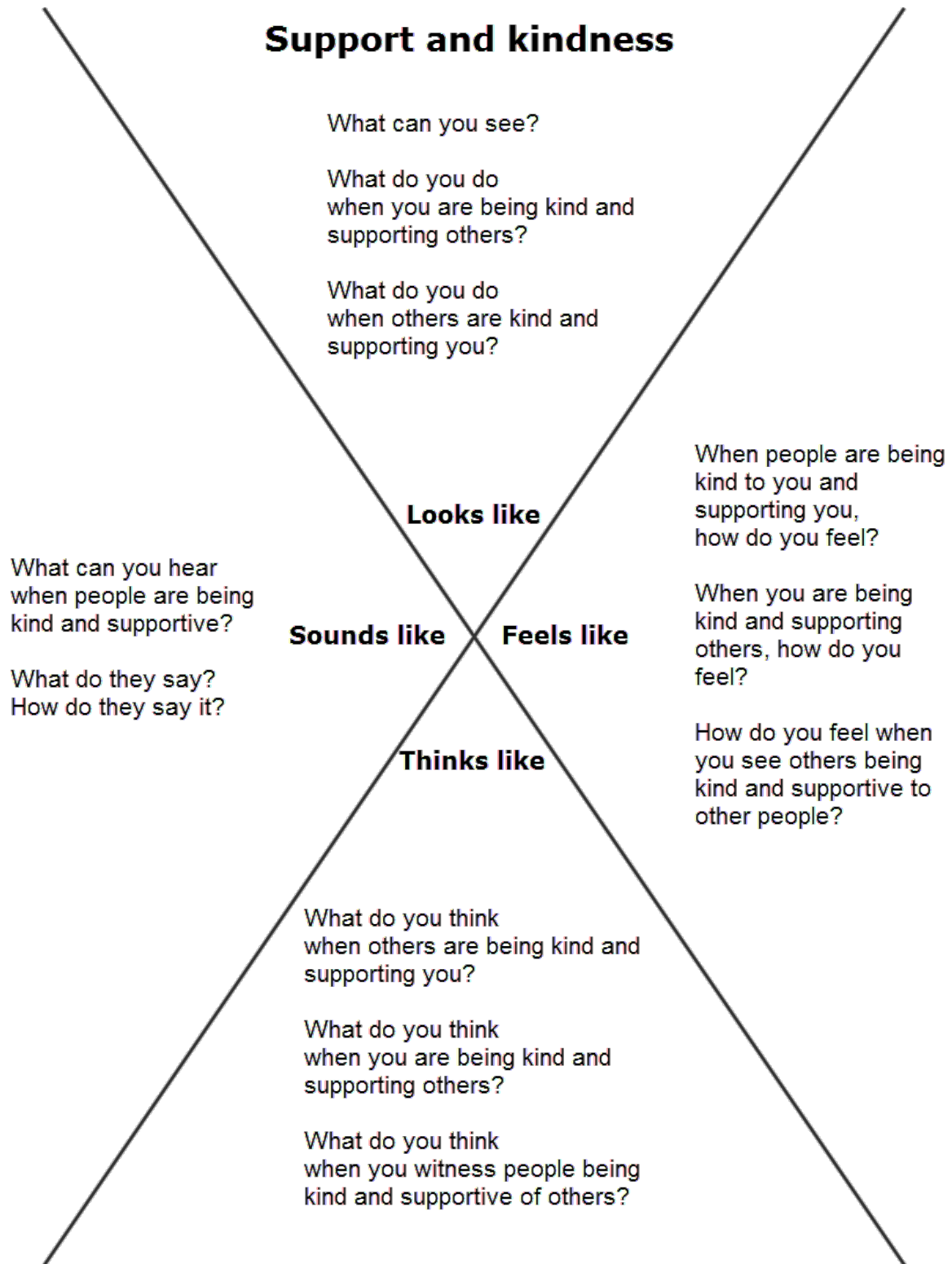
X-CHART: GUIDING QUESTIONS

Spread the word handout 2



X-CHART GUIDING QUESTIONS

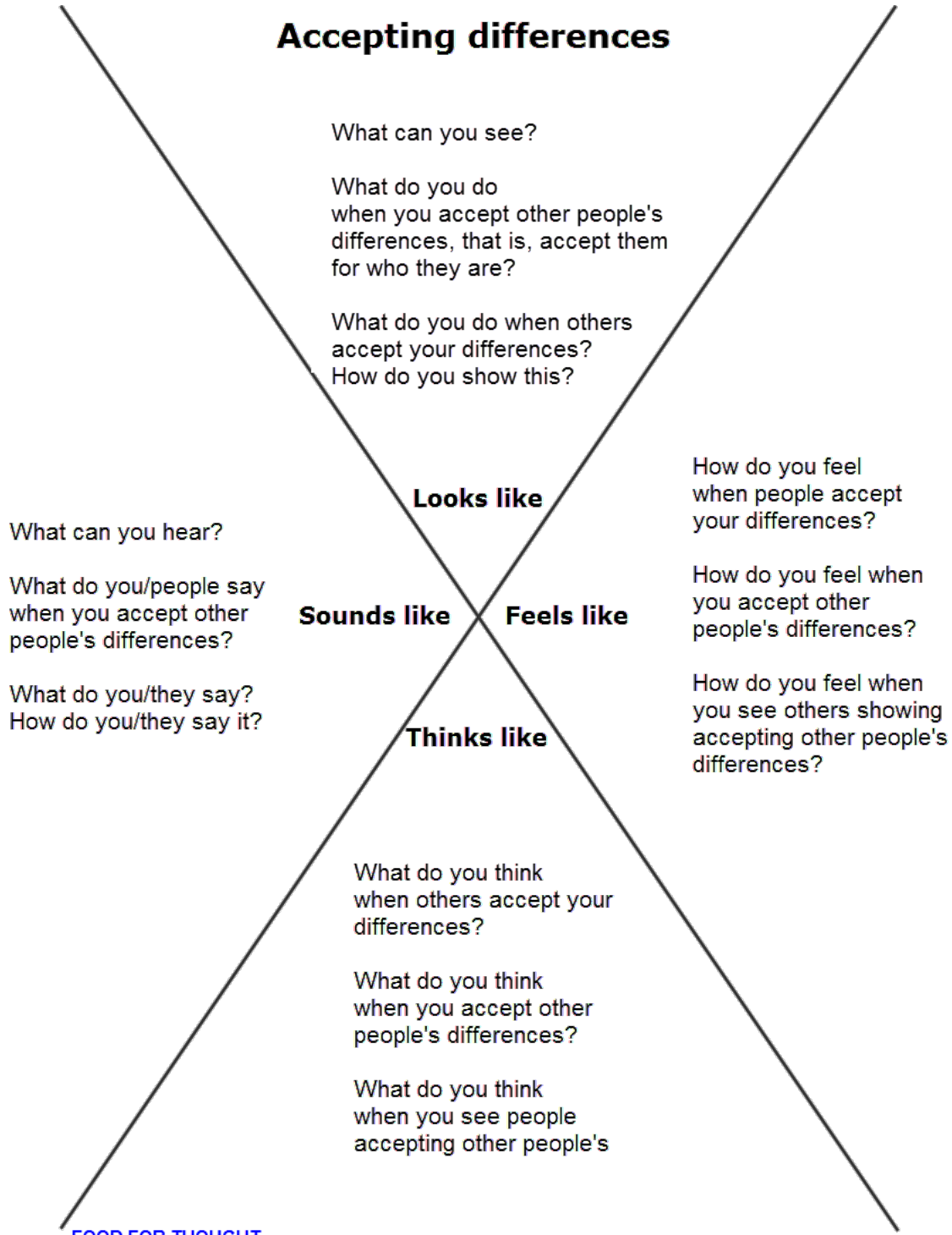
Spread the word handout 3





X-CHART: GUIDING QUESTIONS

Spread the word handout 4



FOOD FOR THOUGHT

Accepting differences includes: opinions and preferences; academic and physical abilities; race, cultural and religious background; gender and sexuality ... We are all unique individuals. How else might we differ?





THE DOUGHNUT ACTIVITY

Spread the word handout 5

The doughnut activity is a simple way to enable students to have a short, sharp, structured conversation about a given topic with several people. This strategy can be used to share and develop ideas about a specific topic. Students practise and develop active listening skills: listening to their partner's ideas, paraphrasing, asking questions of clarification, etc.

Procedure

1. Arrange chairs in two concentric circles, the inner circle of chairs facing out and the outer circle facing in.
2. Working with the partner they face, students take turns to share their information or ideas (in response to the facilitator's stimulus), ask questions and if necessary seek clarification. Each student speaks for 1 minute, then the pair takes 1 minute to clarify any ideas expressed, if necessary (3 minutes in total).
3. When the facilitator signals, students in the outer circle move a specified number of places in a clockwise direction. With their new partner, they paraphrase their previous partner's ideas.

These steps can be repeated

