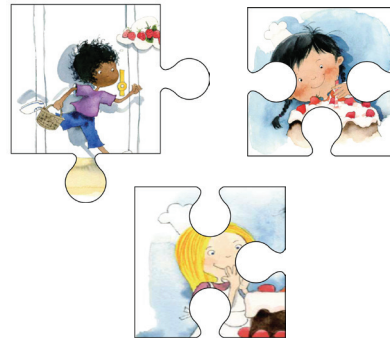


**Years 1/2/3**  
30-40 mins  
**TEACHER**

# We are a team!

## Every puzzle piece is important



### WHAT YOU NEED

Heading title template cut out.  
Pencils and coloured crayons. One jigsaw piece template per child - these can be pre-cut for younger children.

### KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

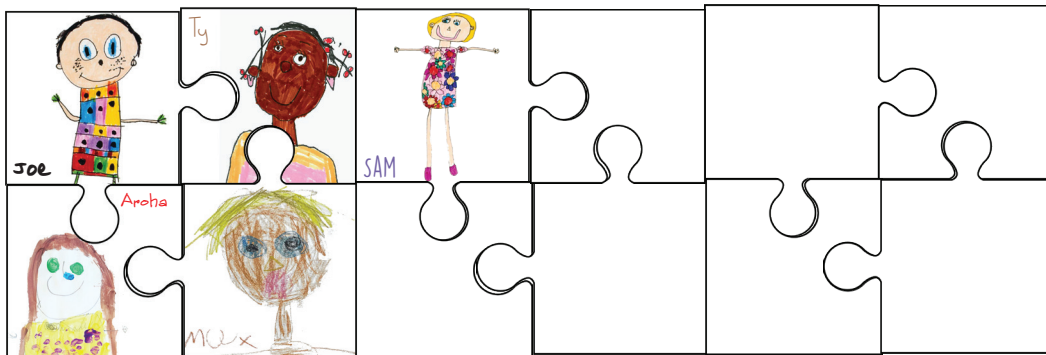
### VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	✓
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	✓

### INSTRUCTIONS

1. Prepare the items listed above. For younger children, prepare the templates by cutting them out.
2. Explain that everyone contributes something different and special to a team. All members of a team are as important as each other.
3. Ask the children to name some of the things that they are good at.
4. Ask each child to draw a picture of themselves on their puzzle piece with their name. For older children, ask them to also write a word that describes something they are good at.
3. Display the heading title on your classroom wall with the puzzle pieces underneath.

**In this class we are a team!**





In

this

class

we

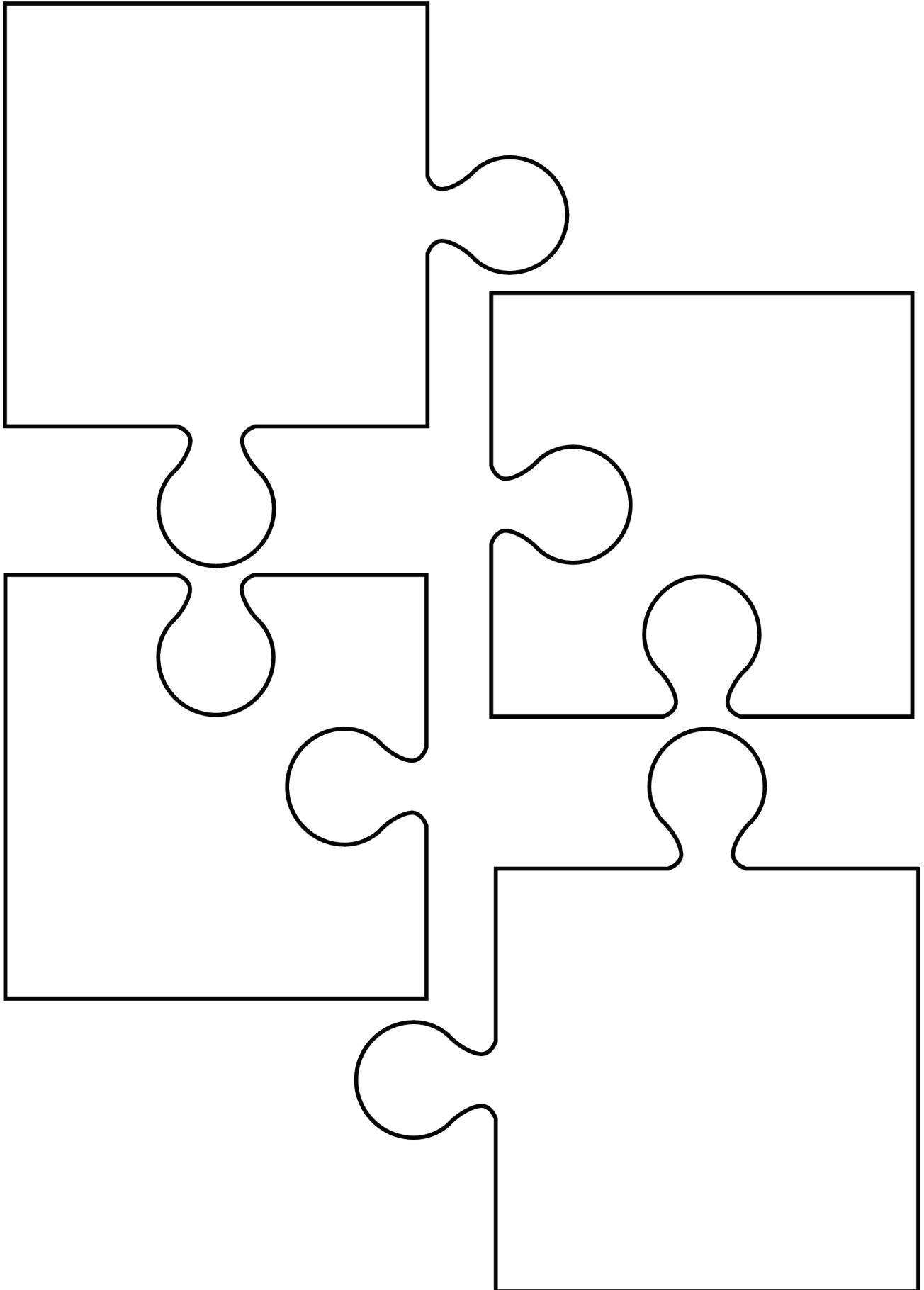
are

a

team!



Cut out the puzzle piece templates



Cut out the puzzle piece templates



Years 1/2  
30-40mins

TEACHER

# Our Class Story



Care and  
Consideration

## WHAT YOU NEED

**Our class story** - Display this on a large screen or print enough for children to share (1 between 2).

**My story** - Printed, one per child.

## KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

## VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	✓

## INSTRUCTIONS

- Our class story.** This should be read out loud as a class. Where there is a picture, children should take it in turns to say the word that the picture shows. For example: Little Red Riding Hood, Kite, Tree, Knight or Gingerbread Man. The idea is for the reading of the story to be shared amongst the class - reading it as a team.
- My story.** As an extension to the first activity, children can now create their own story, by drawing the characters they would like to see in their version of the same story.





# Our class story

## about teamwork

Take it in turns to read this story about teamwork as a class



was flying a



on the edge of the forest when a big gust of wind

blew it high into the air. It floated up into the sky and landed high in a



pulled and pulled, but it was stuck! Just then,



walked past.

"Can I help you to pull the



out from the



?", he said.



and



pulled and pulled but the



stayed stuck!

Hearing the noise,



came over to see what was happening.

"Can I help you to pull to pull the



out from the



?", he said.



and



and



pulled and pulled together and the



flew out of the



. "Thank you so much for helping me",



said.



# My story

about teamwork



Who is in your story? Create your story by drawing your own characters.

was flying a  on the edge of the forest when a big gust of wind

blew it high up into the air. It floated into the sky and it landed in a  .

pulled and pulled, but it was stuck! Just then,  walked past.

"Can I help you to pull the  out from the  ", he said.

and  pulled and pulled but the  stayed stuck!

Hearing the noise,  came over to see what was happening.

"Can I help you to pull to pull the  out from the  ", he said.

and  and  pulled and pulled together and the 

flew out of the  . "Thank you so much for helping me ",  said.



Years 2/3  
30-40mins

TEACHER

# Our Class Story



Care and  
Consideration

## WHAT YOU NEED

**Our class story** - One copy printed to be passed around the class.

## KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

## VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	✓
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	✓

## INSTRUCTIONS

**Our class story.** Depending on the writing ability of each child, you may need to support them as they form

1. their idea or write the words for them. Children will need to follow along as the story is written, so that they can be thinking of ideas for their turn. Encourage some funny ideas.
2. Once completed, read the story aloud, acknowledging which child has written each part.

Example:

Once upon a time there was... a monkey named Charlie

who liked to wear a purple hat. He would eat pizza for breakfast

and sausages for lunch. He slept in a bucket

and his best friend was a duck named Popcorn.





# Our class story

written together

Take it in turns to write an idea to create a story together.

Once upon a time there was...

Blank writing area consisting of ten horizontal white bars for writing.



12 blank writing lines for text entry.



Years 1/2/3

30-40 mins

TEACHER

# Team Challenge



Care and Consideration

## WHAT YOU NEED

**Activity stations set up** - 4 stations per team of 4 children. **Station 1:** table with Number Challenge. **Station 2:** table with Art Challenge. **Station 3:** table with Building Challenge. **Station 4:** designated area for Sport Challenge.

## KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

## VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	✓

## INSTRUCTIONS

- Children will play this game in teams of 4. Random selection is advised, to ensure that there is a mix of strengths and abilities within each team.
- A suggested activity sheet has been provided. Alternatively, you can select an activity of your choice to be completed at each station.
- Create a discussion about how every team needs people who are good at different things. For example, some people are good at drawing, some at singing, some at writing, some at maths, some at puzzles, some at building things and others at sports. Each team member is just as important as each other.
- Once the children are in their allocated team, ask them to discuss amongst themselves which team member will do which challenge. One team member is needed for each: Art, Maths, Building or Sport. In the event that there is an odd number of children, one child may complete 2 challenges.
- Guide the teams through the challenges - make sure they are following the rules and fully completing the activities to a suitable standard.

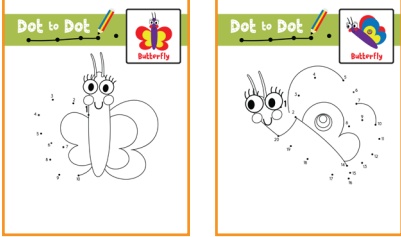
**The Team Challenge can be played in various ways, according to what will suit your class best:**

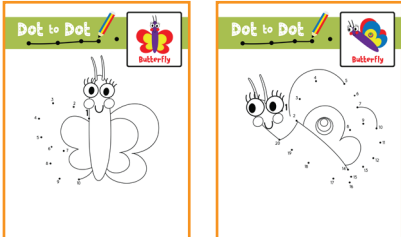
- A race** - played like a relay, where children will complete tasks in order, one at a time, before the next member can take over to complete the next challenge. The winning team is the first to complete all 4 of the challenges correctly, in the fastest time.
- Points** - points can be allocated to each team for how they complete the challenges and how much support they give to other members (e.g.: 4 points for finishing first, 4 points for taking the most care with a task, 4 points for supporting a team member).
- Activity** - challenges may be completed in any order and with no time restrictions - this removes any element of competition.

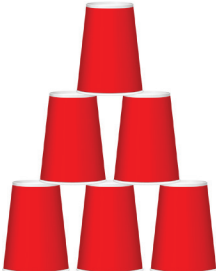





## Suggested Activity List

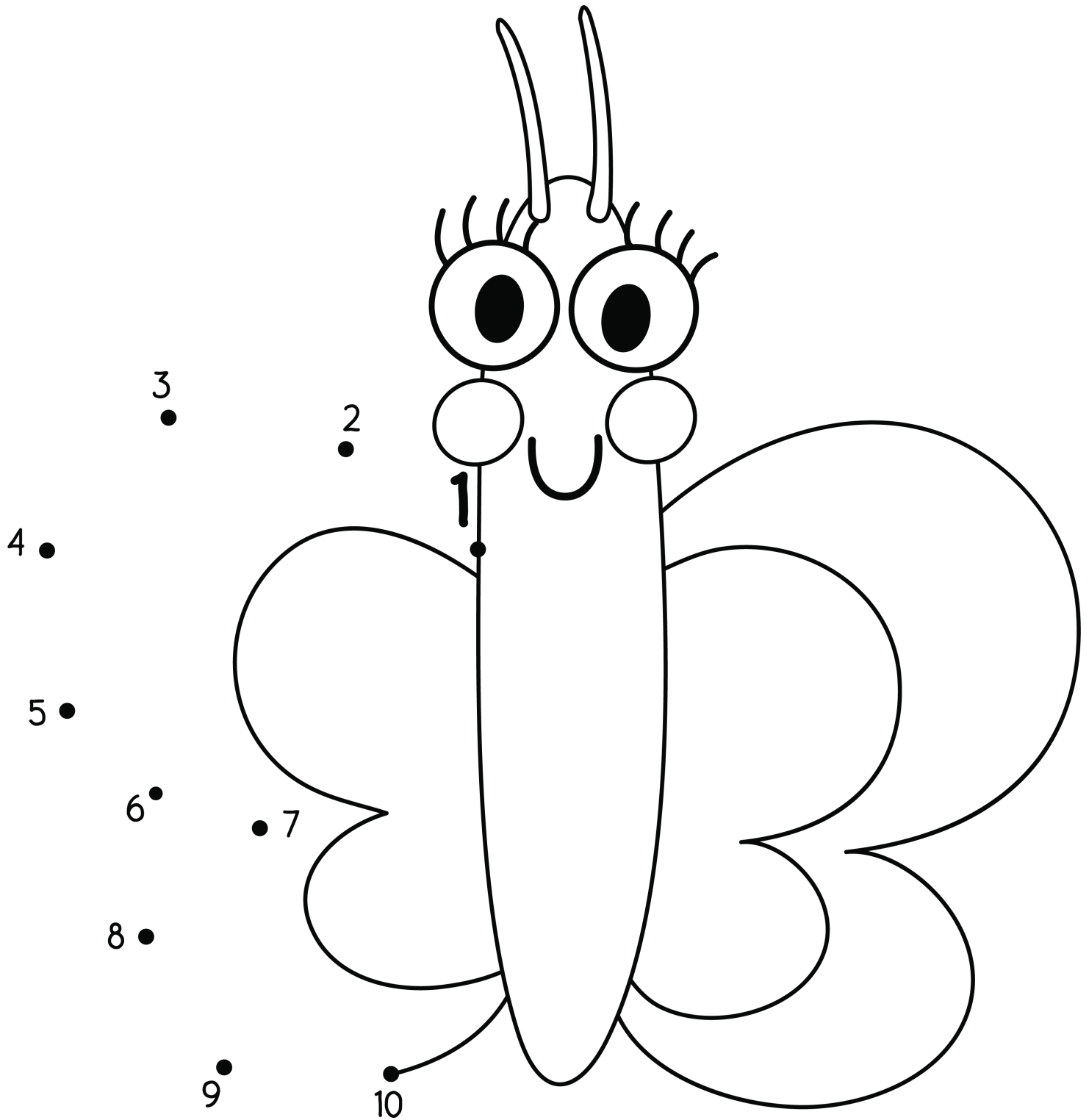
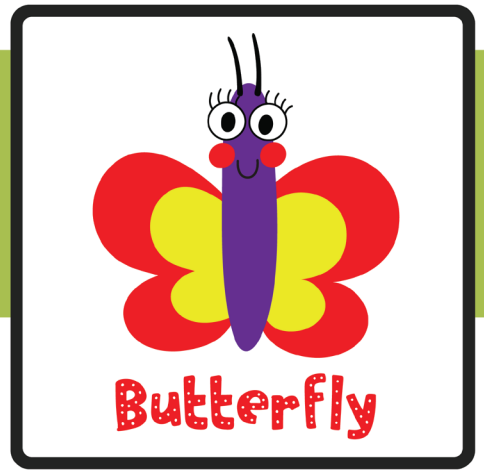
1 NUMBER CHALLENGE	
SUGGESTED ACTIVITY	 <p><b>Dot to dot activity (supplied)</b></p> <p>Number part only</p>
OTHER	<ul style="list-style-type: none"> <li>Counting activity</li> <li>Number matching</li> </ul>

2 ART CHALLENGE	
SUGGESTED ACTIVITY	 <p><b>Dot to dot activity (supplied)</b></p> <p>Colour the picture, like the example</p>
OTHER	<ul style="list-style-type: none"> <li>Colour by numbers</li> <li>Copy the picture</li> <li>Mirror art</li> </ul>

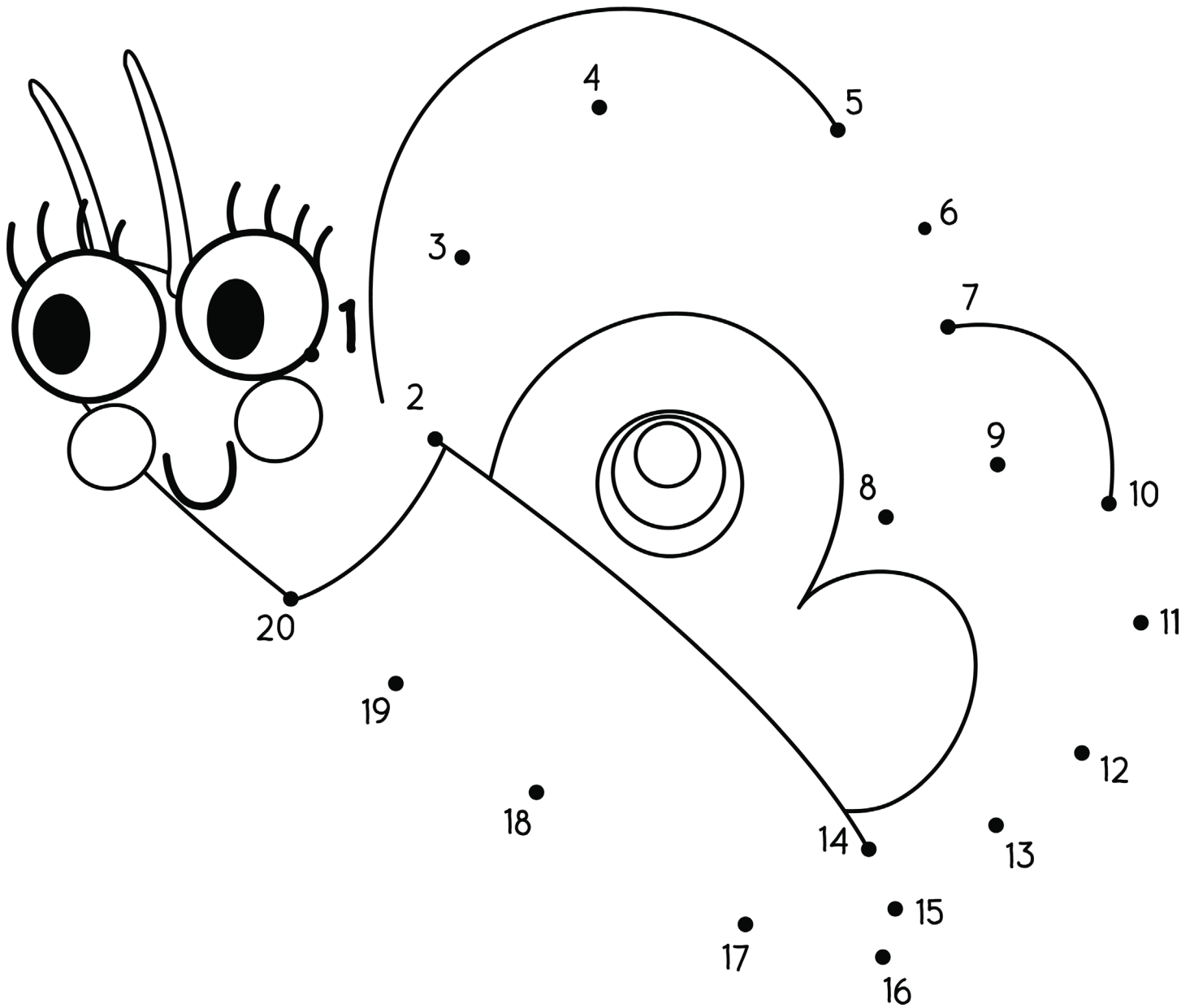
3 BUILDING CHALLENGE	
SUGGESTED ACTIVITY	 <p><b>Stacking activity: cups, cards or blocks</b></p> <p>(Years 1/2 - 6 cups) (Years 2/3 - 10 cups)</p>
OTHER	<ul style="list-style-type: none"> <li>Build something with lego</li> <li>Put something back together</li> </ul>

4 SPORT CHALLENGE	
SUGGESTED ACTIVITY	 <p><b>Sprint to the finishing line</b></p>
OTHER	<ul style="list-style-type: none"> <li>Star jumps</li> <li>Push-ups (Years 1/2 - 6)</li> <li>Skipping (Years 2/3 - 10)</li> <li>Hopping</li> <li>Hula hooping</li> </ul>

# Dot to Dot



# Dot to Dot





Years 1/2/3  
30-40 mins

TEACHER

# Follow the leader



Care and  
Consideration

## WHAT YOU NEED

Teacher resource: Enough chairs for the number of children. Upbeat music that you think your class will enjoy.

## KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	
Managing self	✓
Relating to others	✓
Participating and contributing	✓

## VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	✓

## INSTRUCTIONS

- For younger children:** Position the chairs in a circle. Once everyone is seated, explain the rules of the activity - Everyone will have a turn to lead a move, along to the music. Everyone else will follow in order one at a time. The person on the left of the leader will follow first, the person on their left will follow next, moving around the circle until everyone has had a turn, and you are back to the leader.

**For older children:** This activity can be completed without the use of chairs, with the children standing in a circle. For this, children may like to lead with a full body dance move they know (eg: the Floss dance).
- Demonstrate the mexican wave to help explain the rules.
- Repeat this until each child has had a turn.
- Create a discussion about what makes a good leader:
  - Listening to the other members of your team.
  - Giving clear instructions and making sure they are understood.
  - Motivating other members of your team - "You can do it!"

