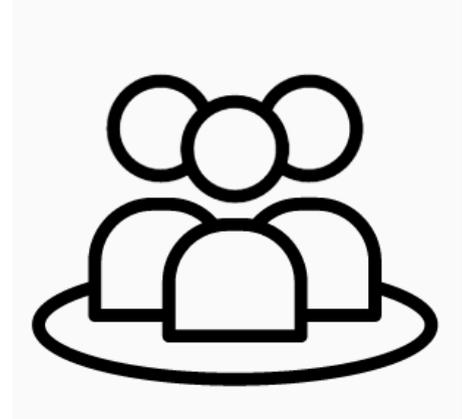


Unique things - Trust

EXPLANATION:

Trusting others requires one to share information about themselves and allow others to truly get to know each other. This can occur in a safe and trusting learning environment. In this activity students share unique facts about themselves with the group and trust others to accept and support their reveals.



YEAR LEVELS: Years 7–10

STUDENT GROUPING: Whole group activity

ACTIVITY LENGTH: 40 mins approx.

LINK TO CURRICULUM:

Health and Physical Education: Sequence of content F–10

Strand: Personal, social and community health

Being healthy, safe and active

Changes and transitions: Examine the impact of changes and transitions on relationships

Making healthy and safe choices: Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices

Strand: Movement and physical activity

Learning through movement

Teamwork and leadership:

- Practise and apply personal and social skills when undertaking a range of roles in physical activities
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams

Personal and Social Capability learning continuum

Social awareness element

- Appreciate diverse perspectives: Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Social management element

- Work collaboratively: Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

SCOPE OF TASK:

Trust and respect are two essential components of the classroom learning environment that should be felt between students and teacher and amongst the students themselves. Having knowledge of the people in the classroom, their interests, and characteristics supports predictability and integrity. Trusting the class group enough to share unique facts takes time and a feeling of security. The intent of the activity is for students to get to know their peers and feel more comfortable in their group setting.

1. Inform students that this is a trust building activity. Discuss with them some parameters for engaging in the activity and brainstorm best practices:

- How do we create a safe space for sharing?
- What are ways that we can be respectful of others and their life stories?
- We want to build trust between ourselves – how can we do that?

2. Provide the activity guidelines to the students:

- This will be a whole group activity
- Ask students to spend a few minutes thinking about facts about themselves that make them unique and individual. Encourage students to consider facts that others may not know about them. Some examples may include where they were born, allergies, languages spoken, talents, family history, hobbies, favourite things.
- Students are to choose one unique fact about themselves that they would be happy to share with others and that they trust the group to know about themselves.
- Students can write the fact on a slip of paper (optional template below)
- Once students have written their unique fact ask students to place their unique fact in a box in the centre of the circle space and sit around
- Moving around the circle each student has an opportunity to pick a unique fact out of the box and read it to the group
- People around the group try and guess who the unique fact relates to? The group can discuss what is unique about the fact, how it makes the person individual and special, and if anyone else shares a similar characteristic, experience etc. Remind students about respectful responses and sensitive sharing. Point out that these behaviours help to



strengthen inclusive practice which creates trust. Have students celebrate one another's unique selves, and make sure to reiterate the need to respect each other.

3. At the end of the sharing time reflect on the trust that was felt, built or questioned:

- How did you choose what unique fact you would share?
- Was it hard to share personal information?
- How does sharing unique facts build trust?

Note: This activity can be connected to the activity: Yarning circles – Compassion

RESOURCES:

- Template for writing unique facts (optional)
- Box
- Classroom carpet space

**A unique fact
about me is...**



**A unique fact
about me is...**



**A unique fact
about me is...**

