



GLOBAL GAME CHANGERS
STUDENT EMPOWERMENT PROGRAM

BACK TO SCHOOL TOOLKIT

Kick off the school year with low-lift classroom-ready activities that build culture, belonging, and positive habits from day one.



GET TO KNOW YOU

You and your students may already know each other, or this may be your very first day together. Either way, start by breaking the ice and getting to know more than just each other's names.

Students should work together and focus on teamwork and positivity, as well as the details that they are learning about one another.

BIRTHDAY LINEUP

Instruct students to line up in order of their birthday—January on one end of the room and December on the other. Before the game begins, you may want to ask your students some of the following prompting questions:

- What is the order of the months?
- How can you find out someone's birthday?

To make it harder for a second round, have students line up without talking

FRIEND, FRIEND, ANIMAL

(Played like Duck Duck Goose)

1. Walk through everyone's names in your classroom.
2. Have students sit in a circle.
3. Designate an "it" and introduce them.
4. It will walk around the circle, tapping each student on the head and saying his/her name.
5. When they get to the student they want to (or don't know their name), they say an animal name. Both students must chase each other around the circle as that animal.

WOULD YOU RATHER

1. Have students sit in a circle if possible.
2. Brainstorm and share (or use a book) for "Would You Rather" situations.
 - Do GGC themed would you rather for talents, hearts, superheroes, or superpowers.
3. Students who agree with the answer should drum on their knees, while students who disagree should wave their hands in the air.

FLYING SUPERHEROES

1. Have students write one interesting fact about themselves on a piece of paper.
2. Have them fold their pieces of paper into paper airplanes/flying Superheroes.
3. Together, all students should fly their superheroes across the room.
4. Each student picks up one paper airplane and reads it, then guesses the owner.

FOUR CORNERS

1. Place signs in the four corners of the room: "Little Big-Heart," "Acer," "Moxie," and "Pia."
2. Choose one student to start; have that student turn around (or blindfold them) while the other students choose and go to a corner.
3. The student who started then chooses a corner, and everyone who is standing in that corner must introduce themselves, then go sit down.
4. Repeat until everyone has introduced themselves.

CREATE CLASSROOM EXPECTATIONS

Setting the bar high means making sure that students know that you know they are capable. Work together to create, integrate, and agree to a list of expectations that both you and your students will be held to throughout the year.

Students should have a say in the expectations that they are being held to. In general, these lists should be no more than five items long, based in positive language, and focused on students' growth.

PUBLIC FORUM

Students are given a few minutes to gather their thoughts onto paper, then those who want to present their ideas have 1 minute (or however long you deem necessary) to explain them to the class.

A class representative should record all of the ideas for everyone.

At the end, the class comes together to vote/decide which ideas they like the best -or- you (the forum leader) choose which of the ideas make the cut.

DEMOCRACY

Students can either come up with a list of possible rules and expectations or choose from a predetermined list and vote on the ones that they think should make it.

Have them vote for their top 3-5 choices, then tally the votes and choose the 3-5 rules that received the most votes.

READY TO LEARN SPACES

Students can create their own Superhero Ready to Learn posters for different occasions, e.g., during work time, lecture time, lunch time, when visitors come to speak, when they travel throughout the school.



ROLE PLAY EXPECTATIONS

Work together to brainstorm what goes on in the classroom/school throughout the day in school. Ask 1-2 students to role-play how they think someone should act in that situation. Ask the other students to describe those actions.

Work together to create the rules based on what they have acted out.

BRAINSTORM CLASSROOM EXPECTATIONS

Follow the "Brainstorm Classroom Expectations" lesson available on the Educator Portal.

[Go to the Lesson Now](#)

CLIMATE AND CULTURE QUICK START

You may use these quick access, high value tools and resources to:

BUILD classroom community

FOCUS on helping others

GROW self-awareness

DEVELOP emotion management strategies

PREPARE your class for GGC language and culture

IGNITE GOOD!® JAR

Why: To build a culture of helping

- Introduce the Ignite Good! Jar as a Jar full of good deeds.
- Share the existing missions.
- Have students create new missions.
- Pull one and challenge students to complete it each week.
- Check in on their completion.

EMOTION MANAGEMENT CHART

Why: To develop emotion management tools

- Introduce the GGC Emotion Chart.
- Explore the emotions in each color and test out the strategies.
- Invite students to share their emotion or color in the morning.



ONGOING TALENT SHOW

Why: To grow classroom community

- Invite students to consider their talents.
- Have 2-3 students share a talent in front of the class each day until all the class has shared.
- Make sure to share your talent, too!

READY TO LEARN

Why: To build muscle memory for effective learning

- Review GGC's Ready to Learn Poster.
- Practice "ready to learn" actions.
- Explore "ready to learn" in other spaces (special area, field trip, etc.).



SEE EVERYONE AS SUPER POSTER

Why: To engage well with others

- Write "We See Everyone as Super" on the top of a poster.
- Write everyone's name down the left side.
- Brainstorm as a class something "super" about each student.
- Write it on the poster.

GGC YOGA

Why: To give students tools to calm down

- Review GGC Superhero Yoga in Emotion Management handbook.
- Work on 1+ poses/day.



BREATHING EXERCISES

Why: To give students tools to calm down

- Practice breathing exercises.
- Discuss when to use them.

CAPE THE HEROES

Why: To recognize leadership

- Invite students who act as good role models to wear your classroom Superhero cape.

