

# CASTLE: Roles & Responsibilities

45 minutes

## BIG IDEA

Responsibility

## MATERIALS

Pens / Pencils

## SPACE

Any Space

## OBJECTIVE

- To have students create the expectations (rules) for their group. This allows the students to be accountable for their behaviour and participation within the group.

## OVERVIEW

- Students will brainstorm expectations for their roles & responsibilities in the classroom.
- Students will discuss the ideas presented.
- Students will edit & refine ideas.
- Students will write final ideas on paper & sign their names
- Roles will be posted during meeting time for all to see.

## CORE COMPETENCIES

### COMMUNICATION

- Students will talk about ideas with peers & Facilitators
- Students will communicate roles by having them posted.

### THINKING

- Students will have to think if the roles & responsibilities are realistic & attainable.
- Students will have to think of consequences for breaking roles / responsibilities..

### PERSONAL / SOCIAL AWARENESS

- How do these expectations reflect who they are?
- How do these expectations reflect who they want to become?
- How do you take ownership of these expectation?

## DISCUSSIONS

- Do the roles and responsibilities follow the driving force of **CASTLE** (Character, Awareness, Strength, Tenacity, Leadership & Empowerment) ?
- Can these roles & responsibilities be used outside of this program?
- Can we add to charter if different situations come up?
- How do we enforce the charter?

# CASTLE:

**BIG IDEA**

**MATERIALS**

**SPACE**

**OBJECTIVE**

**CORE COMPETENCIES**

**DISCUSSIONS**

**OVERVIEW**

# CASTLE: Defining CASTLE

30 minutes

## BIG IDEA

Expectations

## MATERIALS

Pens / Pencils

## SPACE

Any Space

## OBJECTIVE

- Have students define the words in the acronym CASTLE.

## CORE COMPETENCIES

### COMMUNICATION

- Students will define the words in the acronym
- Students will share traits and examples of each of the words.

### THINKING

- Students will use critical thinking to define the word in their own terms.
- Students will use critical thinking to give examples of each of the words.

### PERSONAL / SOCIAL AWARENESS

- How do I fit into these traits
- How do I plan to grow within this group

## DISCUSSIONS

- **Is there any of these traits that are not clear?**
- **How do you plan to build these traits within yourself?**
- **Why are these traits important?**
- **Who helps you build these traits?**

## OVERVIEW

- Read the dictionary definition of each of the words in CASTLE
- Have the students come up with their own definition of the word.
- Come up with specific examples that could help define the word

# CASTLE: Ball Tag

60 minutes

## BIG IDEA

Teamwork  
Leadership

## MATERIALS

Ball

## SPACE

Gym

## OBJECTIVE

- To have students develop and understand concepts of team work through modified games of tag

## DISCUSSION

- What were some challenges you found in this game?
- How did you use teamwork to succeed?
- Could you explain the rules of the game to a friend who has never played before?

## CORE COMPETENCIES

### COMMUNICATION

- Students will need to work together to create success for their own teams

### THINKING

- Students will need to think of strategies that will allow them success

### PERSONAL / SOCIAL AWARENESS

- How were you able to have success in this game?
- What were some good strategies to use?
- Can this game be played by all individuals?

## OVERVIEW

- The "it" team will start off with the ball and try to tag students
- You can only tag with the ball and you are not allowed to throw the ball
- If you are in possession of the ball you are not allowed to move, pivoting is okay
- If you don't have the ball you are allowed to move
- Once you are tagged you join the team that is "it"
- If you go of bounds you are now also it
- Play until everyone has been tagged

# CASTLE: Stop Motion Movie

45 minutes

## BIG IDEA

Empathy

## MATERIALS

Phone / Ipad  
Stop Motion Studio  
Clay  
Various objects

## SPACE

Any Space

## OBJECTIVE

- To have students create a stop motion movie / story that revolves around the theme of empathy. The students will portray empathy using existing technology in a new way.

## OVERVIEW

- Students will be given various objects & clay to act out their stories.
- Students will create a short script that revolves around empathy that incorporates their objects.
- Students will use phones/ ipads with a free stop motion app to create their movies.
- Students will present & discuss their movies with the group.

## CORE COMPETENCIES

### COMMUNICATION

- Students will write a script incorporating the theme of empathy
- Students will present their movie to the group.

### THINKING

- Students will use critical thinking to develop their storyline and shots for the movie.
- Students will use creative thinking to style their movies.
- Students will use creative thinking to come up with characteristics for their various objects and clay

### PERSONAL / SOCIAL AWARENESS

- Is this a story connected to themselves or someone they know?
- Is this a trait that they identify with?
- How do you react to the stories?

## DISCUSSIONS

- What is the difference between empathy and sympathy
- How can you be more empathetic in you life?
- Where have you seen empathy? (home, school, society)
- Who can you talk to if you can't help in a situation?

# CASTLE: Survival : Lost at Sea

20 minutes

## BIG IDEA

Social Awareness  
Leadership

## MATERIALS

Group Handout  
Individual Handout  
Pens / Pencils

## SPACE

Any Space

## OBJECTIVE

- To have students resolve problems peacefully, empathize with others and appreciate their peers' perspectives.
- To have students create and maintain healthy relationships.

## OVERVIEW

- Students will collaborate and share ideas with one another
- Students will take turns and practice listening skills
- Students will present final ideas to the rest of the class
- Students will individually reflect on the activity and process

## CORE COMPETENCIES

### COMMUNICATION

- Connect & engage with others (share and develop ideas)
- Acquire, interpret & present information.

### THINKING

- Analyze & critique
- Can ask questions & consider options

### PERSONAL / SOCIAL AWARENESS

- Solving problems in peaceful ways
- Valuing diversity
- Building relationships
- Self-regulation

## DISCUSSIONS

- How was communication during the exercise?
- What is respectful listening?
- Did everyone have a chance to share ideas?
- What was your role in the group?
- How did you contribute to the group discussions?
- How did you resolve issues and reach solutions?
- How would you rate this activity?

# CASTLE: Peer Pressure & Influence

30 minutes

## BIG IDEA

Belonging  
Influence  
Responsibility

## MATERIALS

Electronic device  
Projector/ Smart Board  
AUX cord

## SPACE

Any Space

## OBJECTIVE

- The activity focuses on peer relationships and how peer pressure, influence, and acceptance affect their lives.

## OVERVIEW

- Students will explore relationships with others.
- Students will read four situations & differentiate between peer pressure and influence.
- Students will consider how the person being influenced or pressured might be feeling.
- Students will complete a “choices and consequences” type of activity that will give them an opportunity to decide what they would do.

## CORE COMPETENCIES

### COMMUNICATION

- Connect and engage with others (to share and develop ideas)
- Acquire, interpret and present information
- Explain/ recount and reflect on experiences

### THINKING

- Analyze & critique
- Question & consider options

### PERSONAL / SOCIAL AWARENESS

- Solving problems in peaceful ways
- Self regulation
- Well- being
- Self- determination

## DISCUSSIONS

- **Put yourself in the character’s position. What sort of conflicting feelings might the characters have?**
- **What choices does the character have?**
- **Do you think you would give in to the pressure or influence in this situation?**
- **Have you ever been in this situation or a similar one?**

# CASTLE: Stop Motion Movie

45 minutes

## BIG IDEA

Empathy

## MATERIALS

Phone / Ipad  
Stop Motion Studio  
Clay  
Various objects

## SPACE

Any Space

## OBJECTIVE

- To have students create a stop motion movie / story that revolves around the theme of empathy. The students will portray empathy using existing technology in a new way.

## OVERVIEW

- Students will be given various objects & clay to act out their stories.
- Students will create a short script that revolves around empathy that incorporates their objects.
- Students will use phones/ ipads with a free stop motion app to create their movies.
- Students will present & discuss their movies with the group.

## CORE COMPETENCIES

### COMMUNICATION

- Students will write a script incorporating the theme of empathy
- Students will present their movie to the group.

### THINKING

- Students will use critical thinking to develop their storyline and shots for the movie.
- Students will use creative thinking to style their movies.
- Students will use creative thinking to come up with characteristics for their various objects and clay

### PERSONAL / SOCIAL AWARENESS

- Is this a story connected to themselves or someone they know?
- Is this a trait that they identify with?
- How do you react to the stories?

- What is the difference between empathy and sympathy
- How can you be more empathetic in you life?
- Where have you seen empathy? (home, school, society)
- Who can you talk to if you can't help in a situation?



# CASTLE: Leaving a Legacy

30 minutes

## BIG IDEA

Legacy  
Leadership

## MATERIALS

Phone / Ipad  
Stop Motion Studio  
Clay  
Various objects

## SPACE

Any Space

## OBJECTIVE

- For students to think critically and take part in an open, student-led discussion about what the word “legacy” means and think about what kind of legacy they want to leave behind at their school.

## OVERVIEW

- Students will be able to share their own definitions of what the word legacy means.
- Students will be able to work on listening skills.
- Students will be able to think about their own core values.

## CORE COMPETENCIES

### COMMUNICATION

- Students will connect and engage with one another
- Students will share and develop ideas

### THINKING

- Students will be able to generate their own ideas
- Students will analyze and critique during the group discussion
- Students will be able to question and investigate

### PERSONAL / SOCIAL AWARENESS

- Students can share their own personal values and choices
- Students can discuss their personal strengths and abilities

## DISCUSSIONS

- If you could be doing anything ten years from now, what would it be and why?
- What skills and resources do you need to be developing now to take advantage of future opportunities?
- What’s the legacy that you want to leave behind? On your school? On your friends and family? On the word as a whole?
- How do you think your friends, family and teachers perceive you and your legacy today? What words do you think they use to describe you?
- How do you actually want to be perceived by these individuals? What words do you want them to remember you by?
- Think about your answers to these two questions. What do you need to do now to get from A to B? What do you need to start doing to ensure you’re leaving the legacy that you want to leave?

# CASTLE: Blind Builders

20 minutes

## BIG IDEA

Social Awareness  
Leadership

## MATERIALS

Jenga blocks,  
Lego Pieces, Plastic  
Cups, Other building  
Materials, Paper

## SPACE

Any Space

## OBJECTIVE

- For students to understand the importance of giving precise instructions and executing them through clear and respectful communication.

## OVERVIEW

- The class will be divided in teams of 3 students each, with 1 leader per team. Each team gets a copy of the building structure they are supposed to be constructing, along with the building material. Leaders only have access to the structure, but they cannot touch the building material. Leaders have to direct their team-mates to replicate the structure from the provided building material.

## CORE COMPETENCIES

### COMMUNICATION

- Students will connect and engage with one another
- Students will work together as a team by giving clear directions and listening to one another

### THINKING

- Students will be able to generate their own ideas
- Students will analyze and critique during the group discussion
- Students will be able to question and investigate

### PERSONAL / SOCIAL AWARENESS

- Students can practice self-regulation during a challenging task
- Students are able to build relationships and work cooperatively

## DISCUSSIONS

- What worked really well for this group?
- What challenges did you encounter? How did you overcome them?
- What would you change if you repeated this process?
- How can you use what you learned to enable others to act?
- What does “good” communication look like and sound like?

# CASTLE: Leadership Sculpture

30 - 40 minutes

## BIG IDEA

Empowerment  
Leadership

## MATERIALS

Paper bag:  
String, Glue  
Paper Clips, Popsicle sticks  
tape, paper, tin foil  
pipe cleaners

## SPACE

Any Space

## OBJECTIVE

- For students to work in groups and to create a sculpture that defines leadership.

## CORE COMPETENCIES

### COMMUNICATION

- Students will connect and engage with one another
- Students will share and develop ideas

### THINKING

- Students will be able to generate their own ideas
- Students will acquire, interpret and present their sculpture
- Students will be able to collaborate, to plan, to carry out and to review constructions.
- Students will analyze and critique during the group discussion

### PERSONAL / SOCIAL AWARENESS

- Students can discuss their personal strengths and abilities
- Students are able to build relationships

## OVERVIEW

- Students will be put into groups of 4 or 5 and be given a paper bag of supplies- this could be a variety of materials (but each group should have equal materials)
- Prior to creating the sculpture, students will need to assign each group member a role and a title for that role (for example: time keeper- keeps members on task, cheerleader- motivates group, etc.).
- Students can define their own roles, but each role must have a job description and each role must have an equal part in the challenge.
- When time is up, students will be asked to present their sculpture to the class and will need to justify why they chose the design/structure they did.
- When time is up each group will present his/her sculpture.

## DISCUSSIONS

- Who emerged as the group leader? Explain.
- How were your roles determined and tasks delegated?
- What challenges did you encounter?
- How would your results be different if you were to do this on your own (considering all conditions stayed the same)?

# CASTLE: Bench Ball

30 - 40 minutes

## BIG IDEA

Teamwork  
Leadership

## MATERIALS

4 benches

## SPACE

Gym

## OBJECTIVE

- To have students develop and understand concepts of team work through modified games of catch

## DISCUSSIONS

- Who emerged as the group leader? Explain.
- How were your roles determined and tasks delegated?
- What strategies did you have?

## CORE COMPETENCIES

### COMMUNICATION

- Students will need to work together to create success for their own teams

### THINKING

- Students will need to think of strategies that will allow them success

### PERSONAL / SOCIAL AWARENESS

- How were you able to have success in this game?
- What were some good strategies to use?
- Can this game be played by all individuals?

## OVERVIEW

- In this game two benches are placed together (Both pairs are placed opposite of each other on the free-throw line) \*Move further apart if its too easy
- Students will start against the wall on their own side
- One teammate from each team will go on the opposite benches and stand on them.
- Dodgeballs will be placed in the middle of both teams
- On go students will run for the dodge balls and gain possession
- Students will toss the dodgeballs to their teammate on the opposite bench to them
- If the catch is successful the student who threw the ball is now on the bench as well
- Once all your teammates have gone on the bench your team is the winner.

# CASTLE: Gladiator Dodgeball

30 - 40 minutes

## BIG IDEA

Teamwork  
Leadership

## MATERIALS

Dodgeballs  
Hockey Pad  
Hockey Stick

## SPACE

Gym

## OBJECTIVE

- To have students develop and understand concepts of team work through modified games of dodgeball

## CORE COMPETENCIES

### COMMUNICATION

- Students will need to work together to create success for their own teams

### THINKING

- Students will need to think of strategies that will allow them success

### PERSONAL / SOCIAL AWARENESS

- How were you able to have success in this game?
- What were some good strategies to use?
- Can this game be played by all individuals?

## OVERVIEW

- Each team will be assigned one gladiator
- The gladiator will be able to revive players that have been struck with a ball
- The hockey pad will be used as its shield and the stick in the hands will be used as a reviving tool
- Each time a player gets hit they must sit down in the spot they have been hit
- The gladiator will then come and try to tap their stick on the individual to get them back into the game
- If the gladiator is hit then they are out and your team will not have anyone to revive you
- Play this game under a time limit or until everyone is out

## DISCUSSIONS

- Who emerged as the group leader? Explain.
- How were your roles determined and tasks delegated?
- What strategies did you have?

# CASTLE: Remember The Titans

2 hours

## BIG IDEA

Leadership  
Character  
Empowerment

## MATERIALS

Projector  
TV  
DVD

## SPACE

Any Space

## OBJECTIVE

- To have students think and talk about positive characteristics found during the film. Students will be asked what sort of things made characters in the movie successful and what

## OVERVIEW

- Students will be led through discussion questions after viewing the movie
- Students will discuss different ideas, and characteristics presented during Remember the Titans

## CORE COMPETENCIES

### COMMUNICATION

- Students will talk about ideas about the movie with peers.
- Students will talk about their own experiences that were similar to the movie

### THINKING

- Students will need to think about deeper concepts found within the storyline
- Students will be asked what they would do in situations during the movie

### PERSONAL / SOCIAL AWARENESS

- What are some qualities you see in yourself that you saw in the characters
- What do you expect of your friends / teammates during some of these situations

## DISCUSSIONS

- Would you have worked under Coach Boone as Coach Yoast did?
- What motivated Coach Yoast? Was it solely a concern for the white athletes, or was there a deeper reason?
- What do you know about Gettysburg?
- How do you feel about the quote "50,000 men died fighting the same fight that we're still fighting amongst ourselves today" What is your reaction to these words?
- As a leader what can be done to foster unity? What are these qualities
- What were some examples of leadership in the movie?
- What are some examples of citizenship/ respect you saw in the movie?
- Have you ever had to stand up for something that you believe in?

# CASTLE: Human Knot

15 minutes

## BIG IDEA

Leadership

## MATERIALS

## SPACE

Any Space

## OBJECTIVE

- To have students untangle themselves from the human knot.

## CORE COMPETENCIES

### COMMUNICATION

- Students will communicate different strategies and moves with group.
- Students will listen to different strategies to get themselves untangled.
- Students will communicate if a strategy will work or not.

### THINKING

- Students will think critically & creatively about ways to untangle themselves.
- Students will listen to different strategies and analyze if they will work.

### PERSONAL / SOCIAL AWARENESS

- Students will take on leadership roles and come up with different strategies.

## DISCUSSIONS

- How important is communication in this exercise?
- What makes a good leader?
- Did you see yourself as a leader or a follower?
- If you were a follower did you have different ideas about how to get untangled?
- Did you address your ideas? Where they taken into account?
- Could you do this exercise without communication?

## OVERVIEW

- Students will form a circle
- Students will join right hand with someone across the circle.
- Students will join left hand with someone else across the circle.
- Students must untangle themselves without breaking hands if hands break start over.

# CASTLE: Marble Roller-coaster

60 minutes

## BIG IDEA

Resilience  
Leadership  
Responsibility  
Expectations

## MATERIALS

Thick Paper  
Tape  
Scissors

## SPACE

Any Space

## OBJECTIVE

- To have students complete a portion of a marble rollercoaster that includes a loop, funnel, and spiral. The individual pieces must join together to complete a full roller-coaster.

## OVERVIEW

- Students will watch a video showing a paper roller-coaster.
- Students will split up & draw a number for their portion of the track.
- Students will design a portion of the track that matches with the previous & next portion of the track.
- Students will run & troubleshoot their tracks until they have a successful run.

## CORE COMPETENCIES

### COMMUNICATION

- Students will communicate & strategize with their group to ensure the pieces of the track line up

### THINKING

- Students will use critical thinking to ensure the proper use of materials.
- Students will use creative/ critical thinking to troubleshoot any track problems.

### PERSONAL / SOCIAL AWARENESS

- How do you work as a team member
- How can you use any prior knowledge to complete the task.

## DISCUSSIONS

- What was it like to have to depend on other people?
- What was your biggest responsibility in the project?
- How did you communicate your design with your team?
- Could you troubleshoot any problems before they happened?
- What did you do if your design didn't work?
- What would you change for next time?
- What did you expect of other people?



# CASTLE: Chuckball

60 minutes

## BIG IDEA

Leadership  
Character  
Empowerment

## MATERIALS

Hoola Hoops  
Various Balls  
Football  
Soccer  
Rugby

## SPACE

Playing Field

## OBJECTIVE

- To have students develop & understand strategies involved with striking & fielding games through teaching games for understanding model (TGfU)

## DISCUSSION

- What were some challenges you found in this game?
- How did you use teamwork to succeed?
- Could you explain the rules of the game to a friend who has never played before?

## CORE COMPETENCIES

### COMMUNICATION

- Students will need to work together to create success for their own teams.

### THINKING

- Students will need to think where they should be fielding & striking for the most success.

### PERSONAL / SOCIAL AWARENESS

- How were you able to have success in this game?
- What were some good strategies to use?
- Can this game be played by all individuals?

## OVERVIEW

- Two teams will be created, one team will bat while one team fields
- One player will "bat" at a time
- Create a large box playing field
- Have one hoola hoop on one side & another about 20-30 ft away
- All the balls start in one hoop (5 different/total balls work best)
- Batter will kick, throw, or punch all the balls into the field and then run back and forth between hoola hoops
- Each time they step in a hoop they will receive a point
- The striking team will try to recover all the balls and put them back in the original hoola hoop
- When retrieving balls, you can only have one ball in your hand at a time. Passing the balls are allowed.

# CASTLE: Dealing With Stress

20 minutes

## BIG IDEA

Decision Making  
Empowerment

## MATERIALS

Electronic Device  
Projector / Smartboard  
AUX cord

## SPACE

Any Space

## OBJECTIVE

- This activity focuses on understanding stress triggers and taking care of one's health. To provide students with a chance to practice decision making and to empower them to make healthy choices.

## OVERVIEW

- Students will learn how to identify stress.
- Students will be able to identify sources of stress in their own lives.
- Students will learn different ways of coping with stress.
- Students will learn what to avoid when coping with stress.

## CORE COMPETENCIES

### COMMUNICATION

- Students will connect & engage with others (to share & develop ideas).
- Explain, recount & reflect on experiences & accomplishments.

### THINKING

- Students will generate ideas using critical thinking.
- Students will analyze & critique
- Students will question & investigate.

### PERSONAL / SOCIAL AWARENESS

- Exploring personal values & choices
- Personal strengths & abilities
- Self-determination
- Self-regulation
- Solving problems in peaceful ways

## DISCUSSIONS

- What situations are most stressful to you?
- What are some sources of stress in your life?
- What are some ways of dealing/ coping with stress?

# CASTLE: Bus Stop

30 minutes

## BIG IDEA

Character  
Attitudes  
Social Awareness

## MATERIALS

paper / pen  
chairs

## SPACE

Any Space

## OBJECTIVE

- Have students act out different character traits within a difficult situation. Students can then learn how to react when put in different situations.

## OVERVIEW

- Have 3 students pull out a slip of paper that has different character trait (father with kids, elderly, bully)
- Have the students act out a difficult situation as those characters (swearing, stealing, harassment)
- Play out the scene for two minutes
- Discuss with the students how they would resolve the issues.

## CORE COMPETENCIES

### COMMUNICATION

- Students will play their part & act out their scenario.
- Students will communicate different ways of handling the situations.

### THINKING

- Students will think creatively about their characters.
- Students will think critically & creatively about their scenarios & how to resolve them.

### PERSONAL / SOCIAL AWARENESS

- Reflect upon previous experience
- Reflect on empathy for characters.
- Reflect on how you would personally handle the situations.

## DISCUSSIONS

- Why do some people deal with situations differently?
- How would you react if you saw this situation play out in real life?
- Is it okay to interrupt a dispute?
- Why do some people react differently to situations?
- What are some ways that you can help out?

# CASTLE: 4 Corner Basketball

30 minutes

## BIG IDEA

Teamwork  
Leadership

## MATERIALS

Hoola Hoops  
Pinnies  
Bean Bags  
Basketballs

## SPACE

Gym

## OBJECTIVE

- To have students develop and understand concepts of team work through modified games of basketball.

## CORE COMPETENCIES

### COMMUNICATION

- Students will need to work together to create success for their own teams

### THINKING

- Students will need to think what hoops they should be attacking in order to have the most success

### PERSONAL / SOCIAL AWARENESS

- How were you able to have success in this game?
- What were some good strategies to use?
- Can this game be played by all individuals?

## OVERVIEW

- In this game, teams will be split into four and defend 1 of 4 sides hoops in the gym
- Hoola hoops will be placed under each hoop with about 5 bean bags
- Use cones or poly spots to create a no entry/shooting zone around each hoop
- Players are not allowed to enter this area (only your own team can enter here)
- You can create this area as large or small as you want
- Each time you score a basket on another teams hoop you can enter into the no entry zone and take away one bean bag from them and throw it in your own hoola hoop
- Incorporate as many balls as you see fit ... usually 1 ball for every 3-4 students works well
- Games are timed
- After the time limit, the team with the most bean bags is the winner
- Rest and play again

## DISCUSSIONS

- What were some challenges you found in this game?
- How did you use teamwork to succeed?
- Could you explain the rules of the game to a friend who has never played before?