You will be assigned to a team, and that team assigned to a school/site.

- Your team will have a Team Leader, who is primarily responsible for ensuring that your team has its lesson planned for each session, that transportation is arranged, etc.
- School names and addresses are online
- Each team member is responsible for contributing to lesson planning, marshalling materials, timely communication, and overall preparedness

Resources for volunteers:

- All books listed in the curriculum are available in the Take Ten library in Ellen Kyes’ office at the RCLC
- Books on team-building and icebreaker activities available (to supplement book provided to each team)
- Art supplies and review games located in large cabinet in Take Ten office
- To access online version of curriculum, visit www.taketen.nd.edu. Use your ND Userid and password or you can use userid: taketen and password: Taketen10. Password is case sensitive!
Communicating with your site:

- Your Team Leader is the point person for school contact, but you should establish a relationship with the sponsor and the teacher(s) in whose classroom(s) you will be working.
- When talking to the sponsor/teacher:
  - Ask if they wish lesson plans emailed in advance
  - Ask where the Take Ten bulletin board is located
  - Ask what the established classroom ground rules are

Tips from past volunteers:

- In activities, avoid questions that require kids to know pop culture (music, movies). It’s easy for this to divide the “cool kids” from the “uncool” or along economic lines.
- Watch your language:
  - Don’t swear
  - Use developmentally appropriate language (don’t say “caveat” or “nuanced” to a kindergartener).

Questions? Concerns?

Email Ellen at kyes.1@nd.edu or call at 574-631-9424

- Take Ten Office Hours: Fridays 3:30-5:00
  Mandela Room at Geddes Hall (the CSC).

- AmeriCorps Members:
  - Leslie Omeeboh lomeeboh@gmail.com
  - Ashley Uphoff uphoffashley@gmail.com
  - Lindsay Wilson lwilso10@nd.edu
  - Lizzie Cummings ecummin@nd.edu

- Student Managers:
  - Dan Sweeney dsweene2@nd.edu
  - Yutong Liu yliu25@nd.edu
  - Marissa McFarland mmcfarli@nd.edu
  - Fabiola Shipley fshipley@nd.edu

- Work Study Students:
  - Madison Kuehl mkuehl@nd.edu
Behavior Management Skills

Simple Directives That Have a High Return:
- Know and use the children’s names
- Use a consistent phrase for the entire class like “Take Ten class”
- Use a consistent phrase to indicate action “Give me Ten” to indicate ten fingers on the desk or crossed and eyes on me.
- Have consistent discipline system that you are comfortable with and that has been established with you and class members or the school as a whole. (if the school has a “rule” ~ use it)
- Use appropriate and specific directions for expected behaviors
- Use PRAISE freely

Assumptions about Children:
Children have some basic needs that are helpful to keep in mind whenever you are working with them:
- They have a need for order ~ they want to feel you are in charge.
- They need to feel safe in any environment.
- They want to please the adults in their life.
- They have a need to belong ~ they want to feel important.
- They have a need for industry ~ they want to be competent in a task, and feel pride in what they can accomplish.
- They need to have expectations set for them in positive ways ~ self-fulfilling prophecies really do happen.

Tasks that help us provide for these needs:
Behavioral Guidelines
- Create a ritual to how you work together - start and end each session with a certain routine.
- Use the School/Center’s rules and enforce them appropriately.
- Have some rules (not many) about how the group will deal with anything that may come up (use a raised hand to let them know they are too loud, rather than talking over them), keeping in mind the School/Center’s rules and set up a code that you can use if anyone needs to stop and be quiet, or take a break.
- Redirect behavior that you do not want, such as running or yelling, by having other activities prepared to do.
- Be consistent in how you deal with all expectations of behavior.
- Do not use threats. If you say something, mean it.
- Be very specific in giving feedback. (When you run inside, I am afraid you will get hurt so I need you to walk; I liked the way you just spoke to me when we started our lesson today).
- Use touch sparingly and with permission from the child
**Instructional Guidelines**

- Have developmentally appropriate games, books, etc. prepared.
- Break down assignments into small, doable tasks.
- Speak slowly.
- Listen and give the child a chance to think before you give an answer for them.
- Reinforce what they do well.
- Save time at the end of the session for something they especially like to do to encourage them finishing their work more promptly.
- Do transitions from beginning ritual, to activity, to ending time the same way as often as possible.
- Be aware of time, so that they know you are taking care of the transitions.
- Attempt to work in the same general area (seats) as often as possible to add to consistency of expectations. Sometimes you can use a change of space to indicate a transition point (we always sit at a table to do homework, and then we sit on the floor to read together).

**Relationship/Ritual Strategies**

- Look up a new Take Ten word in the dictionary each week together.
- Ask them about a Take Ten word that is used in school, home neighborhood that they think you don’t know and will teach you about it.
- Ask them to read something with you from the daily paper that relates to Take Ten and talk about it.
- Bring in a favorite song of yours or theirs, especially one that relates to Take Ten, and talk about what you like about it.
- Bring in information about where you or their family is from and find different information to share about the place and the people.
- Find out what they want to be when they get older and find information out about the profession and share it together.
- Find out who is their role-model and why and find out more about that person together.
- Begin a journal exercise with the child where you each have a book (or paper stapled together) that you write in during the week and swap each time you see each other - interactive journaling.

**Behavioral Strategies**

**Child is whining ~**

- “I can’t hear/understand you when you speak like that. If you want to speak more clearly to me, I will listen”.
- Tell the child that you think you need a break, and that you will both sit quietly for a minute.
- Put yourself in the child’s shoes to see if you can understand what might be upsetting the child and share that view.
- End the discussion if the child can not stop whining and tell the child you will speak with them when they are ready to speak calmly.
Temper Tantrum ~
- Ignoring the tantrum is usually the best first option
- If, after a few minutes the temper has not stopped, set a time limit ~ “It’s time to settle down now. By the time I count to (5) I want you to be back in control.
- If the child is not able to get back in control ~ use community discipline (whatever the building rule is).
- If the child is still in tantrum, ask for help from staff as it may require firm holding and redirection and intervention beyond what you should do.

Teaching Calming Strategies ~
- Speak softly and calmly
- Do not judge.
- Ask them to explain what is wrong and LISTEN, do not tell them they are wrong at that point.
- Suggest time-outs if needed.
- Use the signals established earlier to communicate whether the child needs to be quiet and not talk for a while.
- Cues you can use consistently to let the child know that you will respond in a certain way to their temper or upset.
  - I can’t hear you when you scream
  - I won’t listen to you until you tell me in a calm voice.
  - Tell me what you do want, not what you don’t want.
  - You will not get what you want when you throw a tantrum.
  - Let’s see if we can figure out what you can do to feel better.
Developmental Milestones
Each of you will receive a packet of lesson plans that are designed to meet the developmental level and academic skills of the group of children you will be working with at your assigned schools. Developmental patterns are presented in general for various age groups to help set the stage for what you may expect from children in your age category.

First Graders: 5 and 6 year-olds
- like to help
- want to be good
- want to be first
- like rules and routines
- easily upset when not sure of expectations
- think out loud!
- do not have ability to think logically yet
- may still believe inanimate objects have life
- often work standing up

Tips: Encourage slower pace, limit work at any one time, take competitive edge off activities, use games, and allow a busy level of noise and activity, but be structured and consistent

Second Graders: 7 year-olds
- can be moody
- need security and structure
- sometimes tattle
- need constant reinforcement
- strong likes and dislikes
- good listeners
- precise talkers
- like to have one-on-one conversations
- likes to send notes
- needs closure
- likes to be read to
- likes board games
- likes to discover how things work

Tips: No board work, no cursive, quieter room, prefer board games to gym games, work alone or in twos, not larger groups, don’t make quick schedule changes.

Third and Fourth Graders: 8-9 year olds
- overestimates abilities
- prefer same gender activities
- trouble with limits and boundaries
- talkative
- exaggerate
- like to explain ideas
- fatigue easily
- worry
• are critical
• are at the age of negatives “I hate it, I can’t, Boring!”
• have lots of energy

**Tips:** More physical games, variety of activities to keep attention, create opportunities for them to explain some of their reactions to exercises, don’t take their negativity personally, they love jokes, but not at their own expense.

**Fifth and Sixth Graders: 10 & 11 year-olds**
- fairness issues peak
- quick to anger
- work well in groups
- like clubs, activities, and sports
- good listeners, actively receptive
- cooperative and competitive
- proud of accomplishments
- likes rules and logic
- test limits
- usually truthful
- developing more mature sense of right and wrong
- love to debate
- appreciate humor
- good at solving social issues

**Tips:** Be consistent and do not have favorites. Create opportunities for group work and some competition. Get them thinking about social/moral dilemmas, especially in tune with their own experiences.

**Seventh & Eighth Graders: 12 & 13 year-olds**
- adult personality begins to emerge
- enthusiastic
- appears secure
- peers more important than adults
- sarcasm
- double meanings of words
- often quieter than older or younger kids
- Mean = scared
- worry
- horseplay
- one word answers to adults
- street language/peer language
- rude

**Tips:** Don’t challenge or embarrass, give them opportunities to look good in front of their peers when possible, allow for some structured authority challenging in appropriate ways.

**High School:**
Lots of opportunities for adult learning, debate, discussion, process exercises where they need to think and figure out all the options.

A good resource for more specific developmental concepts can be found in *Yardsticks* by Chip Woods (1997), Northeast Foundation for Children: Turners Fall. [www.responsiveclassroom.org](http://www.responsiveclassroom.org)
Take Ten Dress Code

As a Take Ten volunteer, you are regarded as a “pre-professional” so you should dress accordingly. The schools, in any case, require you to follow the same basic dress code as their students (unless their students have uniforms, of course).

The following items, apparel or appearance are prohibited at the public and Catholic schools:

- Revealing or suggestive clothing – no cleavage (either up-front or back-behind) or undergarments displayed
- Clothing and jewelry with messages about alcohol, tobacco, cults, racism, or gangs or that contains or alludes to profanity
- Hats, bandanas, sweatbands, hairnets, “do rags” and head scarves
- Pajamas (tops or bottoms), boxer shorts, biker shorts, hip huggers or low- waisted pants, micro mini skirts, short shorts (shorts and skirts must be one inch below the fingertips)
- Bare midriffs, tank tops, tube tops, muscle shirts, spaghetti straps
- Sunglasses
- Slippers (shoes, sneakers, or sandals must be worn at all times and appropriately fastened)
- Saggy/baggy pants or clothing that reveals/displays undergarments
- Ragged, ripped, torn or sheer items of clothing
- Cell phones*

Students are not allowed to chew gum at school and the schools have asked the volunteers refrain from chewing gum while in the school building.

*While ideally you should not take a cell phone to a school, if you do take yours, it must be off or silent. No calls are to be placed or received while at a school.

This dress code also applies to those volunteers who are working at community sites.

When in doubt, wear a Take Ten T-shirt (if you have one) or one of your college T-shirts with a pair of jeans or long shorts.

Thanks for your cooperation!
Lesson Planning Overview

The Take Ten curriculum offers a great starting point, but it can’t stand alone or carry you through a 75-minute session. Supplement the curriculum with these ideas and your own creativity to create your own lessons.

The best lesson plans combine:
- Emphasis on a few key words
- Movement activities
- Questions and answer (as opposed to lecture)
- A visual display of the idea
- Review!

“But we only have half an hour…”
- Pick and choose different teaching methods
- Mix it up week to week

Learn from your mistakes:
- If your lesson goes down in flames, ask yourselves WHY, and fix it for next week
- Consider how your plan fits into the Developmental Milestones – kindergarteners need frequent change, 9 year olds like same-gender activities, 11 year olds work well in groups…
- Talk with other volunteers, teachers, sponsors, or Take Ten staff

Preparation and expecting the unexpected:
- Before you show up to teach, read the introduction to that week’s chapter, including Objectives and Vocabulary
- Create a contingency plan: What you’ll skip if you run out of time early, or what you can add if you finish your lesson with time to spare
- If all else fails, play an “anytime game” or review past lessons

In school v. after school:
- In school, your time is shorter and you can teach a more traditional lesson
- After school, kids need more activity and variety

Reviewing past lessons:
- Guide them: Don’t ask questions that are too broad like, “So what did you learn?” or “What do you remember from last year?”
- Ask them to share words they remember, and use questions to lead them to the meaning of those words in the big picture of Take Ten
- Ask them to define words from past weeks, or give them the definition and ask what word goes along with it
- Once you’ve reviewed words, ask them if they can think of times recently when they used those words or seen them in action
  o Prompt them: “Is this important at home? At school? On the playground? With your friends after school?”
REPORTING CHILD ABUSE

Under Indiana law any one who is working directly with children is considered a mandated reporter of child abuse. This means that if a child reports an incident of sexual, physical, or emotional abuse to you, it is REQUIRED that a report be made to Child Protection Services. The following procedures have been recommended to help make certain that the mandates of the law are fulfilled.

If you suspect that a child has been abused it is necessary that you IMMEDIATELY report your concern to the director of the program, Ellen Kyes (631-9424), or to another immediate supervisor, i.e. school sponsor, teacher or site building principal or director.

At that time, you will be required to establish the reasons for your concerns with the supervisor. It is the responsibility of the supervisor to report your concerns, with your report, to the Department of Child Protection Services. **Your responsibility is satisfied only when your supervisor actually makes the report.**

WHAT YOU MAY EXPECT IN TERMS OF THE PROCESS OF REPORTING.

I. A child reports to you that they have been abused in some manner.
   a. You first want to listen to what the child has to say.
   b. Do not judge the child. Simply listen and acknowledge that you understand what the child is sharing with you.
   c. Do not ask the child a lot of questions at this time, simply enough to make certain that you understand what the child is reporting.
   d. Inform the child that you are a mandated reporter of abuse and that you will have to share the information with your supervisor and likely with the Protection Agency. Phrase this in terms of wanting to make sure the child is safe and that they will not be harmed again.
   e. Talk to the child about going to your supervisor with him/her to discuss what will happen next.
   f. Do not let the child leave the premises until it has been deemed safe for him/her to go and you have had a discussion with a supervisor.

II. Report the incident to your supervisor.
   a. With the child, (if it is appropriate given the emotional state, age and reporting incident) give the supervisor a full report of what the child has shared, and your concerns regarding safety.
   b. The supervisor and the child should determine if a family member should be present when the report is made (this is usually advisable). *You may be present for this part of the process or your supervisor may follow-up with the agency.
   c. Possibly have the child’s care-giver (the non-abusive member) present to discuss the need for a report to protective services.
   d. Collect all necessary information from child/family to be able to make a report (report form should be filled out)
III Report the incident to the child protective service agency.
   a. The child, family member(s), supervisor and you (if still involved in process) make the call to the agency giving details as related by the child and as planned in the discussion with child and family member(s).
   b. Arrange with all present and the protective agency for the safety of the child.
   c. Make a written report to the agency per their directions.

SOME COMMON CONCERNS:

How can I tell if it is abusive?
A simple definition that can be a useful guide is:

Any serious physical or mental injury that cannot be explained by the available medical history as being accidental.

<table>
<thead>
<tr>
<th>Narrow/Specific</th>
<th>Broad/Vague</th>
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<tr>
<td><strong>Signs/Symptoms</strong></td>
<td><strong>Emotional Abuse</strong></td>
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<td>Physical Abuse</td>
<td>Mental injury</td>
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<td>Bruises</td>
<td>Psychological impairment</td>
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<td>Burns</td>
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<td>Welts</td>
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<td>Fractures</td>
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<td><strong>Circumstances/Conditions</strong></td>
<td><strong>Neglect</strong></td>
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<td>Sexual Abuse</td>
<td>Failure to provide care</td>
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<td>Incest</td>
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<td>Exploitation</td>
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<td>Rape</td>
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What if the child is lying?
It is not your responsibility to determine if the child is lying. Once a child discloses information about abuse, you MUST report the information to your supervisor for follow-up that can be determined at that point.

What if the child says they don’t want me to tell (confidential)?
Because you are considered a mandated reporter in the position you are in, you HAVE TO report suspected abuse. You can explain to the child that you would be breaking the law if you did not follow up with their report. In addition, you want to let them know that you are worried about them and want to be certain that they will be safe now.
The kinds of information sought in a child abuse report is below. As much of that information as you can gather from the child is preferable.

**Identifying information about the child**

Name:                  Address:
Age:                   Sex:
Current Whereabouts:   Additional Information:

**Circumstances of abuse**

Date and time information about abuse was obtained:
Date and time of most recent abuse:
Type of abuse:
Signs of abuse recorded:
Perceived severity of abuse:

**Information about suspected perpetrator**

Name:                  Address:
Age:                   Sex:
Current Whereabouts:   Relationship to child:

**Additional information**, such as information about siblings, parents, and home environment

**Current circumstance and potential risks**

**Child Protective Services**  **(574) 236-5322**  (Should you ever feel compelled to place a report and you cannot locate any supervisor as indicated above.)
# TAKE TEN

## Lesson Plan

**Date:**

**Chapter:**

**Words of the Week:**

**Emphasis/The Point:**

<table>
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<tr>
<th>Activity</th>
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Teaching Ideas

Creativity is king when teaching kids. Anything goes, so use your imagination. Here are some starters to get you thinking.

Movement and physical activities:
- Skits:
  - To introduce lesson, volunteers perform a short skit and ask questions that lead into the lesson
  - Once kids understand topic, they create and perform their own skits
- Sign language: Look up the signs for the week’s key words and teach the kids
- Create a dance to act out the lesson or key words
- Ask kids to think about how they feel that day and have them dance or act it out

Drawing and writing activities
- Kids draw a comic strip to explain what we’re learning
- Kids create word webs starting with this week’s key words and branching into words that they think of when they hear the key words
- Pull pictures from the Internet or magazines that depict this week’s buzzwords. Ask kids to:
  - Write captions
  - Explain what happens next
  - Explain how it could be handled differently if the people in the picture used Take Ten
- Take Ten vocabulary Bingo

Beginning and ending activities:
- One of the Anytime Games listed below
- The Take Ten handshake (or dance the students create) that you do every week

Anytime Games:
- Simon Says and Telephone to emphasize the importance of communication and listening
- The Smiley Face game using Take Ten words
- If you frequently use the sign language technique, quiz them on which signs mean which words

Quiet-down methods:
- Ask the teacher!!
- Hush and silent ball
- Rhythm clapping
- “And a hush fell over the crowd…”
Claire and Janna
February 27, 2007
Battell K-1

prep: gather supplies (brads), make copies, make example wheel, plan skit

10 min: teach handshake to class, make a few rounds with different partners
5 min: review last semester topics
  = conflict and violence, values and principles, anger control, bullies
25 min: the listening tips wheel (lesson 2, chapter 5, grades 3-4)
  + good listening skills/bad listening skills skit
  + ask students to identify good and bad listening skills
  + at desks, color, cut out, assemble listening wheels

Take Ten Lesson Plan

Class: Battell K & 1st grade
Leaders: Jamie Schulte & Cassidy Blair
Date: Tuesday, February 13th

This week we are going to:
1.) Play a name game ice breaker to meet the kids and begin to establish some familiarity with them (about 15 minutes)

2.) Review the Take Ten dance and play Simon Says: Take Ten to practice (about 10 minutes)

3.) As time allows, review the principles we learned last semester (Understanding Conflict and Violence, Our Values and Principles, Fair and Assertive Behavior, and Feelings in Conflicts), focusing on situations in which we can apply the talk it out, walk it out, wait it out strategy (about 15 minutes)

Take Ten
Week 3
Kindergarten and First Grade Lesson Plan

5 min  Mention Poster Contest
Review last week's word: Communication
Introduce Word of the Day: Observation
10-15 min Volunteer’s Skit
-ask the students what happened
-what did they notice
-why do people notice different things
-discuss why observation is important in communication

15-20 min Small Groups for Memory Game described in first grade lesson 5.3

Remaining time Simon Says
- reiterating the importance of listening and observing in communication

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**Take Ten Lesson Plan**

**Class:** Battell 1st and K

**Leaders:** Jamie Schulte & Cassidy Blair

**Date:** Tuesday, March 6th

**This week we are going to:**

1.) Begin by reviewing the new Take Ten handshake and doing the Take Ten dance (5 minutes).

2.) Break into 2 groups and go over the vocabulary words for this section: “I” statements, communication, escalation, de-escalation. Discuss what good communication means and how it is important in solving conflicts (5 minutes).

3.) Ask the students what they think the elements of listening are and show and explain the Chinese listening symbol (10 minutes)

4.) Have the students make up their own symbol for listening, incorporating the 5 elements (15 minutes)

5.) If time, play Simon Says and have the kids identify the elements necessary to play (6 minutes)
6.) As a big group, ask if there are any questions and close with the Take Ten dance (2 minutes).

* The kindergarteners seemed to need reinforcement of this chapter (chapter 5) so we are going to review the vocabulary and use the Chinese symbol activity*

**Take Ten**  
Monday, 2/12/06  
Lesson Plan—Darden Primary Center

2:30-2:40 Hand kids journals, have them color the cover and write their names as they arrive. As kids are engaged in this activity, one volunteer takes attendance. Begin collecting journals and putting away crayons/materials by 2:38.

2:40-2:45 Introduce volunteers to kids and introduce rules.
   1. We follow all school rules.
   2. When I'm talking you're listening.
   3. We respect everyone.
   4. At school, we practice Take 10.

   Practice "And a hush fell over the crowd."

2:45-3:00 *Four Corners* icebreaker.

3:00-3:15 Take 10 Wave  
Aim: Kids will learn the "Walk it out, Talk It out, Wait it Out" slogan.  
Activity: Split kids into thirds and assign each group a third of the phrase below. While sitting down, have kids stomp their feet. When you point the first group, they stand up and do the wave motion, saying their part of the slogan. It continues several times. Stop the wave with "and a hush fell over the crowd."

3:15-3:40 Movement activity: Link Tag

3:35-3:40 Group reconvenes. Quiz on the day's lesson for candy.

3:40-3:45 Clean-up. End with the Take 10 wave.
**TAKE TEN**

*Lesson Plan*

Date: 2/13/07  
Chapter: Introduction Semester II  
Words of the Week: Reviewing words  
Emphasis/The Point: Names, introductions, what is the kids previous knowledge of Take Ten?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Clap pattern</td>
<td>Teach the clap pattern that must be responded to as an attention getter</td>
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<td>Fiona</td>
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<tr>
<td>Introductions</td>
<td>Two truths and a lie: Students make nametags during the introductions</td>
<td>10 min</td>
<td>Fiona</td>
</tr>
</tbody>
</table>
| Take Ten Handshake        | Pair off in groups of two  
Groups create handshakes  
Vote on the best one  
Once its chosen, practice the best one | 15-20min | Alice      |
| Top Three Rules           | Split into two groups (based on handshake pairs, or boys and girls)  
Brainstorm rule ideas and write them down RULES (5min)  
Share rules and decide which ones to keep (5 min) | 10 min | Alice/Fiona Group 1, Mary Group 2 |
| Ball game to review       | Roll/bounce a ball and whoever catches it answers a question about Take Ten such as:  
Examples of violence?  
What is violence?  
What's a value?  
What's a principle?  
Is conflict always bad?  
Examples of good conflict?  
Is name calling violent?  
What does assertive mean? Example?  
Aggressive? Example?  
Passive aggressive? Example?  
What is a trigger?  
What are your triggers? | 10 min | All to shout questions, Mary to start |
| Communication/Team building | Get in line by height without saying anything | 5 min  | Mary       |
| Review Handshake          |                                                                                | 5 min  | Alice      |
A BAD ONE!!!

Introductions

Review of take ten from last semester
  What do they remember
  What did they like
  Can they think of any times when they used take ten since we were last there

Get to know you games
  Be thinking of your favorites!

Questions?
Smiley Face Game: Peaceful Alternative to Hangman