

cooperative



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iCAN personal goals

Milepost 2
Milepost 3

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At iCAN we work and learn together and understand that different people will have different roles in a group. This means we will be able to think about the needs of the group and work with others to meet them.

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Challenge 1: Mirror, Mirror

- The leader will have 60 seconds, during which they should move slowly and deliberately and during which their partner must mimic the movements, as if they are a mirror image.
- Players may make faces, wave their arms or legs, turn side to side, stand on one foot, re-tie a shoe, or anything they can imagine (within reason).
- It should be a silent activity, and leaders should move slowly and smoothly enough so that their “mirror images” can follow along in sync. After 60 seconds, have players switch roles.



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Challenge 2: Home obstacle course

- Create an obstacle course using what you have at home, e.g. sofas, chairs, tables, bean bags, pillows, etc... (You can make it as easy/challenging as you see fit for your child's age.)
- Chart out a map for the obstacle course so that it starts from one place and ends on another place.
- This one involves holding hands! Can you make it through an obstacle course without letting go?



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Challenge 3: Balloon Bop

- Players (children and adults) stand in a circle—holding hands.
- A balloon is dropped into the circle and players see how many times they can tap the balloon into the air without losing connection (everyone in the circle must continue holding hands). This will require that the circle move and players work cooperatively to keep the balloon in the air.
- Players may contact the balloon with hands, arms, heads, shoulders, chests, or knees—but not feet. If the balloon falls to the ground or is touched by feet, start the count over.





Challenge 4: Pick up straws

- Cooperative Pick Up Straws
 - Work together to clear the 'sticks' from a pathway without disturbing the other sticks. Each person takes a turn trying to remove a 'stick' without touching or moving any of the other 'sticks'.
- Standing Straws
 - Using only straws, make a structure as high as possible that will stand by itself for at least 1 minutes. Agree how long the players will have to work on the structure (e.g. 5 minutes).





Challenge 5: Archaeology Game

- Assemble five or six old clay flower pots and decorate them on the outside with either magic marker or paint. Try to make each design distinctive.
- Place all the pots into a large paper bag or old pillow case and close the top.
- With a hammer, gently bang on the pots inside the bag until they are all broken into pieces.
- Shake the bag several times and dump out half the pieces.
- Using white glue, try to reassemble as many of the original pots as you can.





Challenge 6: Imagination Travel

- Think about different places and time periods you would like to visit. Make a list of all the ideas as you think of them.
- Pick one place/time and come up with ideas to experience what it would be like to be there. For example:
 - Get some books and movies to find out more about the place you've chosen.
 - Plan a meal using foods from that place.
 - Make decorations that will help you imagine you are in the that place. Paint on a background on a large piece of fabric or paper. Hang them on a wall inside, or even from a clothesline if you are creating your space outside.
 - Get some music so that you can 'hear' the sounds.\
 - Do you know anyone who has lived in or visited this place? Talk to them about what it was like, maybe even see some pictures.



Challenge 6: Imagination Travel (Continued)

Here's a few Ideas for places to get you started:

- Victorian England - Have a tea party on the lawn. Watch a movie like the Secret Garden. Play croquet.
- Safari in Africa - Get some animal sounds tapes to play in the background. Pack a lunch to have while you are on the trail. Use stuffed animals to create jungle or savannah scenes.
- Ancient Japan - Learn about the tea ceremony and have your own. Build a Japanese Castle.





Challenge 7: Sculpture Deco

- Create a sculpture using whatever objects you can lay your hands on. Work in a small group for a specified period of time to create a sculpture.
- Having a theme helps to get the creative juices going, something suited to the group and celebration. It could be summer, wildlife, gardens, games, or come up with your own theme.
- Once the sculpture is complete, take a photo of it or use it as decoration in the house. This is a great activity indoors or outdoors.





Challenge 8: Hand Tap Game

- Form a close circle either kneeling on the floor or sitting around a table large enough to hold 2 to 5 people.
- Place your hands in front on you, with your palms down on the floor or on the table.
- Raise your right hand and place it over the left hand of the person to their right (so that each person's left and right hands are separated by the right hand of the person on their left and the left hand of the person on their right).
- It should look similar to the picture. Explain that this is a tapping game. The goal is to tap hands in the order that hands are placed on the table or floor. This continues until all but two players have been eliminated or until time runs out.



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Remember to share your personal goal challenges at:
padlet.com/ican/cooperative

Our **iCAN** personal goals
Milepost 3

Which goals are you working towards?

- THINKERS**
 - be able to understand and describe basic ideas in their studies
 - be able to use a range of thinking skills to solve problems
 - be able to draw conclusions and develop their own reasoned point of view
 - be able to reflect on what they have learned and its importance to them now and the lives of other people
 - be able to identify their own strengths and weaknesses
- RESPECTFUL**
 - know about the varying needs of other people, other living things and the environment
 - be able to show respect for the needs of other people, other living things and the environment
 - be able to act in accordance with the needs of other people, living things and the environment
- PRINCIPLED**
 - know about the moral issues associated with the subjects they study
 - know about alternative moral viewpoints
 - be able to develop their own moral viewpoints
 - be able to act on their own moral viewpoints
 - be able to explain reasons for their actions
- COMMUNICATORS**
 - be able to relate their own experiences and observations
 - be able to communicate in a range of different contexts and with a range of different audiences
 - be able to communicate in a range of different contexts and with a range of different audiences
- RISK TAKERS**
 - be willing to try new things
 - be able to embrace tasks that are outside of their comfort zones
 - be able to evaluate and balance the risks involved in a situation
- ENQUIRERS**
 - be able to ask and create questions to explore concepts in the area of study
 - be able to plan and carry out research related to their studies
 - be able to collect, analyse and evaluate data
 - be able to use the evidence to draw their own conclusions
 - be able to make the connection to wider issues
- ADAPTABLE**
 - be able to cope with change
 - be able to approach tasks with confidence
 - be able to suggest and explore new ideas, themes, and strategies
 - be able to be flexible in thinking
- COOPERATIVE**
 - understand that different people have different roles to play in a group
 - be able to work alongside and be responsible to others to complete activities and achieve targets
 - be able to resolve conflicts, in an appropriate manner, both alone and in a group setting
- RESILIENT**
 - be able to stick with a task until it is completed
 - be able to cope with the disappointment that comes when they are not successful in their activities
 - be able to try again when they are not successful in their activities

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To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.