

**Relationship Building Activities**

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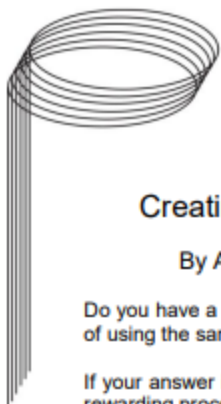
## Relationship Building Activities

The Marzano(2003) states that “If a teacher has a good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions.”. The foundation of a well managed classroom is the teacher- student relationships. These bonds that we create with our students are an integral part of holistic education, good classroom management, and being able to more effectively teach our students.

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### **Artifact #1:** Creating Sure-Fire Song Games with Children

For this artifact I chose a method that I have seen in action. In my elementary observation my cooperating teacher used this with her students to help recall rules and games from the year. The students had a blast breaking off into small groups. I also like this method because you can let the students pick the song, they get to work together to create a fun new game for the whole class. This helps bring the students closer together and helps the teacher get a better understanding of what the students have learned. This is a fun game that gets the students thinking critically and working together.



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## Creating Sure-Fire Song Games with Children

By Arva Frank (Oregon) and Carol Nelson (Oregon)

Do you have a song you want to teach but no game to go with it, or are you tired of using the same song game ad infinitum?

If your answer is yes to either of these questions, it might be time to explore the rewarding process of helping children in your classroom create new song games.

We have discovered that the song games our students ask to play again and again are the ones that have been created by children. It was with this awareness that we decided to give our students an opportunity to create their own new song games.

Following are the steps for creating new games that we have found to be successful with students in grades three through five. Before beginning these activities, be sure students know the song to be used.

### **Process:**

Divide your class into groups containing six to eight students.

With students, recall the games they have played since kindergarten.

Facilitate students sorting of games into categories such as chase, guessing, partner, small group, and whole group.

Discuss what makes a game successful. For example:

- How many people get to be "it".
- How many people are actively involved in the movement and playing of the game?
- What kinds of games are fun and why?

Each group appoints a facilitator to take notes, make sure everyone's ideas are heard, and maintain a cooperative atmosphere. The group then begins to brainstorm ideas for a new song game.

As the group has finalized the plans for its game, they practice playing the game and then play it for the teacher. This can take from one to three 30-minute class periods.

Each group demonstrates its game to the whole class. If needed, extra players can be included.

As each game is demonstrated, both observers and creators of the song game identify problems with the game. Suggestions are accepted and tested. This process continues until a finished product emerges.

The class votes to see which game is its favorite and that game becomes the new "song game." Sometimes the final game incorporates parts of ideas from each group.

One of the most rewarding aspects of this process is to collect, with the students, the skills they used in creating a new game. Examples our students have offered are: communicating, cooperating, compromising, sharing ideas, accepting all ideas as worthy, being creative, and fitting the game to the song.

Another process we have used to create a new game is to brainstorm with the whole class while the teacher acts as facilitator. This process can provide a model for creating song games in small groups. We have found, however, that the small group structure give the students ownership of the game and allows more students to participate in the decision-making process.

Although it can take from three to five class periods to create a finished product, we believe that the time is well spent because the children are learning and practicing life skill such as:

- Creating new ideas
- Solving problems
- Communicating and cooperating with others in a group activity
- Facilitating group activity
- Explaining ideas
- Practicing the democratic process in making decisions

Through all of this, the students feel a great sense of accomplishment, AND they have given us another "SURE-FIRE" GAME!

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## Artifact #2: Ice Breaker songs

The icebreaker song is notorious in music classrooms. It is a simple and easy way to get to know a little bit about your students. Unfortunately this is only really useful at the beginning of the year. Having students singing from the moment they walk through the door helps the students transition between classes, especially young students who struggle with readjusting. Singing into the classroom also helps signify that it is time for music and that it is time to listen and sing together. There are many different ice breaker songs but I chose one of my favorites from my highschool.

### The Name Game (Highschool)

#### Instructions:

For this song/game, one person (usually the teacher) will start off by saying the person's first name standing next to them and an adjective that starts with the same letter.

#### Example:

Nick might be " Neat Nick."

Then, Nick has to say their name and make up an adjective for the next person.

- Neat Nick
- Super Sarah

Then, Sarah has to say ALL of the names before them and make up one for the next person.

- Neat Nick
- Super Sarah
- Raging Ryan

The game continues until the entire thing has gone and it gets back to the person who started the game.

### Artifact #3: “Who Am I?” Activity

I came across this activity while researching activities for this assignment. I have never seen it used and I have not used it before. This artifact is a worksheet that asks the student professional personal questions. This worksheet will help the teacher learn more about their students. The information gathered can be used to help you tailor your lessons to your students' interests. Using the information gathered from the worksheet in your lesson will help you more actively engage your class.

**WHO I AM**

Full Name

My ethnicity/race/culture

My hobbies/extra-curricular activities

Graduating Class

Birthday

My Family

Self-Portrait

An accomplishment I am proud of

Places I Have Lived

Person I look up to

Pets

Food

**FAVORITE**

Music/Radio Station

TV Show

Class/Subject

Book/Magazine

Movie

Sport/Team

Color

I have never:

Where I spend my free time

Most memorable recent event

Qualities of a good math teacher

Favorite childhood memory

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