This Nice Try! Card Game is SPONSORED BY

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ESL teacher in Italy

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Teach Children ESL
1. NEW STUDENT

A new student comes into your classroom. What do you do?

- A. We wouldn’t say anything because the new student needs time to get used to us.
- B. We would say “Welcome!” and try to make the student feel comfortable.
- C. It is the duty of new students to introduce themselves and try to make friends.
2. EMBARRASSING MOMENT

A student in your classroom pronounces a word wrong and it sounds very funny. Everybody laughs. **What do you do?**

- **A.** Apologize and say "we all make mistakes". Try to give examples of things that you’ve done wrong in the past.

- **B.** Stop laughing and do not say anything.

- **C.** We should not do or say anything right away.
3. STUDENTS BEING MEAN

Some students are picking on another student. **What do you do?**

- **A.** Tell the teacher.
- **B.** Tell the students to be nice.
- **C.** Nothing, it is better not to get involved because you may cause more problems.
4. NEW TEACHER

You have a new teacher that is not very organized and is having difficulties with managing the class. What do you do?

- A. Have fun and do what you want! The teacher should know what they are doing.

- B. Nothing, you are the student and have nothing to do with the teacher.

- C. Help the teacher by being quiet and well behaved.
5. ALONE

A student is always alone in the playground. 
What do you do?

☐ A. Leave the student alone. They probably want to be alone.

☐ B. Ask the student to play or “hang out” with you.

☐ C. Tell your teacher.
6. INJURED

A student falls and scrapes their knee just a bit. There is no damage but it hurts a lot. What do you do?

- **A.** Ask if he/she is OK and then help him/her up.
- **B.** Don’t do anything because it is student’s fault that he/she fell.
- **C.** Go ask a teacher for help.
## Nice Try! Card Game

### Answer/Discussion Guide for Teacher

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<th>CARD</th>
<th>ANSWER GUIDE</th>
<th>DISCUSSION GUIDE</th>
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| 1    | A = OK  
      B = EXCELLENT  
      C = POOR     | We should always try to make a new student feel welcome. Sometimes a new student needs more time to warm up to the group, but it is our obligation, not theirs, to make sure that they are integrated into the group. |
| 2    | A = VERY GOOD  
      B = OK  
      C = GOOD | Different cultures approach embarrassment in different ways. It can range from pretending that nothing happened to open ridicule. The nice approach is to apologize, say that everything is fine, and move on – instill the idea that we all make mistakes without lingering on it. |
| 3    | A = VERY GOOD  
      B = EXCELLENT  
      C = POOR     | This is not necessarily a case of being bullied, but it can result in that if action is not taken right away. If the teacher creates the right classroom atmosphere, students should feel that they can ask an unkind student to “be nice”. NOTE: most of the worst bullying occurs outside of the classroom. |
| 4    | A = POOR  
      B = OK  
      C = VERY GOOD | Niceness goes both ways. If a teacher is nice, even a new teacher who is not prepared, will get the support of the students. Students should feel that it’s their school, their classroom, and their education. They should be aware that they are putting their own education in jeopardy with misbehavior. |
| 5    | A = OK  
      B = EXCELLENT  
      C = VERY GOOD | Some children are OK being alone, but even for these children it is nice to know that they are invited to be part of the group. Children that are alone may need several invitations, over a longer period of time, before they feel comfortable enough to join in. |
| 6    | A = EXCELLENT  
      B = POOR  
      C = VERY GOOD | As adults most humans hesitate to help others in need. Once a person risks themselves and helps another human, then many more will usually join in. We have to learn to be involved and courageous in life. These are the difficult responsibilities in being a nice person. |
1. This game should be played after a discussion about being nice. You could ask your students to write (or tell) stories about a person being nice to them and/or when a person was mean. For more information about the values of being nice, please read “Nice Teacher” www.teyl.com/nice-teacher.html

2. Break the students down into groups of 3-4 students. Each group will get a set of the six different cards. Each group will cut out the cards, fold them, and put their “GROUP NAME” on each card.

3. Then give the students 15-25 minutes to answer all of the cards. They can write important information in the “NOTES” part of the card – this depends how you will run the game. Only ONE answer per card!

4. Once completed, the student can hand in the cards and then you can discuss each card one at a time as a whole class. For example, take all of the “Card 1” cards and compare/contrast and discuss each one. Alternatively, the groups can present the case for their answers.

5. You will give points for each group’s answers based on your own judgment or with the help of the “Answer/Discussion Guide”. The guide may not reflect cultural differences or some creative/unique answers that the students will come up with.

6. The idea is to give the most points for the nicest solutions. The whole class can also help determine the number of points to be given. The points could be on a scale of 1-5 or you can make up your own system. You can also give points for students being nice during the game. Fairness is part of being “nice”, so think about what you will do carefully. You can also create a scoring system with your students’ input. The “winner” is the group with the most points.

These photos will help you prepare the cards. Please print only ONE copy of this page and the “Answer/Discussion Guide” for yourself.

A. cut card out
B. fold across
C. fold in again
D. the final card should look like this