



S1.Lesson 1: Expectations

Middle School Lesson Plans

Supplies Needed: Journals (for show); 1 or 2 packages of mini-marshmallows (if you have over 20 students, go with 2 packages); 60 toothpicks per team (3 to 4 people per team)

Opening Prayer

EXPLAIN OPENING ACTIVITY: What's That Sound?

- I need the class to split into three groups [do this one of two ways - go around the class counting off by 3s or just split them into three groups by how they are sitting]
- Each group is going to get one sound to say. Group 1 gets the sound, "Hish." Group 2 gets the sound, "Hash." Group 3 gets the sound "Shoe."
- Now, when I point at you say your sound for as long as I point at you.

INSTRUCTOR NOTES:

- Point at each group individually, somewhat slowly, then quickly, then point at two groups as the same time.
- Finally point at the Hish, Hash and Shoe groups (in succession) so that they finally sound like they are sneezing: Hish-Hash-Shoe!
- Then point at one or two of the other adults (or yourself) who will say... Bless you.

TELL

- As you just saw in our first activity, if we work together, we can do incredible things...like making sneezes. In order to be able to best work together, there are some understandings we need to share as a group. So we're going to do that now.

TELL EXPECTATIONS

TELL (15 minutes)

- Now that we know each other's names, there are some things that we need to talk about regarding class.
- Class starts _____.
- When you get here, unless you are told otherwise, have a seat.

(Learning)

- In the Workshop Rotation Model (K-5th), the focus is on learning the Bible stories (the Who, what, where, when parts of the stories).
- In this class, even though we'll revisit a number of those stories we learned in the Workshop Rotation, our focus will be more on the "why" and on "us" rather than on the who, what, when, where of the story. We'll still start with the story, but we'll bring the focus to us pretty quickly.

For example: “Why do the characters do what they do in the stories. Do we do similar things? Why?”

- This type of learning is dependent upon all of us to provide our thoughts and it is dependent on all of us to listen to what others are saying.

(Communication)

- The most important thing that will determine how well this class works is how we choose to communicate with each other.
- If all of us talk at the same time, the class will not go well. If one person, like me, is talking to the class, but two of you are whispering to each other, then that is disruptive to the class.
- If one person shares something and someone else makes fun of that person, then that is disruptive to the class.
- These disruptive aspects of communication are not acceptable.
- Also, it is important for you to be aware that others may not think at the same speed as you do. If you are someone who often has the answer right away, that doesn't mean you should always answer right away. Give your fellow students time and space to mull over, process and share.
- We will have activities in class, like what we just did, as a way to move around, but we will also have conversations.

(Expectations)

- You are expected to participate in both the activities and the conversations in ways that are considerate and respectful of those around you.
- If you do not follow these expectations, there will be some actions that are available for us to take.
- We understand that sometimes you might be feeling a little unfocused, or excited or grumpy and that those things will cause you to not be aware of what you're doing, exactly.
- So, the first action we'll take as teachers is to let you know if you're not following expectations.
- If you persist in the now named behavior, the second action we'll take as teachers is to tell you to leave the room and to come back when you feel like you've figured out a way to participate in class without disrupting it (there's actually a chair outside the room just for this reason).
- If after coming back to class, you still persist in disrupting the class, then we'll send you to the Superintendent's office for the rest of the class and we'll be having a meeting with you and your parents.
- In no way, should that third action ever have to happen this year.

(Schedule/Notebooks/Question box)

- About once a month, we will not meet in class, but will attend the worship service the whole way through.
- The schedule is not yet available. It will be soon. When it is, it'll be available on the website and we'll have a printout for your notebook.
- Your notebook/journal is provided. It stays in the classroom. We will store them on the second shelf of the bookcase.
- Also on the bookcase is the Question Box. Sometimes during a discussion we're having, you might have a question that comes up for you that's not really about what we're talking about. We'd like to answer your question, but we can't just stop class every time to answer a question

that is off-topic. So, we have this Question Box for you to put your question in. We will respond to your questions in later classes.

- To get a little more acquainted, let's do a few more icebreaker activities:

EXPLAIN Marshmallow Tower

- We're going to build towers out of marshmallows and toothpicks.
- The goal is to see which group builds the highest tower using only the items provided. The towers must be stable, meaning, they have to stay standing up without a human holding it.

INSTRUCTOR NOTES:

- Give each team 30 marshmallows and 60 toothpicks)
- Split the group into 3 or 4 person teams - be sure to include the adults in the teams (note to teachers/shepherds: For the most part, let the students tell you what to do – but feel free to direct their attention to things like a solid construction base, overall design, etc).

IF THERE'S more TIME...

Interrogate the leaders

- Create as many groups as there are adults in the room.
- Students are to "grill" the teachers/shepherds with as many questions as they can in five minutes or less (you determine the time – give them a 30 second heads up before you end the time).
- Then have volunteers from the small groups introduce the teachers/shepherds to the entire class.

CLOSING PRAYER