

**BUNKER HILL MIDDLE SCHOOL**  
**Presents a Grade Level Assembly Gr. 7,**  
**“You Don’t Know Me Until You Know Me” by Mykee Fowlin**  
***Tuesday, October 24, 2023 – Created by Shannon Enders***

**Preliminary Instructions Preparation for Assembly and Team Building**  
**Activities**

**During Homeroom:**

**Teachers will take attendance. After teachers take attendance and the pledge has been said, please escort your students down to the cafeteria for the presentation. The presentation starts promptly at 8am!**

**The Presentation will run from 8:00-9:15 (approximately 75 minutes).**

- After the assembly, students will be split up according to their split lunch grouping and dismissed from the cafeteria. The teacher will lead this group back to their class. This will be your first group.
- As students participate in the activities, they will travel in the same pack from class to class.
- As the group is dismissed to the next class, the teacher will send a child with the list of students in their group to the next class. This way the next teacher can take quick attendance and begin your activity.
- You may leave café during the presentation to go to the bathroom or to do what you need to do.
- ***Your lunch will remain the same.***

**Every TEAM Teacher will start with a group.**

We will run it in pseudo teams.

- Students on **Team 1** will go to rooms C2, C4, C6, AND C8.
- Students on **Team 2** will go to rooms C1, C3, C5, AND C12.

*Teachers will always receive students from the same room (EX: If I am in C4, I will always receive students from C2) and when students leave, they will always go to the same room (If I am in C4, I will always send my students to C6).*

**WE ARE RUNNING OUR OWN SCHEDULE ON THIS DAY. WE WILL IGNORE ALL BELLS!**

## ACTIVITIES AND EXPLANATIONS

### For the Team Building Activities

(It is a NO TECH day while on team for activities)

#### 9:20-11:27 Assembly, Travel back to rooms, Debriefing, Videos and Discussions

- **9:20-10:20** Discuss the presentation
  - Guiding Questions:
    - What spoke to you?
    - What moved you?
    - What were you surprised by?
    - How did it make you feel?
    - Anything you want to share with the class?
  - *We will have guidance counselors on hand – the last time we did this, many students were very emotional. It brought up a lot of feelings. They very well may need support.*

#### 10:25 -11:27 students will move to the next class.

- **10:25-11:27** Next watch the following videos and facilitate the discussion:  
Activities on Tolerance, Empathy, and Overcoming Obstacles

<https://www.youtube.com/watch?v=PT-HBI2TVtI> (4min 35 sec)

#### Guiding Questions:

1. What were some ways that the people in the video did small gestures to help others?
2. Why were these so impactful for others?
3. Why do you think people felt the need or the desire to continue the chain of helpful acts?
4. How can we make this a reality?

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<https://youtu.be/HiikxFPHywk?si=bMNFp6D5Z0o8kqkk> (1 minute 45 sec)

#### Guiding Questions:

1. Even though it is a cartoon, how does it make you feel?
2. Why do you think we might feel bad for the porcupine?

3. How would you feel if you were in that situation?
4. Were you surprised to see what the animals did?
5. How can we make this a reality?

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[https://youtu.be/X\\_AfRk9F9w?si=OYnoolEicP0Qdlu2](https://youtu.be/X_AfRk9F9w?si=OYnoolEicP0Qdlu2) (2 min 45 sec)

**Guiding Questions:**

1. Why were the first 2 animals unsuccessful?
2. What made the second set of animals successful?
3. What does that teach us?

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<https://www.youtube.com/watch?v=4z7gDsSKUmU> (3min 43 sec)

**Theme: Making a Change in Our World**

**Guiding Questions:**

1. What are realistic changes that we can make in our community and school?
2. What is the message of this video?
3. How does “Kid President” suggest we could make a difference?
4. How does the quote “*The journey of a thousand miles begins with single step*” apply to his message?

**Activity:**

- Get into small groups or pairs and take 5 minutes to discuss some ways that you could make a small difference for someone else.
- Debrief and discuss as a group.
- Collect student’s lists, and give them to Shannon Enders by the end of the day.

**Materials:**

- Youtube video.
- Guiding questions
- Group lists of ways to make a difference

\*\*If you find that you have extra time and you need a filler – please have students work on this (not an option). With that said, if you don’t have time for this, please go over it with them so that they know it is an option for them to take advantage of.

**Extra Activity to discuss with students:**

- Students will write an essay (as long as needed) detailing what they can do to “pay it forward” and how it might have a positive impact on others. (*To be turned in to Mrs. Enders Worth 1 hour of service toward “Bulldog Bash” and earn one TICKET for the reward bucket*  
***Must be handed in by Nov 1 .)***

## **5<sup>th</sup> period - 11:30-12:19 STAFF LUNCH/STUDENT EXPLORATORIES**

**12:22-1:00 STUDENT LUNCH –** Students will sit with friends from either lunch period. Team Teachers please come into the cafeteria. We will need all hands on deck. Feel free to sit and talk to students and discuss the presentation from this morning.

Dismissal of students will occur at 1:00 (Teachers will be given a list of students that will follow them upstairs. That will be your next group. You will see 2 groups more than once. There will be two groups BEFORE lunch and 4 groups for the activities AFTER lunch. With that said, we have 4 groups of students in rotation.)

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**1:10 - We will rotate every 20 minutes. This will give us 5 minutes to switch the group of students and get settled before we start.**

Session 1 starts at 1:10 (20 minutes for activities)

5-minute switching time

Session 2 starts at 1:35 (20 minutes for activities)

5-minute switching time

Session 3 starts at 2:00 (20 minutes for activities)

5-minute switching time

Session 4 starts at 2:25 (20 minutes for activities)

**At the end of session 4, give students the index cards to answer the questions (please display them on the board). Students will have 10 minutes to answer them.**

**Please collect the index cards prior to dismissal.**

## ENDERS

- **Hungry Hungry Hippos**

What You Will Need: Hallway (use the 7th-grade landing with the stairs) or empty room.

Use boxes, plastic balls, 1 wash basket per group, and 1 scooter per group.

Instructions: Each group should have 3 students (one to ride the scooters, one to push and pull the child on the scooter, and then a child to put the balls in their perspective box).

One child will lay their belly on the scooter. A child will push and pull the one on the scooter by their legs. The one on their scooter will use the wash basket to collect the balls in the hung hungry hippo method. The child who pushes and pulls, will pull the child back to their home base box. They will lift their basket up so that the 3<sup>rd</sup> child can put the balls in the box. Continue on until all the balls are claimed.

**Discuss why it is hard and how it will become easier.**

If time allows, play again and switch roles.

## MCKENTY

- **Hula Hoop Relay**

What You Will Need: Hula Hoops

Instructions: Students will be broken up in 4 groups (or more depending upon how many students you have in your class). Students will hold hands in a circle. The goal is to get the Hula Hoops back to the starting point.

**Discuss why it is hard and how it will become easier.**

If time allows, try it again. If they fix the issues they had the first time, maybe for the third time you combine groups or even make it one larger circle with all the students in the class.

- **Back Up: Drawing (pen, paper, printouts of simple drawings)**

What You Will Need: Pieces of plain white paper, clipboards, crayons or markers

Instructions: Split your group into pairs and have each pair sit back to back. One person gets a picture of a shape or simple image, and the other gets a piece of paper and pen. The person holding the picture gives verbal instructions to their partner on how to draw the shape or image they've been given (without simply telling them what the shape or image is). After a set amount of time, have each set of partners compare their images and see which team drew the most accurate replica.

**Discuss why it is hard and how it will become easier.**

If time allows, play again and switch roles.

## PRASAD

**The Farmer, Cabbage, Wolf, Sheep all have to get to the other side of the riverbank.**

- What You Will Need: Name tags: cabbage, wolf, sheep, and the problem's description.

Instructions: Separate students into 4 groups (Farmers, Cabbages, Wolves, and Sheep). Give students their name tags (The farmer doesn't get a name tag). Then group them into groups of 4 (every group needs 1 farmer, 1 cabbage, 1 wolf, and 1 sheep). Display the problem on

### Directions:

A farmer with a wolf, a sheep, and a cabbage cross a river by boat. The boat can carry only the farmer and a single item. If left unattended together, the wolf would eat the sheep, or the goat would eat the cabbage. How can they cross the river without anything being eaten? Figure it out. Once you figure it out, explain it to the teacher.

**Discuss why it is hard and how it will become easier.** If time allows, play again and switch roles.

- **Back Up: The Celebrity game (list of famous people/celebrities, tape)**

This is a great party game for 6 or more people that is a slight modification of the traditional charades. Split the room into two teams. Preferably the same number of people on each team. Choose a team to go first. Hand each person 4-10 small pieces of paper (depending on the skill of the group), about 2" by 3" and a pen or pencil. Each person writes the name of one famous person on each of their paper pieces. The famous person can be anyone alive or dead, celebrity, scientist, historical figure, fictional character, political figure, author, etc. Fold paper in half. Collect all paper pieces (for example if there are 10 people playing there will be 40-100 celebrity names) and put them in a large container. •ROUND ONE: Team One picks a player to go first. Player #\*\*1 draws a celebrity from the container and has one minute to try to get their team members to guess who the celebrity is by giving clues according to the following ROUND ONE RULE: Player can use any words to describe the celebrity BUT cannot say the celebrity's name in any form. Player can also give

other clues about the celebrity (without having to mimic) but once again, cannot say the celebrity's name in any form.

**Discuss why it is hard and how it will become easier.**

If time allows, play again and switch roles.

## MANUELLA

- **Minefield (random gym supplies)**

What You Will Need: A classroom, blindfolds, and a collection of common items

Instructions: Use boxes, office chairs, water bottles, flat disks, and cones, etc. to create an obstacle course of “mines” within your empty space. Divide the group into pairs, where one partner is blindfolded. The other must guide that person from one end of the course to another without setting off any mines. The person guiding their partner cannot enter the course and must only use verbal instructions to get their partner through. Depending on the number of people you have and how difficult you want this activity to be, you can vary the number of pairs trying to complete the course at the same time so that pairs have to work harder to listen to each other and communicate clearly.

**Discuss why it is hard and how it will become easier.**

If time allows, play again and switch roles.

- **Back Up: Birthday Scramble (no verbal communication allowed)**

Break the group up into two teams. Students use body language or physical signs to allude to their birthday month. When it is 100% correct, they will have a line starting from January birthdays until December birthdays {facilitators will tell students “The first birthdays will start here (designate an area) and the last birthdays will end here (designate an area)}. To check to make sure everyone is playing fair, have students quickly write their names and birthdays down on a small piece of paper prior to separating the group. Then the facilitator can go down the list to make sure that they are in the correct order.

**Discuss why it is hard and how it will become easier.**

If time allows, play again with a different reason to organize themselves -size, activities, teacher, etc.

## OLSZEWSKI

- **Team Poles**

Pick teams of 6-8 students. Have students divvy up into pairs. Pairs will work together to walk quickly to the finish line using this Team Poles Set. Objects are carried and balanced by students from start to finish. Students will pick up an object, place it in the pole's basket. They will walk down to their team's larger basket and without using their hands, try to dump the item into the larger basket. If they are successful, they stay behind their bucket. If not, they go to the back of their line. Then the next pair will go. This is a relay race exercise!

**Discuss why it is hard and how it will become easier.**

If time allows, play again with the same members or switch.

- **Back Up: Follow the Leader**

Ask everyone to stand and arrange the group in a circle, facing inward. Ask one person to leave the room for a minute. This person will be the guesser for the round. The GROUP decides who the leader is. The leader is the one who does the movements for that round.

Example of movements: *\*clapping \*making a kicking motion with his or her leg \*jumping up and down \*singing the ABC or Row Row Row your boat \*patting his head, belly, or both at the same time \*doing a dance move.*

Everyone in the circle should be careful to avoid prolonged eye contact with the leader, so the leader's identity is not given away. The guesser stands in the center of the circle and must keep turning his or her head to try to figure out which person is the leader (the person who is starting of all the group's movements). The guesser is allowed to make up to 3 guesses. If the guess is incorrect, the round continues. If the guess is correct, the leader becomes the new guesser for the next round. If all 3 guesses are exhausted and the leader is not correctly guessed, the round ends, and the leader is identified. Then switch it up.

This game tends to be a lot of fun and filled with laughs. Laughter brings people together. 😊

**Discuss why it is hard and how it will become easier.**

If time allows, play again.

## KOCHER

- **Minefield (random gym supplies)**

What You Will Need: A classroom, blindfolds, and a collection of common items

Instructions: Use boxes, office chairs, water bottles, flat disks, and cones, etc. to create an obstacle course of “mines” within your empty space. Divide the group into pairs, where one partner is blindfolded. The other must guide that person from one end of the course to another without setting off any mines. The person guiding their partner cannot enter the course and must only use verbal instructions to get their partner through. Depending on the number of people you have and how difficult you want this activity to be, you can vary the number of pairs trying to complete the course at the same time so that pairs have to work harder to listen to each other and communicate clearly.

**Discuss why it is hard and how it will become easier.**

If time allows, play again and switch roles.

- **Back Up: Birthday Scramble (no verbal communication allowed)**

Break the group up into two teams. Students use body language or physical signs to allude to their birthday month. When it is 100% correct, they will have a line starting from January birthdays until December birthdays {facilitators will tell students “The first birthdays will start here (designate an area) and the last birthdays will end here (designate an area)}. To check to make sure everyone is playing fair, have students quickly write their names and birthdays down on a small piece of paper prior to separating the group. Then the facilitator can go down the list to make sure that they are in the correct order.

**Discuss why it is hard and how it will become easier.**

If time allows, play again. Find other reasons to organize the group by – activities after school, teacher for a subject, or by height.

## MEURMANN

- **Hula Hoop Relay**

What You Will Need: Hula Hoops

Instructions: Students will be broken up in 4 groups (or more depending upon how many students you have in your class). Students will hold hands in a circle. The goal is to get the Hula Hoops back to the starting point.

**Discuss why it is hard and how it will become easier.**

If time allows, try it again. If they fix the issues they had the first time, maybe for the third time you combine groups or even make it one larger circle with all the students in the class.

- **Back Up: Drawing (pen, paper, printouts of simple drawings)**

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If time allows, play again and switch roles.

## PARCHESKY/ROJAS

- **Human Hamster**

Students will have to work together to complete the fun challenge of using the Games Co-Op-A-Mat. The leader of the pack must pull the mat down as the other children keep the mat from falling. In turn, the team will be able to walk from the start to the end, but only if they can work as one unit. This is a great team-building activity that also helps promote coordination.

**Discuss why it is hard and how it will become easier.**

If time allows, try it again. If they fix the issues, they had the first time. You can decide to switch teams.

- **Back Up: Follow the Leader**

Ask everyone to stand and arrange the group in a circle, facing inward. Ask one person to leave the room for a minute. This person will be the guesser for the round. The GROUP decides who the leader is. The leader is the one who does the movements for that round.

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**Discuss why it is hard and how it will become easier.**

If time allows, play again.

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**FROM 2:45-2:55**

**Have students answer the following questions on the index card. Please illuminate the questions on your whiteboard. Thank you so much for participating in today's worthwhile engaging events!**

**Post-assembly/Activity Debriefing (10 minutes before the bell rings)**

1. Students will be provided an index card to fill out anonymously.
2. The teacher will prompt them to write down any thoughts about the day's activities from the start of first period to the end of our activities.
3. Students must write something on the cards (do not prompt them with examples)
4. Collect the cards from students on their way out of the room at dismissal.

**BACK-UP Activity to the BACK-Ups if needed:**

- **Human Knot**

Instructions: Have all 10 kids stand in a circle, facing inward. Tell everyone to reach his or her right arm towards the center and grab someone else's hand. Make sure no one grabs the hand of the person right next to them. Next, have everyone reach their left arm in and grab someone else's hand. Now, students will try to untangle themselves without letting go of their hands.

I also have the following supplies if you want to think up another game that you think would be good to build teamwork.

Buddy Ankle Straps (think 3-legged race)

Potato Sack (thought we could use this outside for a spring team building day and/or the end of the year activity day).

2 Team Answer Buzzers (think game show but with teams)