

BUNKER HILL MIDDLE SCHOOL

Grade Level Assembly Gr. 8

“You Don’t Know Me Until You Know Me” by Mykee Fowlin

Tuesday, October 24, 2023 From 9:30-10:45

Preliminary Instructions and Activities in Preparation for Assembly

Tuesday:

1st Period – 8th grade teachers prep period like usual.

2nd Period – All students need to be on team.

Every TEAM Teacher will start with a group.

We will run it in pseudo teams.

- Students on Team 1 will go to rooms C18, C20, C22, AND C26.
- Students on Team 2 will go to rooms C17, C19, C28, AND C32.

Teachers will always receive students from the same room (EX: If I am in C18, I will always receive students from C26) and when students leave they will always go to the same room (If I am in C18, I will always send my students to C20).

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

During Homeroom, make sure students know where to go for 2nd period. Make sure teachers have the split lunch students that will be in their room 1st (when they come to you 2nd period). Then they will send that last along with the students as they move. That way no student can merge with another class.

8:54-9:20 – Students are in their 1st class of the day

<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?

<https://youtu.be/HiikxFPHyw?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?

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?

9:25-9:30 Travel Time and Seating in Café. Bring what is needed for lunch.

9:30-10:45 Assembly and Debriefing

Students' Lunch 10:45-11:27 - All 8th graders are eating together.

They approximately need 30 minutes or so to eat. Then students are dismissed them to their teacher that they had for their 1st session.

If you decide that works for you, dismiss at 11:15 have teachers bring them back to the room for a quick discussion. You could also decide to have all teachers in the cafeteria and do a more informal approach.

Here are the questions we are using. 11:20-11:30

- 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.

11:30 -12:19 students will move to the next class.

Theme: Making a Change in Our World

<https://www.youtube.com/watch?v=4z7gDsSKUmU>

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.

Materials:

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

12:22-1:11 STAFF LUNCH/STUDENT EXPLORATORIES

1:14- 2:45 Rotating Team Building Activities (91 minutes) 19 minutes per room per activity AND 3 minutes to switch and get settled before we start the activity again.

TEACHERS – SELECT YOUR ACTIVITY.

The only caveat is teachers on one team, cannot pick the same activity.

Ex: Team 1 rooms (teachers) C18, C20, C22, AND C26 all need different activities. Likewise, Team 2 rooms (teachers) C17, C19, C28, AND C32 all need different activities. With that all said, cross teams (C18 and C28) may do the same activity.

Team Building Activities OPTIONS

- **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 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 3rd 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.

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 the board.

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.

- **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.

- **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.

- **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)**

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.

- **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**

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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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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 or OTHER possible options:

- **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.

- **Marshmallow/Spaghetti Tower (uncooked spaghetti strands, marshmallows, masking tape and string)**

What You will Need: 20 sticks of uncooked spaghetti, 1 roll of masking tape, 1 yard of string, and 1 marshmallow for every team.

Instructions: Using just these supplies, which team can build the tallest tower? [There's a catch](#): the marshmallow has to be at the very top of the spaghetti tower, and the whole structure has to stand on its own (that means no hands or other objects supporting it!) for five seconds.

- **Minefield (random gym supplies) - Enders**

What You Will Need: An empty room or hallway, and a collection of common office items

Instructions: Use boxes, office chairs, water bottles, 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.

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

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.