



# DISCOVERY

## SESSION 4 / LESSON IN LIFE

**o1**

### **Objectives**

to explore the issues relating to school and our place in the school community

**o2**

### **Outcomes** *by the end of the session students will:*

- have got to grips with issues of emotional and academic learning as well as looking at how they can give as well as take from school

**o3**

### **Overview** *for the session instructor:*

This session is designed to look at how students feel about their place in school. This could be a difficult meeting for whoever is leading the session and there may be a feeling of defensiveness. However as far as possible try and steer discussion in a positive way recognising that not everyone's experience of school has been good.

**o4**

### **Outline**

<b>Rations</b>	sharing and eating	* 15 minutes
<b>Departure</b>	registration	* 5 minutes
<b>Base camp</b>	top job	* 10 minutes
<b>Alternative route</b>	character college	* 10 minutes
<b>Mid point</b>	school report	* 10 minutes
<b>Dig deeper</b>	the whole story	* 15 minutes
<b>Discovery</b>	the term's not over	* 5 minutes





## SESSION 4 LESSON IN LIFE



### Rations \* 15 minutes

A time for the group to relax after school over refreshments. Try and get something a little unusual each week and if possible have them fit in with the theme. For example this week you could serve the kind of biscuits children make at primary school, digestives or rich tea with faces made from tubes of coloured icing. You could even make them as part of the meeting. As students are eating/drinking ask them to share their best and worst moments of the week so far. This simple exercise allows for students to get used to sharing in the context of something they know more about than anyone - their own week. Fitting in with the theme you might also like to ask them to share the best and worst lessons they sat through at primary school.



### Departure \* 5 minutes

#### Registration

**Materials:** paper pens

**Aim:** to complete an assault course in the quickest time.

#### Activity

Create an assault course around the room in which you are meeting using chairs and tables. At five stations around the course stick pieces of paper with the subject titles English, Maths, Science, RE, and Music. At each of these stations the person doing the assault course must register i.e. sign their name in full before moving on. The person with the fastest time wins.



### Base Camp \* 10 minutes

#### Top Job

**Materials:** large pieces of paper filled with the top jobs/subjects as outlined below

**Aim:** to recognise the value of school subjects in relation to some of the jobs that are considered important in our community.

#### Activity

Place the top jobs sheet next to the school subject sheet (you may need more than one sheet) and ask the students to try and draw lines that connect subjects to jobs. E.g for the job of doctor the subject science might be useful.

Once they have done this discuss the results. Did any subject appear to be irrelevant? Was one subject more important than others? Were there subjects that might have been helpful but which were not taught? Did a subject have to be linked to a job to be of value?





## SESSION 4 LESSON IN LIFE



### Alternative Route \* 10 minutes

#### Character college

**Materials:** the building character cards/destroying character cards

**Aim:** to see what impact students feel school has on the development of them as people.

#### Activity

Print off a number of sets of the cards and lay them around the room. Explain that school is useful not just for learning things but for developing us as people. Ask students to look at the cards and have them take a card if they feel that they have gained that in their time at school. Some of the cards are negative things. These too should be considered. This could be a sensitive point in the meeting and so sharing of the results may need to be carefully managed or maybe even left for personal reflection.



### Midpoint \* 10 minutes

#### School report

**Materials:** pens, paper

**Aim:** to identify the positive and negative impacts of school on students lives and of their lives on school.

#### Activity

Place sheets of paper round the room bearing the phrases 'the best thing about school', 'the worst thing about school' and 'what I have given to my school.' Ask students to make a statement or draw an image under each heading. After a while take each sheet and divide the group into three and give each group one of the sheets. Ask them, using the phrases written to write a short poem that sums up the thoughts under each heading. Feedback and ask has the poem captured the heart of what was being thought.



### Dig deeper \* 15 minutes

#### The whole story

**Materials:** none

**Aim:** to look at how we should be growing.

Read Luke 2 v 52

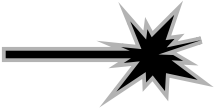
Jesus grew in wisdom, stature and in favour with God and man.

Say that the Bible sets a pattern for how we mature as human beings. It sees us growing in 4 distinct areas of life.





## SESSION 4 LESSON IN LIFE



**continued:**

**Wisdom** - wisdom isn't just having a headful of knowledge it is about knowing things and knowing how and when to apply them. Someone once said that whilst prophecy was speaking the words of God, wisdom was thinking the thoughts of God, knowing what was right in any given situation. Wisdom is obviously an important part of growing up.

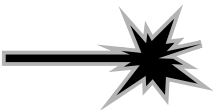
**Stature** - basically this is good healthy physical progress. Exercise, good diet, sensible choices.

**In favour with God** - developing our relationship with God, recognising that we have a spiritual side to our life that needs as much attention as any other aspect.

**In favour with man** - this is the idea that we need to develop social and emotional maturity, we need to know how to get on with people, how to value them, how to enjoy their company even if there is disagreement.

These four aspects of growth are in balance. Ask the group which aspects of them are delivered through school and how. What aspects are missing? How can they ensure that they have a balance in their own lives.

Divide the group into pairs where you are comfortable that people can trust one another. Ask them to audit each other on how well they are doing in each of those four areas. Have them be positive about where they are doing well and positive in making suggestions about where they could develop further.



### Discovery \* 5 minutes

**The term's not over**

Ask the group to share what they are thinking about tonight's theme in just one sentence.

Remind the group that it is never too late for things to change. They can change school as much as school can help them change.

Ask them to set a personal goal for the next term. Get them to write it down and seal it in an envelope with their name on the front. Gather them in. At the start of the next term hand them back out and ask the group if they have managed to meet their goals.





# SESSION 4 APPENDIX 1

<b>You have developed in confidence</b>	<b>You have lost confidence</b>	<b>You have made really good friends</b>	<b>You have learned what it means to be a friend to someone else</b>
<b>You have felt lonely</b>	<b>You have developed self esteem</b>	<b>You have lost self esteem</b>	<b>You have learned to be a good member of the community</b>
<b>You have changed for the better</b>	<b>You have changed for the worse</b>	<b>You have learned the difference between right and wrong</b>	<b>You have learned how to keep safe</b>
<b>You have discovered and developed your gifts</b>	<b>Your gifts and talents have been ignored</b>	<b>You have felt appreciated</b>	<b>You have felt stupid</b>
<b>You have been encouraged to dream</b>	<b>You have been discouraged from dreaming</b>	<b>You feel ready for the future</b>	<b>You feel terrified of the future</b>

