



## LESSON 2.5 Fit Me In

### Module #2: Building Relationships & Getting Involved

The high school experience is truly defined by relationships and involvement. Students must learn to navigate relationships with adults in the building, classmates in the Freshman Focus class, and all the other students in the building. And, often the best way to get to know these individuals is through involvement with school clubs, activities, and athletics.

### Enduring Understandings

- I. Building positive relationships is an important piece to a successful high school experience, and doing so requires skills, practice, and effort.
- II. Knowing about, understanding, and participating in high school co-curricular, extra-curricular, and athletic activities will create a more meaningful, positive high school experience.

### Essential Questions

- I. What are the keys to developing positive relationships? (I)
- II. How can I engage in successful relationships with my teacher and other adults in my school life? (I)
- III. What opportunities are available for me to get involved in my high school? (II)

### Lesson Objective(s)

Students will build trust and team cohesion by asking everyone to work together on a challenging task.

Challenge 1.4

Lesson 2.4

**Lesson 2.5**

Challenge 1.5

Lesson 2.6

### Directions:

1. Find a flat surface with an edge that people can stand on, or use the masking tape to mark off an area on the ground. The area should be big enough that everyone can fit inside it, but small enough that not everyone's feet can easily stand in the area.
2. Challenge the group to fit in everyone on the area without anyone touching the outside area or falling off, and staying on and inside the area for at least ten seconds. Note: The leader should keep in mind that some participants may have an aversion to being put in very close proximity to other students. You may consider other roles for these students: judge, spotter, cheerleader, etc.
3. When the group accomplishes the task, discuss the activity: (1) How did your group members decide what they needed to do during this activity? (2) Did each person work alone or was everyone working with one another? Why? (3) What happens on a team when everyone works individually? (4) What happens on a team when everyone contributes to the problem solving process? (5) Are you on teams that work together or on teams where people work individually? How do you feel about this?

### Materials & Supplies

- Any flat surface with edges that people stand on, i.e., piece of plywood, old shirt, cardboard, etc.
- OR
- A roll of masking tape

FOCUS POINT

Your freshmen have worked together on a few of these tasks now . . . Hopefully, it's getting easier for them. Point this out. As we get to know each other better, we can use everyone's strengths and abilities to perform better – and it's more fun!

- Try a similar activity to extend this lesson: Find a tarp (or old sheet or blanket) that is large enough for the group to stand on while leaving about a quarter of it empty. Once the group is standing on top of the tarp, challenge them to completely flip over the tarp so that everyone is standing on the other side. At no time may anyone get off the tarp or touch the ground during this activity.

resources & extension