

From Chaos to Heart Agreement

Lesson: **“Community Agreements”**

Lesson Intention

The intention of this lesson is to explore the need for agreements that help establish order.

Spiritual Points

We are creating classroom agreements so we can create a safe classroom space that:

- Makes learning possible
- Helps everyone to feel welcome

Affirmation

Divine order guides my life.

Bible Quote

“If you keep My commandments, you will abide in My love, just as I have kept My Father’s commandments and abide in His love.” John 15:10

Sacred Circle

Greeting

- Greet the teens as they arrive. Invite them to select a service opportunity for the day.

Candle Lighting

- Invite one of the teens to light the Christ candle.

Pray In

- One of the teens leads an opening prayer and/or reads the *Daily Word*.

Get to Know You Activity / Ice Breaker

- Check in with one another by sharing your name and one word as to how you are this morning or share something about yourself. OR
- Chooses from the following:
 - My name is _____. My favorite _____ is.... Fill in the blank...

Catch & Release

- Invite the teens to write what they want to release on a paper heart and place in box to give to God.

Prayer Support

- Share prayer requests. Use one of the prayers in the teacher enrichment section.

Offering

- Invite a teen to lead the love offering blessing and then collect the offering.

Celebrations

- Passes out the shakers and invites the children to share something they would like to celebrate.

Meditation or Sacred Breath

- Invite one of the teens to lead a meditation.
- Leads the group in a centering activity:
 - Breath Choices: DRAIN; BALLOON; PRETZEL....

Quote to Discuss

Discuss how the quote relates to the lesson intention.

- “The mind cannot tell the difference between an experience in real life or an experience you create in your mind. By creating and visualizing different things you would like to happen in your life you are actually making them happen.”

Closing

Invite the teens to create an affirmation that they will hold throughout the week.

Story

“How the Stars Fell Into the Sky” By Jerrie Oughton

This is a story about how the First Woman wanted to create order in the universe but Coyote was impatient and just caused disarray.

Story Focus/Interpretation

We will explore the importance of order in our lives.

Discussion Questions

- What did the First Man and First Woman believe the people needed?
- Where were some of the places they considered writing the laws?
- What was the problem with each?
- Where did the First Woman finally decide to write the laws?
- What did she do with them?
- What was Coyote doing?
- What did he ask First Woman and what did she tell him?
- What did she tell Coyote to do with the stars?
- How was Coyote feeling about the project?
- What discussion did they have next?
- What did Coyote love best?
- What did Coyote do with the rest of the stars and how did First Woman feel about it?
- What then dwelt among the people?
- What was the result of Coyote's impatience?
- What happens to us when we react with impatience?
- What are some of the laws or rules that we must live by?
- How does understanding the laws help us?
- What would happen to our lives if there were no laws?

Creation Stations

Order or Chaos

The purpose of this activity is for the students to feel the difference between order (knowing what is expected, knowing the rules) and chaos (doing whatever you want regardless of the agreements or not understanding the agreements).

Supplies

- 5 Carpet Squares or flat item to stand on
- Masking tape

Action Part 1

- Lay the supplies out in the middle of the room and say, GO! Do not give any instructions or answer any questions.
- For a few minutes observe what happens.
- Bring the group back together.

Discussion

- Ask them why they did not accomplish the task. (*No instructions were given so they did not know what was expected.*)
- Ask them what the consequences should be for not completing the task.
- Invite them to share how this has shown up in their lives.
- Invite them to share how they felt about the activity.
- What did they need in order to complete the task?

Action Part 2

- Using the same supplies – Give the following instructions.
 - Use the masking tape to tape off an area about 20-30 feet apart.
 - Explain that the carpet squares represent order and the open floor areas represent chaos.
 - They may ONLY stand on the carpet squares, the open floor area is out of bounds.
 - Invite them to line up behind one of the masking tape lines. Give them the 5 carpet squares.
 - Tell them that, as a group, they must get everyone through the chaos to the other masking tape line by stepping ONLY on the carpet squares. If someone steps on the open floor the whole team has to start over.
 - They must work as team to figure out where to place the carpet squares in order to get everyone across.
 - More than one person can stand on a square.

- Tell them to begin and give them 10 to 15 minutes to complete the activity.
- You may answer any question they have.

Discussion

- What was this experience like?
- How was it different from the first experience?
- How did knowing the rules help?
- How was each person involved in the activity?
- How did respect show up?
- What did you experience in this activity that you can use in your life?

Group Agreements

The purpose of this activity is to explore how we are going to show respect for one another in our classroom. Since we are all a part of God, we are all born deserving to be treated with respect.

This activity will help us to create the classroom agreements that we will use for the rest of the year.

Supplies

- Flipchart Paper
- Markers
- Poster board

Students can work in one large group or can be broken into small groups and then come back together to share their findings. Check in with each group to make sure they are staying on task.

Brainstorm

- Invite the children to create a list of rules they feel are “unfair” but might also be necessary.
- Write them on the flipchart.
- Possible rules:
 - Having to stay in your seat during class
 - One person speaks at a time
 - Keeping electronics in your pocket during class

Discussion

- Take each of rules and encourage the children to explain why they feel it is unfair but why the rule might be necessary.
- Come up with a list of no more than 10 rules that the class agrees that everyone needs to honor in the classroom so that all are treated with respect.
- Include ideas on individual and group accountability.
- Create a poster that clearly displays the classroom agreements.

(If the students do not include all you feel are needed in the classroom, then make sure you add them to the list and to the discussion.)