

Learning Objective 3 Reflection

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I developed many lesson plans and activities throughout my internship. However, I think that the preparation and development of lesson plans is still one of my weaker areas. I like to be prepared with more than enough materials for the time we have, however it is a very time consuming process to gather everything that is needed. There were times when I had trouble finding a Bible study lesson that was simple enough to present to elementary school students as well as gym activities. I have discovered that I would much rather use a premade lesson plan and modify it to fit my needs. Unfortunately, that also usually requires a significant amount of research.

My supervisor was a great help in guiding me through the process of compiling lesson plans. I still need to develop this skill further, but I think that comes with practice. I used some of the lesson plans that my supervisor had already created and I adapted some lesson plans to fit the needs of the program. For example, I found PDF documents of words to use for easy, medium, and hard Charades (included under “Work Samples” the PDF called “Games and Activities”). Since New Hope Ministries receives funding from United Way, there are life skills activities that we are required to complete in order to continue receiving that funding. The requirements are included in the “Work Samples” section with titles beginning with “Life Skills”. Sometimes I was given a topic for which to create a lesson plan, I then had to use various resources in order to create a new lesson plan for the program. I spent a few weeks looking for activities to do in the gym for each of the four age groups: K- 1st Grade, 2nd -5th Grade, 6th – 8th Grade, and 9th – 11th Grade. It was challenging to find activities that could be performed with the limited amount of equipment that we have to use from the church. Many of the activities I did find needed a larger group of students in order to have two teams.

With the high school students, we played an eye-contact, concentration, and team-building game called “Yes”. To play, the group stands in a circle. The first person makes eye-contact with someone (the second person) in the circle. The second person says “yes” and then attempts to make eye-contact with another person. Once the second person says “yes”, the first person begins to move across the circle to take the second person’s spot. The trick is that you are not allowed to move from your spot until you get someone else to say “yes”. After a few rounds, the students realize that the game works best when everyone

looks that the person who just said “yes”. After a few more rounds, the students were pros at the game when they were able to concentrate on it.

Another game we play on a regular basis with the elementary school students is called “Ships and Sailors”. This is an activity similar to “Simon Says” but the commands are related to sailing. For example, when the “Captain” (equivalent of Simon) gives the command “Ships” the students must run to their right. When the Captain says “Captain’s coming” the students must stand in a salute, but they cannot move from this position until the captain says, “at ease!” If they do move, they are eliminated from this round. Another type of command involves a group of people; if someone does not get in a group with the proper number they are eliminated. For example, “Four men rowing”, they must sit in a line with four people, swing their arms as if they are rowing, and sing “Row, row, row your boat”. I found the explanation and commands for Ships and Sailors online, but modified some of the commands to make them consistent with what the children knew. I have included the version we play as well as brief descriptions of several other games and activities we used under the “Work Samples” section.

My supervisor and I had several meetings to discuss the needs of the students. The primary need we identified was help with homework. If a student struggled with a particular subject or concept, we worked with the student one-on-one during the tutoring time to help him or her better understand the topic. We have several children who have been diagnosed with Autism Spectrum Disorder. I have had previous experience with other ASD children and used the knowledge and skills I gained to help these students. I also read a book by Janet Tubbs called *Creative Therapy for Children with Autism, ADD, and Asperger’s: Using Artistic Creativity to Reach, Teach, and Touch our Children*. There is a summary and application of what I learned from the book under the “Work Samples” section. I also included several of the lessons that I created for this internship as well as student responses to the lessons.