



Students understand how they might disrupt someone else's routine. Students also learn how to support another's routine.



No materials needed.



Total Prep Time: 5 mins.

As this is the third Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaysmatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme. ***NOTE: This activity can be done as a whole group or have 6-10 students demonstrating the game, while the rest of the class watches. You can also start out with a small group of students then grow it to the entire group. ***For this activity, you may want to select a DISRUPTOR.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
• Critical thinking	• Self-awareness	• Integrated learning
• Communication	• Self-management	• High quality service
• Collaboration	• Social-awareness	• Collaboration
• Creativity	• Relationship skills	• Student voice
	• Responsible decision-making	• Civic responsibility
		• Reflection
		• Evaluation

GOALS FOR THE WEEK

- Learn how we develop ROUTINES and how they impact others.
- Evaluate your existing ROUTINES and determine if they help you reach your goal of living a CURIOUS life.
- Discover new ROUTINES that may positively impact how you see and think about the world around us.
- Understand how CHANGE YOUR ROUTINE, is an important part of this month's theme, MONDAY GETS CURIOUS.



STUDENT ACTIVITY: "ROUTINE DISRUPTION"

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: **ROUTINE DISRUPTION**

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY'S FOCUS:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What does DISRUPTION mean?**
 - Possible answer: when an activity is interrupted
- **Have you ever been focused on something, trying to accomplish a task or in the middle of a ROUTINE, and you got interrupted?**
 - What was it like to be interrupted?
 - What feelings came up for you?
- **By accident or on purpose, have you ever interrupted someone else's ROUTINE?**
 - How did the person react/respond?
- **Have you every been supported to complete an activity or ROUTINE?**
 - Who supported you? What did they do to support your activity or ROUTINE?
- **Have you ever been supported to try something that you were CURIOUS about?**
 - What was that something new?
 - Who supported you? What did they do to support you?
- **How does supporting someone else's ROUTINE, show that YOU MATTER?**

3) SET UP THE ROUTINE DISRUPTION ACTIVITY:

- **Explain:**
 - Most of us, like to have a ROUTINE to get things done.
 - Having ROUTINES help us accomplish things we set out to do and stay on task.
 - ROUTINES don't have to be elaborate or involve multiple steps. Brushing your teeth is a ROUTINE that we do that has simple steps. Practicing a free-throw shot or a hitting a baseball involves a ROUTINE.
 - ROUTINES can get thrown off even by the smallest actions.
 - If you wake up 10 minutes late for school, suddenly, you're rushing around. You may be even throwing off someone else's routine who is in the house with you.
 - The ROUTINE for getting ready for school may have a lot of steps. The ROUTINE making and getting ready for dinner may also involve multiple steps.
 - When our ROUTINES are disrupted or interrupted, it can be extremely frustrating.
 - We might even be the ones disrupting the ROUTINE.
- **Ask:**
 - What can we do so that we do not interrupt other's ROUTINES?
 - What can we do to support someone else's ROUTINE?

4) START THE ROUTINE DISRUPTION ACTIVITY:

*****You may want to select a student to be a DISRUPTOR who will purposely change the ROUTINE.**

- **Explain:**
 - Today, we will understand how we can sometimes be the ones disrupting someone else's ROUTINE. We will learn how to support someone else's ROUTINE to show that they MATTER to us.
 - We're going to play the game "telephone" but in a different way.
 - We're going to experience how a disruption may happen and what each of us can do so that we're more successful completing the ROUTINE.
 - The goal of the ROUTINE game is for the everyone to successfully pass on the same ROUTINE through the line without interruption/disruption or change of ROUTINE.

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- Our game is going to be a bit different.
 - Instead of a whispered message, what is going to be passed on is a physical action or ROUTINE.
 - **Have students stand in a straight line facing one direction. ***Make sure students face forward. They may not turn around, until the person behind them taps them on the shoulder to show them the physical action.**
 - **The first person (the caller) in line will initiate the physical action – THE ROUTINE. ***Let the first person choose the physical action but encourage the student to not make it too complicated and not too simple.**
 - **The first person (the caller) will tap the should of the person in front of him/her.**
 - **The 2nd person (the receiver) will turn around and watches the caller’s action.**
 - **The 2nd person will then tap the shoulder of the next person.**
 - **The next person turns around and watches the ROUTINE. Then passes it on to the next person until the ROUTINE reaches the last person in line.**
 - **It is extremely important for students in line to keep their heads looking straight forward and not turn around until their shoulder is tapped.**
 - ***Students will be tempted to turn around, especially if the beginning of the line starts to get silly and giggle.
 - **When the ROUTINE gets through the entire line, is the ROUTINE the same as the first person’s ROUTINE or did it change?**
 - **Gather students for reflection.**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What did you think of ROUTINE DISRUPTION?**
- **What was it like for the ROUTINE to be disrupted?**
- **What emotions came up when you realized the ROUTINE was interrupted?**
- **In what ways can we apply what we learned in our game to real life situations?**
- **What can we do to make sure that we notice other people’s ROUTINES?**
- **What can we do to make sure we don’t disrupt other people’s ROUTINES?**
- **How can we help others with their ROUTINES?**
- **Especially when someone is starting a new ROUTINE, how can support their goal?**
- **Going forward, what will you do to make sure you let other people know that their ROUTINES MATTER?**

6) THANK STUDENTS FOR BEING OPEN TO UNDERSTANDING AND NOTICING HOW EVEN A SMALL DISRUPTION CAN THROW OFF A ROUTINE.

7) CHALLENGE STUDENTS TO SEEK OUT MORE OPPORTUNITIES SUPPORT OTHERS IN KEEPING TO THEIR ROUTINES.

8) CONTINUE TO EXPLORE HOW TO “CHANGE A ROUTINE” BY LEADING ONE MORE OF THE FOLLOWING EXTENSION IDEAS.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Disrupt the Disruption:** Brainstorm ideas of how to successfully play ROUTINE DISRUPTION. Try out those ideas and see if you're able to get through a round with the original ROUTINE.
- 2) Amp up the Routine:** Play another round of ROUTINE DISRUPTOR. Increase the complexity of the routine. ***Try not to make it too challenging that it's frustrating to get through the round successfully.

“ SOME CHANGES LOOK NEGATIVE ON THE SURFACE, BUT YOU WILL SOON REALIZE THAT SPACE IS BEING CREATED IN YOUR LIFE FOR SOMETHING NEW TO EMERGE. ”

- ECKART TOLLE, SPIRITUAL LEADER