

「名著伴我成长」主题班会完整方案：四个环节与主持串词

这次班会四十分钟，教室桌椅摆成U形，黑板写主题「名著伴我成长——我读西游记」。物料提前列清单：西游记片段打印件每人一份、空白卡片每人三张、小组讨论记录纸每组一张、阅读计划表每人一张。班会由两名学生主持，班主任坐后排补位。四个环节如下。

环节一，片段朗读导入，六分钟。主持人发打印好的「大闹天宫」片段，全班齐声朗读两分钟。读完主持人问一个问题：「孙悟空被压五行山五百年，如果是你，你会放弃吗？」不要求举手长篇回答，愿意喊一嗓子就算互动。这个问题的作用是给整场班会定调：讨论的是人物身上的劲头，不是故事情节。

环节二，学生分享读后感，十二分钟。提前三天布置：每人写一段一百字左右的读后感，写在卡片上。班会上自愿上台，每人一分钟，读自己的卡片。主持人准备三个救场问题，冷场时用：「你卡片里写喜欢沙僧，他哪件事让你喜欢？」「你说孙悟空像你，哪里像你？」分享结束，把全部卡片贴在黑板主题字下面，形成一面「感受墙」。

环节三，小组讨论人物精神，十二分钟。六人一组，每组抽一个人物签：孙悟空、猪八戒、沙僧、唐僧。讨论两个问题：这个人物身上有什么值得学的，有什么想提醒他改的。讨论用「轮流说」规则，每人二十秒，不许插话。小组把结论写在记录纸上，派代表用三十秒汇报。班主任补位时只追问，不下结论，比如问「孙悟空三打白骨精被误会还不走，这算什么精神，谁能给起个名」。

环节四，制定阅读小计划，八分钟。发阅读计划表，三栏：这学期读完哪本书、每天读几分钟、读完做什么（讲给家人听/画一张图/再写一段感想）。填完同桌互相看一眼，约定两周后班会上互相检查。主持人收尾：「西游记里取经走了十四年，我们的计划先走两周，两周后见分晓。」

时间分配：六加十二加十二加八加两分钟机动。串词示例：开场「一部猴子取经的故事，中国人讲了三百年，今天我们讲讲它跟我们有什么关系」；转场「刚才大家读了故事，现在听听每个人心里的西游记」；结束「感受墙上的卡片别撕，两周后我们对照阅读计划表看看谁做到了」。

组织要点三条：读后感必须提前写，现场写会拖到超时；上台自愿，但小组讨论人人开口；阅读计划表两周后有检查动作，否则计划环节等于白做。

A Complete Plan for the "Classics Grow With Me" Class Meeting: Four Stages with Host Scripts

This class meeting runs forty minutes with desks in a U-shape and the blackboard titled "Classics Grow With Me—I Read Journey to the West." Prepare a materials list in advance: one printed excerpt per student, three blank cards per student, one discussion record sheet per group, one reading plan sheet per student. Two students host; the homeroom teacher sits at the back as backup. The four stages follow.

Stage one: excerpt reading lead-in, six minutes. The hosts distribute the printed "Havoc in Heaven" excerpt and the class reads aloud together for two minutes. Then a host asks one question: "Sun Wukong was pinned under the mountain for five hundred years—would you have given up?" No long answers required; a shouted reply counts as interaction. The question sets the tone for the meeting: the discussion is about the spirit inside the characters, not the plot.

Stage two: students share reflections, twelve minutes. Assign three days ahead: each student writes a reflection of about one hundred characters on a card. At the meeting, volunteers come up for one minute each and read their card. Hosts keep three rescue questions ready for silence: "Your card says you like Sha Wujing—which deed of his made you like him?" "You said Wukong is like you—in what way?" When sharing ends, all cards go up under the blackboard title, forming a "feeling wall."

Stage three: group discussion on character spirit, twelve minutes. Groups of six each draw a character lot: Wukong, Zhu Bajie, Sha Wujing, or the monk. Discuss two questions: what is worth learning from this character, and what would you want to warn him to change. Use a round-robin rule—twenty seconds each, no interrupting. Groups write conclusions on the record sheet and a representative reports in thirty seconds. The teacher only asks follow-up questions without drawing conclusions, e.g. "Wukong was misunderstood in the three strikes yet refused to leave—what spirit is that? Can someone name it?"

Stage four: making a reading plan, eight minutes. Hand out plan sheets with three columns: which book to finish this term, how many minutes daily, and what to do after finishing (tell a family member/draw a picture/write another reflection). Partners glance at each other's sheets and agree to check each other at the class meeting in two weeks. The host closes: "The pilgrimage took fourteen years; our plans start with two weeks. We'll see in two weeks."

Time allocation: six plus twelve plus twelve plus eight, plus two buffer minutes. Sample scripts: opening—"A story about a monkey fetching scriptures has been told in China for three hundred years; today let's talk about what it has to do with us"; transition—"We just read the story; now let's hear everyone's personal Journey to the West"; closing—"Leave the cards on the feeling wall; in two weeks we'll check them against the reading plans."

Three organizing essentials: reflections must be written in advance, or in-class writing will overrun; going on stage is voluntary, but everyone speaks in group discussion; the plan sheets must be checked two weeks later, or the planning stage is wasted.