

学本领主题活动四步搭案法：定时间、排流程、摆展示、留合影

第一步定时间框架。活动可以占用一个下午的两节课加课间，共一百一十分钟，也可以压缩成一节班会课加放学前二十分钟。先选定总时长，再往下分，否则流程写到一半发现装不下。以一百一十分钟为例：布置场地十五分钟，本领展示四十分钟，故事讲述二十五分钟，集体合影十分钟，收尾清理二十分钟。

第二步排流程顺序。本领展示放最前，学生注意力最好；故事讲述放中间，情绪接得上；合影放最后，自然收场。顺序别反过来，合影一拍，学生心就散了，后面的故事没人听。

第三步设计展示区。本领展示不是上台表演一整段，而是「三十秒演示加一句讲解」。提前把报名的本领按动静分组：游泳、跳绳、轮滑这类动的排在前半段，画画、魔方、折纸这类静的排在后半段，避免场地来回切换。每组之间留一分钟换场，主持人报幕衔接。展示顺序抽签定，避免「谁先谁后」的争议拖到活动当天。

第四步把合影写细。合影不是「最后大家拍张照」一句话，要写清三件事：站位（展示区背景板前，三排，前排蹲）、拍摄时机（故事讲述结束、学生还拿着自己的作品时）、负责人（电教委员借相机，班长组织站位）。学生手里拿着作品或道具，照片才有主题，空手排队拍出来的只是普通合照。

物资清单按环节列，别混成一堆：展示区需要背景板、桌子两张、扩音器；故事环节需要话筒、提纲卡；合影需要相机、电池、背景板。每项后面写取用地点和归还时间，比如「扩音器从年级组借，活动当天放学前归还」。

四步走完，把方案从头读一遍，检查每个环节有没有负责人、每项物资有没有归还时间。两处都齐，方案就能直接交给班委执行。

交方案前留一次十分钟彩排：主持人把开场词和换场串词走一遍，各环节负责人口头汇报物资是否到位，摄影的人在背景板前试拍一张看光线。彩排的价值是把问题暴露在还有时间改的时候，而不是活动当天才发现扩音器没有电池、抽签筒找不到了。

Four Steps to Plan a Learn-a-New-Skill Activity: Timing, Agenda, Showcase, Group Photo

Step one: fix the time frame. The activity can take one afternoon, two periods plus breaks, about one hundred and ten minutes, or it can shrink to one class meeting plus twenty minutes before dismissal. Decide the total length first, then divide it downward, or the agenda will run out of room halfway through. For one hundred and ten minutes: fifteen to set up, forty for the skill showcase, twenty-five for story telling, ten for the group photo, twenty to clean up.

Step two: order the segments. Put the showcase first, when attention is best; story telling in the middle, where the mood carries on; the photo last, as a natural

ending. Do not reverse it. Once the photo is taken, students check out mentally and nobody listens to the stories.

Step three: design the showcase area. The showcase is not a full stage performance but a thirty-second demo plus one sentence of explanation. Group the signed-up skills by motion and stillness: swimming, jump rope, and roller skating go in the first half; drawing, Rubik cubes, and paper folding go in the second, so the room is not flipped back and forth. Leave one minute between groups for changeover, with the host bridging. Decide the order by drawing lots, so the who-goes-first argument never reaches the day itself.

Step four: write the photo in detail. Not one line saying everyone takes a picture at the end. Fix three things: the layout (in front of the backdrop at the showcase area, three rows, front row crouching), the timing (right after story telling, while students still hold their work), and the owner (the media officer borrows the camera, the monitor arranges the rows). Hands holding artwork or props give the photo its theme; an empty-handed lineup is just an ordinary class picture.

List supplies by segment, not in one heap: the showcase needs a backdrop, two tables, and an amplifier; the story segment needs a microphone and outline cards; the photo needs a camera, batteries, and the backdrop. After each item write where to borrow it and when to return it, for example, the amplifier comes from the grade office and goes back before dismissal on the day.

After the four steps, read the plan once and check two things: every segment has an owner, every supply has a return time. If both are complete, hand the plan to the class officers and run it.

Before submitting, hold one ten-minute rehearsal: the host walks through the opening lines and the changeover scripts, each owner reports whether the supplies are ready, and the photographer takes one test shot in front of the backdrop to check the light. The value of a rehearsal is that problems show up while there is still time to fix them, instead of on the day itself when you discover the amplifier has no batteries or the lots container is missing.