

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Building a Green Town
<b>Focus:</b>	Team Work and Cooperation

### Materials:

This activity will be done as a class. All materials reflect per class.

Cleaned Milk Cartons (at least 15 per class)	Construction Paper (Scraps, full pages)
4 poster boards	Pipe Cleaners
Popsicle Sticks	Tongue Depressors
Paper Plates	Small Dixie Cups
Large Styrofoam Cups	Markers
Tape	Scissors

### Opening and Directions

Welcome students. Let them know that today they are going to use their minds as they become wizards and fairies. Each tutor will head to their station. Let students know that they need to walk to their station of choice. Encourage them to sit in groups of people they don't know very well or have never met. The focus of this Fun Friday is to get to know one another and build relationships. Dismiss students. Once students are settled into their station, you will discuss how you will give directions for each activity. Use an attention getter to end and start each activity.

### Preview of Activities

Students will build a town that runs off green energy. What key buildings do towns have? What do the people do there?

- **Electing Leaders:** Voting for leaders on the project.
- **Brainstorm:** Students will brainstorm and agree on ideas for the town.
- **Construction:** Let the building begin.

### Activity Set Up

See below in Construction

### Activities

#### Electing Leaders - The Roles of Each Leader

The town must be built Green. It must be earth friendly. These will be the jobs.

- **Project Leader:** They will be the lead of the entire project. Students will vote who will do this job. They will be responsible to keep in contact with group Leaders. They will be holding the voting session.
- **Group Leaders:** Students will be broken up into committees and students will vote for the leaders of these committees. They will need to be in contact with the Suppliers and the Time Keepers as well as the Project Leader.
- **Suppliers:** In each committee there will be the supplier who makes sure that they have all supplies. They will be in charge of their group supply budget. Group will need to vote.
- **Time Keeper:** There will be a time keeper for each committee as well, that way time is never wasted. Students will also choose who will do this job by voting.
- **Activity Leads:** Everyone else. They will be the people getting things done. They need to keep in contact with the Committee Leaders.

When voting, it is important that it is done in a way that does not promote student conflict. Making them

## Consult 4 Kids Lesson Plans

<p><b>Instructions:</b></p> <p>Have students vote on each of the leadership positions. It can be done in an unanimous style. It can also be done through election and voting. It is important that this process take no longer than 10 minutes. Giving students more time during the construction phase is best. This way they have more time to interact and work with one another.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Encourage all youth to participate in this activity.</p>
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### Brainstorming

There will be 4 different groups in construction minus the leadership group:

- ❖ Transportations: (cars, planes, trains, roads, freeways)
- ❖ Housing/Utilities: (homes, apartments, hotels, motels, power source, water source)
- ❖ Buildings: (hospitals, police stations, fire department, banks, schools, gas stations, grocery stores)
- ❖ Entertainment: (movie theatres, malls, arcades, down town shops)

These are just examples. They are not requirements. Each group will have a supply budget.

<p><b>Instructions</b></p> <p>Students will choose a work group under the categories created. Groups should be even.</p> <p>Once they have selected their groups, they will begin to brainstorm how they will create certain items that must be present in their green town. Give them appropriately 15 minutes to discuss as a small group. After the 15 minutes, they will come together as a large group and discuss the entire town and how each group will contribute to the town. This should all be student lead.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>* If you are working with a younger age group, it make be beneficial if the tutor steps in occasionally to help move the process forward. Giving students hits and help along the way will help them reach their ultimate goal of successfully working together and creating an end result.</p> <p>*Guide the brainstorm so that they know they have to live here. Laws of Physic do apply.</p>
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### Construction

**Instructions**

Have supply store set up. One student from each group will come to the store and purchase the supplies. Only one student at the store at a time. They can visit the store as often as they would like. The construction process can take up to 45 minutes to 1 hour.

<p><b>Instructions</b></p> <p>Students will begin to create their town. Monitor student activity when they are not at the supply store. Guide youth leaders and take advantage of teaching moments.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Knowing your strengths and talents is an important factor when working in a group. If everyone takes that time to truly understand someone, any obstacle came be overcome and any goal can be met.</p>
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**Budget (Example):**

**K - 1:** \$172 (\$43.00/group) **2 - 3:** \$1,720 (\$430.00/group) **4 - 5:** \$17,200 (\$4,300.00/group) **6:** \$172,000 (43,000/group)

**Pricing (Example):**

Pricing	K - 1	2 - 3	4 - 5	6
Pipe Cleaners	\$1	\$10	\$100	\$1,000
Tongue Depressors	\$3	\$30	\$300	\$3,000
Popsicle Sticks	\$5	\$50	\$500	\$5,000
Small Dixie Cups	\$2.50	\$25	\$250	\$2,500

## Consult 4 Kids Lesson Plans

Paper Plates	\$6	\$60	\$600	\$6,000
Large Styrofoam Cups	\$8	\$80	\$800	\$8,000
Construction Paper	\$10	\$100	\$1,000	\$10,000
Scrap Paper	Free	Free	Free	Free
Milk Cartoon	\$7.50	\$75	\$750	\$7,500

### Closing

#### Clean up

- Invite the last group of students at an activity to help clean up and return the items for storage.
- Ask students what they will need to do to be sure to leave the area in better shape than when you got there.
- Thank students for their help when area is cleaned up.

Breaking the barriers in your mind to create a world all your own. Well, that is with your groups help. It is always challenging to agree on key ideas, since so many people have wonderful ideas. Finding a balance where everyone is happy is the end result of this activity.

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings in your work?

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Collage V
<b>Focus:</b>	Team Work, Fun

**Materials:**

- A Rope
- 30 blind folds (depending on site size)
- Whistle
- 24 Large pieces of newspaper
- Masking Tape
- One Square of paper per student
- Traffic Jam Key
- 1 ream of card stock
- Makers, crayons or colored pencils
- 2-3 "koosh" or "nerf" balls

### Opening and Directions

Welcome students. Let them know that today they are going to use chose which activities they would like to participate in. Each tutor will head to their station. Let students know that they need to walk to their station of choice. Encourage them to sit in groups of people they don't know very well or have never met. The focus of this Fun Friday is to get to know one another and build relationships. Dismiss students. Once students are settled into their station, you will discuss how you will give directions for each activity. Use an attention getter to end and start each activity. Each rotation should be about 15 minutes long. Clean up and transition can be anywhere from 2 - 5 minutes.

### Activity Set Up

See below in Construction

### Activities

#### Personality Portraits

**Material:** Card Stock Paper  
Markers or Colored Pencils

**Directions:**

1. Each student will receive a of card stock paper.
2. Have students draw a portrait of them. The catch is that they must draw themselves using the things they like. For example, if they like spaghetti they can draw spaghetti as their hair or dollar signs for their eyes, or a book for a body because they like to read, etc.
3. Have them share their pictures, discussing why they chose the object that they did and what they represent.

**\*Activity → Teachable Moment(s) throughout**

Encourage youth to fully participate in these Fun Friday activities.

#### Form A<sup>2</sup>

**Materials:** A rope (about 50 feet)  
Blindfolds (or bandanas) for each student

**Directions:**

1. Have students line up in a straight line.
2. Have them put on their blindfolds (Note: At this point you must start watching

**\*Activity → Teachable Moment(s) throughout**

## Consult 4 Kids Lesson Plans

<p>for participant safety—have several “on-lookers” in the room for this exercise.)</p> <p>3. Starting at one end, string the rope through their hands. Ask them to grip the rope lightly and not to pull on the rope for any reason—HOLD IT.</p> <p>4. Give them the following instructions: “Your task during the next 10 minutes is to form yourselves into a perfect square—with equal sides and 90 degree angles. You must keep both hands on the rope at all times. The success of the group is based on the accuracy of your square.”</p> <p>5. After 10 minutes, if they have not already formed a square, ask the group to pick one leader and no one else can talk. Give them more time. If they do not form a square after a few extra minutes, have them remove the blindfolds.</p> <p>6. When the group completes the task, have them remove the blindfolds.</p> <p>7. Lead the students through the following reflection: At the beginning, what one word would you use to describe how you felt? What did you learn about communication when dealing with a difficult challenge? How can you apply this to our club? Ask each student, “What is one thing you would have done differently next time?”</p>	
<b>Alligators and Frogs</b>	
<p><u>Materials:</u> Whistle A dozen paper grocery bags or pieces of newspaper</p> <p><u>Directions:</u> Clear the chairs from the room (or go outside) and explain that the floor is now a pond. Explain the directions. All participants are frogs, and you are an alligator. Spread the dozen bags or paper randomly on the floor. These are the lily pads. The goal of the alligator is to eat the frogs: the goal if the frogs are to escape being eaten.</p> <p><u>Rules</u></p> <ul style="list-style-type: none"> <li>❖ When the alligator is “snoring: indicated by the alligator blowing the whistle softly, the frogs must swim around the pond. They cannot land on the lily pads.</li> <li>❖ The alligator, while snoring, also moves around the room, removing a few lily pads.</li> <li>❖ When the alligator wakes up and the noise stops, the frogs must hop onto a lily pad before the crocodile “eats: them, signified by tagging them on the shoulder.</li> <li>❖ More than one frog can stand on a single lily pad. Frogs may have one foot on the lily pad and the other foot in the air, but no part of them can be touching the “water.”</li> <li>❖ Slowly remove the piece of paper, so that the group has to cooperate to survive on the few pieces of paper that remains.</li> <li>❖ Ask the group what made it possible to not be “eaten.” Ask for examples of solidarity in real life.*</li> </ul>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>* Making connections into real events and situations is important. Spend some time in this discussion.</p>
<b>Stand Up</b>	
<p><u>Materials:</u> None</p> <p><u>Directions:</u> 1. Players sit on the ground back to back with a partner, and link both elbows. The goal is to stand up together, without outside help of any kind. Players should keep both feet flat on the floor and hands may NOT touch the floor. This is a game of cooperation, as one partner cannot succeed without the other.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Help youth build relationships through cooperation.</p>

## Consult 4 Kids Lesson Plans

<p>2. When partners achieve their goals they may try again to beat their own time or try again with a new partner. 3. After individual sets of partners have succeeded, try it as a group: Form 2 lines of players sitting back to back. This time, link elbows with the person next to you, not behind you. Only the players on both ends of both lines will link elbows with the person behind them. The entire group attempts to stand up together. This is very difficult, and there will probably be more laughing than standing, but it CAN be done.</p>	
<b>Traffic Jam</b>	
<p><u>Materials:</u> Masking Tape // One square of paper per student // Traffic Jam Key (Created)</p> <p><u>Directions:</u> 1. In a straight line on the floor, tape down enough squares for everyone in your group plus one additional square. Split the group in half and place the extra square in the middle. Have both sub-groups face the empty middle square before you begin reading the instructions (It is recommended that you split a group of sixteen or more into two groups and simultaneously solve the problem.)</p> <p>2. Give the following instructions to the students: Your goal is to have each group occupy the squares at the opposite end of the line. There will be four no-breaking rules.</p> <p style="padding-left: 20px;">Individuals may only move in the direction they are currently facing. At no time may they turn around or go backwards.</p> <p style="padding-left: 20px;">A student may step forward only if there is an empty square directly in front of him or her.</p> <p style="padding-left: 20px;">A student may step around a single person if and only if, the non-moving person is facing the opposite direction and there is an empty square directly behind the non-moving person.</p> <p style="padding-left: 20px;">Only one person can move at a time.</p> <p>3. During the activity, you may need to give the following hints to ensure success:</p> <p style="padding-left: 20px;">Can you come up with some ways that can help you stay within the rules? (Not letting two people from the same side by side until they are stepping into their home base.</p> <p style="padding-left: 20px;">Is there a way to restructure the activity without changing the problem that allows for participation from the group? (Horse-shoe shape)</p> <p style="padding-left: 20px;">Have you thought about building a model? (Group could use coins to experiment)</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Work on developing team work.</p>
<b>Pattern Ball</b>	
<p><u>Materials:</u> 2-3 “koosh” or “nerf” balls</p> <p><u>Directions:</u> 1. Ask the group to stand in a circle with about a foot of space between people. 2. Give the rules: Everyone raises one hand</p> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>❖ The program leader will throw the ball to someone, who will then throw it to someone else.</li> <li>❖ The person throwing should call out the name (and adjective) of the person</li> </ul>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Work on developing team work.</p>

## Consult 4 Kids Lesson Plans

<p>s/he is about to throw it to. This person should not be next to him/her and should still have a hand raised.</p> <ul style="list-style-type: none"> <li>❖ Once you have caught and thrown the ball, lower your hand.</li> <li>❖ Remember who threw it to you, and to whom you threw it. You will be repeating the pattern after it is established.</li> </ul> <p>3. When the last person has caught the ball, the pattern has been established. Practice the pattern a few times, until it goes smoothly, continuing to use each other's names. You may remind people to keep an eye on the person who throw it to them. Add in additional balls, until the group has three or four balls in the air.</p>	
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### Closing

#### Clean up

- Invite the last group of students at an activity to help clean up and return the items for storage.
- Ask students what they will need to do to be sure to leave the area in better shape than when you got there.
- Thank students for their help when area is cleaned up.

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

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**Step 4:** Apply: How can you use the skills or your key learnings in your work?

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Fear Factor I
<b>Focus:</b>	Team Building, Fun

**Materials:**

Please see below in each activity. Activities vary between physical task as well as task including food. One food requires being cooked prior. A volunteer would be needed for this. Please make sure that all allergies are known.

### Opening

Now that students have received a snack and are chilling out, it's time to revel an **AWESOME FUN FRIDAY!** Getting the students excited will set the tone for the day and help them remain engaged. The Special Fun Friday is "Fear Factor." Teams will compete to complete tasks that are physical as well as tasks including food.

### Activities

#### Piecing It Together

**Activity Set Up / Materials**

1 Puzzle\* per Student

\*It is recommended that the puzzle fit the grade level as well as the assistance on completing the puzzle. 1st grade should have 1 student complete a simple puzzle, a 2nd / 3rd / 4th / 5th grade representative have 2 / 3 / 4 / 5 students complete a moderate / challenging / difficult. (Anything over 100 pieces would be too much for this activity)

**Instructions:**

1. Each class will send up one student to represent them.
2. The students will complete to see who can build their puzzle the fastest.
3. Students will cheer on their teams.

**\*Activity → Teachable Moment(s) throughout**

Encourage teams to figure out how to get everyone involved.

#### Veggie Voyage

**Activity Set Up / Materials**

Blender

1 gallon of V8 veggie drink

1 - 1 gallon bucket

Cups and Straws

5 cans of mixed veggies

1 sponge ball

**Instructions**

1. Each class will send up two students to represent them.
2. The students will be complete to make the basket so they can avoid the veggie voyage concoction
3. If they make the basket they get points for their team. If they don't make it but finish their drink they get half points.
4. Students will cheer on their teams.

**\*Activity → Teachable**

Encourage teams to figure out how to get everyone involved.

#### Baked Hot Cheetos and Pickles



## Consult 4 Kids Lesson Plans

<b>Activity Set Up / Materials</b>		
1 bowl per student 1 Jar of Slices Pickles	1 large bag of baked Hot Cheetos - Mix ingredients in the bowl for each student to eat.	
<b>Instructions</b>		<b>*Activity → Teachable Moment(s) throughout</b>
<ol style="list-style-type: none"> <li>1. Each class will send up one student to represent them.</li> <li>2. The students will be complete to finish their bowl of baked Hot Cheetos and pickles.</li> <li>3. If they make finish their bowl, they get points for their team.</li> <li>4. Students will cheer on their teams.</li> </ol>		Encourage teams to figure out how to get everyone involved.
<b>Doogie Delite</b>		
<b>Activity Set Up / Materials</b>		
6 blind folds 1 Blue Bucket Scraps of cloth, preferably black - Mix Ingredients and Cloth in the Bucket	1 8lbs of cheap dog food pint of water 1 pair of gloves per student	
<b>Instructions</b>		<b>*Activity → Teachable Moment(s) throughout</b>
<ol style="list-style-type: none"> <li>1. Each class will send up one student to represent them.</li> <li>2. The students will be complete to find as many strips of cloth in the bucket.</li> <li>3. Each team will get one minute to search while blindfolded and wearing gloves.</li> <li>4. Students will cheer on their teams.</li> </ol>		Encourage teams to figure out how to get everyone involved.
<b>The Jump Rope Challenge</b>		
<b>Activity Set Up / Materials</b>		
1 Jump Rope per Student		
<b>Instructions</b>		<b>*Activity → Teachable Moment(s) throughout</b>
<ol style="list-style-type: none"> <li>1. Each class will send up one student to represent them.</li> <li>2. The students will be complete to see who can jump rope the longest without messing up. If a student messes up in the first 15 seconds they get a retry.</li> <li>3. The teams that make it past the 4 minute time limit wins.</li> <li>4. Students will cheer on their teams.</li> </ol>		Encourage teams to figure out how to get everyone involved.
<b>Noodle Chain</b>		
<b>Activity Set Up / Materials</b>		
3 spaghetti packs 1 bag of flour Food coloring Make a syrup using sugar, flour and water; mix with the cooked spaghetti noodles.	1 bag of sugar 12 brown bags	
<b>Instructions</b>		<b>*Activity → Teachable Moment(s) throughout</b>
<ol style="list-style-type: none"> <li>1. Each class will send up two students to represent them.</li> <li>2. The students will be complete to see who can transfer all of their spaghetti from one bag to the other.</li> <li>3. The team that has the most spaghetti in their bag wins. Even if a team finishes</li> </ol>		Encourage teams to figure out how to get everyone involved.

## Consult 4 Kids Lesson Plans

<p>first, other bags will be checked for greater amount.</p> <p>4. Students will cheer on their teams.</p>	
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### Closing

#### **Clean up**

- Invite the last group of students at an activity to help clean up and return the items for storage.
- Ask students what they will need to do to be sure to leave the area in better shape than when you got there.
- Thank students for their help when area is cleaned up.

#### **Debrief**

Now that students are all back together, it is time for the most important part of the day. A very good debrief to do for a large activity like this is D.I.G.A.

- **Describe:** Have students share out about what they did during the Warfare Games. Did they like being in their
- **Interpret:** Ask if they have had any key learning while playing outside. Ask what skills they learned or had to use in order to participate in the games and activities they are playing. How did they feel when participating in the games and activities?
- **Generalize:** How can you use the skills or your key learning tomorrow at your program?
- **Apply:** How can you use the skills or your key learning in your future?

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Wizards and Fairies
<b>Focus:</b>	Team Work, Cooperation

### Materials:

#### QUANTITY OF MATERIALS DEPENDS ON THE NUMBER OF STUDENTS

##### Wands

Dowels per student	Ribbons
Markers	Assorted Colors Rhinestone
Feathers	Glue
Scissors	Optional: Metallic color puff paint

##### Wings

Railroad Board per student	Tissue Paper
Glitter	Glue / Glue Sticks
Scissors	Yarn
Whole punch	

##### Potions

8 – 10 oz plastic cup per student (preferably clear)	Assortment of Juices and carbonated water
Liquid measuring cups	Permanent Marker

##### Wizard Hats

Construction Paper	Glue
Scissors	

##### Floral Crowns

Fake Flowers	Floral Tape
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The amount of station depends on the amount of students. Example: Program 1 - 100 students divided by 7 available staff members = about 14 students per station. Program 2 – 220 students divided by 10 available staff member = about 22 students per station.

### Opening and Directions

Welcome students. Let them know that today they are going to use their minds as they become wizards and fairies. Each tutor will head to their station. Let students know that they need to walk to their station of choice. Encourage them to sit in groups of people they don't know very well or have never met. The focus of this Fun Friday is to get to know one another and build relationships. Dismiss students. Once students are settled into their station, you will discuss how you will give directions for each activity. Use an attention getter to end and start each activity.

### Activity Set Up

Each Activity will need certain items. Have volunteers or student leaders pass out materials and set up each station.

1. Have materials laid out for students, refilling during transitions.
2. Spend a few minutes at the beginning of each rotation to go over the expectations and the clean up process.

## Consult 4 Kids Lesson Plans

3. Have towels and mop available for any spills.

### Activities

#### Wands

What type of wand do you need? Do you need a steady wooden wand or a shiny magical wand? What is your wands name?  
What is it made out of? Does it have a special trick?

**Instructions:**

Materials will be laid out for students. Each will receive one dowel about 5 – 6 inches in length. Students can create their wand using the materials. They can create cool patterns and special scripts.

**\*Activity → Teachable Moment(s) throughout**

Listen for the moment in which student learning can be shared.

#### Wings

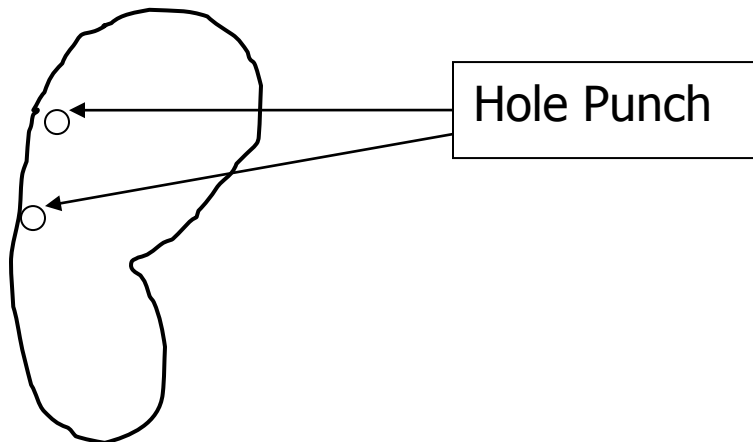
**Intro to:**

Fairies are thought by a majority of people to have wings and be able to fly.

**Instructions**

Students will draw their pair of wings on the railroad board. Assist younger student in their process. An easy way to make the wings the same size is the fold the railroad in half and draws one of the wings. Cut the wing out and trace it on the other half of the railroad board. Cut of the other wing. Have students decorate their wings.

To tie wing to arm, punch two holes in each wing, where the wings meet the back. Tie the yarn through the holes and around the top of their arm. You can braid the yarn before tying it to give more strength as well as make it less irritating around the arm and armpit.



**\*Activity → Teachable Moment(s) throughout**

Not all youth will want to participate in all activities. However, be careful that you don't make a decision about who should do what.

#### Potions

Students will create their own potion adding certain ingredients. What will they call their potion? What ability does it have? Is it bitter? Is it sweet? Is it a rare or common potion? How do you use it?

**Instructions**

Students will take turns adding “ingredients” to their potion. Students will measure the amounts and add it to their cup.

Have them write the name of their potion on the side of their cup.

Keep a mop and towel handy.

**\*Activity → Teachable Moment(s) throughout**

Encourage full participation.

## Consult 4 Kids Lesson Plans

Students can share their potions with other students and share out about what their potion does.	
<b>Wizard Hats</b>	
Students will create their own wizard hat. It can incorporate their favorite color, their school logo, their own logo/crest.	
<b>Instructions</b> Have students pick out a base color for their hats. Help them measure their cranium so that you can get a good fit and staple the ends together. They can make it pointed or flat. They can add more detail to the hat.	<b>*Activity → Teachable Moment(s) throughout</b>  This is especially fun for older youth.
<b>Floral Crowns</b>	
Pre cut flowers to have stems. Keep additional stems to be able to wrap around the crown of the students head, bonding them together with floral tape.	
<b>Instructions</b> Students will weave the flower and stems into a crown. Student will use the floral tape to bond them together so that they fit comfortably around the students head. Assist younger students in this process.	<b>*Activity → Teachable Moment(s) throughout</b>  Encourage youth to participate.

Closing
<b>Clean up</b> <ul style="list-style-type: none"> <li>• Invite the last group of students at an activity to help clean up and return the items for storage</li> <li>• Ask students what they will need to do to be sure to leave the area in better shape than when you got there</li> <li>• Thank students for their help when area is cleaned up</li> </ul>
<b>Four Step Debrief:</b> This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future. <p><b>Step 1:</b> Describe: Student(s) describe what they did during the activity.</p> <p><b>Step 2:</b> Interpret: Students answer one, some or all of the following questions:              What were your key learnings when you participated in this activity?              What skills did you need to utilize to participate in this activity?              How did you feel when participating in this activity?</p> <p><b>Step 3:</b> Generalize: How can you use the skills or your key learnings in your life?</p> <p><b>Step 4:</b> Apply: How can you use the skills or your key learnings in your work?</p>