

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Apollo 11 – Americans Take a Leap
<b>Focus:</b>	Remember an important event in American History.

**Materials:**

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

**Rockets**

- |  |                                      |
|--|--------------------------------------|
| Aluminum foil roll per class                           | 2 Paper towel rolls per group        |
| Scraps of construction paper                           | Scissors, glue and crayons per group |
| Other art supplies that may be around the supply room. |                                      |

**Outer Space Voyage**

- Paper and pencil per group

### Opening and Directions

Welcome students. Let them know that today they are going to learn a little the Apollo 11 Mission and how it took American to the moon. If you have an opportunity to show the videos resources provided below. These are not property of Consult 4 Kids.

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 Great Video Resources: <http://www.neok12.com/php/watch.php?v=zX664153440f46494344067b&t=Moon> (9 minutes)  
<http://www.neok12.com/php/watch.php?v=zX42567103747e765e6c6855&t=Moon> (4 minutes) (Optional)

### Preview of Activities

Activities will be done in a classroom setting. Students will begin by starting a KWL chart, building space shuttles and creating their very own space shuttle launch reenactment.

### Activity Set Up

Setting up enough area for each group is important. Depending on how large of an area you have to work with and how many students you, section off area for groups to work. It is important to give enough space in-between groups so they have enough room to move around. Music may be a good motivator while outside.

### Activities

#### Brainstorming

**Students will begin with a KWL brainstorm.**

- Know:** What do you know about the moon? What do you know about space shuttles? Have they ever seen a space shuttle launch? What do you know about the first moon landing?
- Want:** What do you want to know about the moon? What do you want to know about the moon landing?
- Learned:** Use the debriefing strategy to have them share out what they learned from the activities.

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

Engage young people in learning and having fun. Build ability to work as a team.

### Space Shuttles

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Students will work in groups of 3 or 4 to create their own space shuttle, just like Apollo 11.	
<b>Instructions</b> Have students form groups of 3 or 4. Have student leaders pass out supplies. Students will work as a group to create their own space shuttle. Ask detailed questions when giving instructions to inspire a new creation of space shuttle.	<b>*Activity → Teachable Moment(s) throughout</b> Focus on team work and relationship building.
<b>Launch Reenactment</b>	
Students will work in the same group to create their very own reenactment.	
The story starts off July 20 <sup>th</sup> , 1969 at 9:30 AM, 2 minutes to lift off... Command to Shuttle, do you copy? Have groups share out their stories using their space shuttle as a prop. Complete the L: Learned section of your KWL chart.	<b>*Activity → Teachable Moment(s) throughout</b> * For older grades, incorporate spelling words into the story. Give points for usage as well as neatness and grammar.

### 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 activities, 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?

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### APOLLO 11 Facts

Lunar Module:	<u>Eagle</u>
Command and Service Module:	<u>Columbia</u>
<u>Crew:</u>	Neil Armstrong ,commander Michael Collins, command module pilot Edwin Aldrin, lunar module pilot
<u>Launch:</u>	July 16, 1969 13:32:00 UT (09:32 a.m. EDT) Kennedy Space Center Launch Complex 39A
<u>Landing Site:</u>	<u>Mare Tranquillitatis (Sea of Tranquility)</u> 0.67 N, 23.47 E
Landed on Moon:	July 20, 1969 20:17:40 UT (4:17:40 p.m. EDT)
First step:	02:56:15 UT July 21, 1969 (10:56:15 p.m. EDT July 20, 1969)
EVA duration:	2 hours, 31 minutes
Lunar Surface Traversed:	~250 meters
Moon Rocks Collected:	21.7 kilograms
LM Departed Moon:	July 21, 1969 17:54:01 UT (1:54:01 p.m. EDT)
Returned to Earth:	July 24, 1969 16:50:35 UT (12:50:35 p.m. EDT)
Time on Lunar Surface:	21 hours, 38 minutes, 21 seconds
Mission Duration:	195 hr. 18 min. 35 sec.
Retrieval site:	Pacific Ocean 13° 19'N latitude and 169° 9'W longitude
Retrieval ship:	<i>U.S.S. Hornet</i>
Special Payload:	<ul style="list-style-type: none"> <li>○ Plaque (commemorates first manned landing)</li> <li>○ Carried to Moon and returned two large American flags, flags of the 50 states, District of Columbia and U.S. Territories, flags of other nations and that of the United Nations.</li> <li>○ MEPS (Modularized Equipment Stowage Assembly) containing TV camera to record first steps on Moon and EASEP (Early Apollo Science Equipment Package).</li> </ul>

#### Highlights:

- First men on the Moon, Neil Armstrong and Buzz Aldrin. First return of samples from another planetary body.
- The prime mission objective of Apollo 11 is stated simply: "*Perform a manned lunar landing and return*".
- First return of samples from another planetary body. These first samples were basalts, dark-colored igneous rocks, and they were about 3.7 billion years old.

Plaque affixed to the leg of the lunar landing vehicle signed by President Nixon, Neil A. Armstrong, Michael Collins and Edwin E. Aldrin, Jr. The plaque bears a map of the Earth and this inscription:

HERE MEN FROM THE PLANET EARTH  
FIRST SET FOOT UPON THE MOON  
JULY 1969 A.D.

WE CAME IN PEACE FOR ALL MANKIND

This resource was created by Smithsonian National Air and Space Museum and can be found at [The Smithsonian Website](http://www.si.edu).

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<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Earth Gallery
<b>Focus:</b>	Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. Students show creativity about how the Earth looks like to them.

**Materials:**

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

**Earth Artist**

Construction Paper – 9 in. x 12. in per Student  
 Watercolor Set per student or per group  
 Markers, Scissors and Pencils

Construction Paper Scraps  
 Water Cups and Napkins

**Recycled Art**

Recycled materials per class i.e. aluminum cans, plastic bottles of all sizes, newspaper, towel rolls, phone books, etc.  
 1 Science board per class  
 Supplies: Scissors, glue, markers, crayons, etc.

**Earth Song**

Paper and pencil

### Opening and Directions

Welcome students. Let them know that today they are going to use create an art gallery focused on our planet Earth. Classes will create their masterpieces in their classrooms. Pieces will be hung in the multipurpose room to be displayed for all to see. Students will return to the cafeteria later in the day to find that their art has been hung in the gallery. Once students have gotten a chance to see a majority of the art, they will recite their Earth song they created. Debrief can continue during sign out.

### Activity Set Up

This themed Fun Friday will require a runner staff: staff member, volunteer and 2 – 3 youth leaders. Their responsibility will be to collect the art that has been made and to hang them up in the multipurpose room.

Supplies distributed before program or have a runner from each class collect them after opening.

### Activities

#### Recycled Art

Classes will be working together to create an art piece using recyclable materials. The science board can be used as a base or as a canvas.

**Instructions:**

Have a group brainstorm to think about what you would like to create that has our planet Earth in mind. Ask students to share out a few places that they have been to that were different from where they lived. Ask students to share out pictures that they have seen about Earth. Was it a picture that shows Earth captured in outer space? Was it the aurora in the skies?

Collaborate with students on how they would like to create their art piece of Earth. What

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

Encourage youth to think outside of the box. They are going to create “liveable” environments in the art work by working collaboratively.

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<p>materials do they do and do not want to use? What will their piece mean or try to convey?</p> <p>Start by have student share artistic talents that they have. How can those be utilized and how can they help others?</p> <p>Begin to create your art work. If metal materials need to be cut, the program leader would be the only one, besides an adult volunteer. Be cautious of cuts.</p> <p>This activity can take up to 45 minutes to complete. It is also important to schedule in time for clean up. Leave art to dry. A runner will pick it up towards the end of the day.</p>	
<p><b>Solo Piece</b></p>	
<p>Each student will be creating their own piece of art.</p>	
<p><b>Instructions</b></p> <p>Since the Earth has already been discussed, utilize the images of landscapes to show to students. Inspire students to create scenery of Earth. When did this time take place? Have you been there before? Have student volunteers help with distributing materials to the students or groups.</p> <p>This activity can take up to 25 minutes. After clean up has been completed, have students leave their art at their desk and to join you on the carpet in a circle.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During this project youth will be working alone. Focus is on creativity.</p>
<p><b>Earth Song</b></p>	
<p>Class will create a song about Earth</p>	
<p><b>Instructions</b></p> <p>Have students decide on a style / genre of music. Will it be a melody like “Oldies” or percussions and guitar rifts like “Rock n Rock”? Encourage students to use cool and unique sounds to create the sounds of instruments and beats. Have students practice song to help memorize it. Let them know that they will be sharing their song in the art gallery.</p> <p>This activity can take up to 30 minutes. During this time runners will be collecting art pieces for the gallery.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>This is a cooperative activity that encourages youth to activate the creative side of the brain.</p>
<p><b>Art Gallery</b></p>	
<p><b>Instructions:</b></p> <p>Have students sit at their sign out table. Let students know that they will be allowed to walk around freely to view the pieces in the gallery. Be sure to refer back to the agreements and discuss that they may look but not touch.</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.
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- 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.

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

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

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Encarta Encyclopedia, Paolo Koch/Photo Researchers, Inc.



Encarta Encyclopedia, Rafi Ben-Shahar/Oxford Scientific Films



An oxygen-rich and protective atmosphere, moderate temperatures, abundant water, and a varied chemical composition allow earth to support life, the only planet to do so. The slightly oblate planet is composed of rock and metal, which are present in molten form beneath its surface. This photograph, taken by the Apollo 17 spacecraft in 1972, shows Arabia, the African continent, and Antarctica (most of the white area near the bottom).

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Encarta Encyclopedia, Anthony Bannister/Oxford Scientific Films



Encarta Encyclopedia, Masao Hayashi-Dung/Photo Researchers, Inc.



Encarta Encyclopedia, John Bova/Photo Researchers, Inc.



Encarta Encyclopedia, Joel Bennett/ALLSTOCK, INC.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	iFilm
<b>Focus:</b>	Take a look at film, team work, fun

### Opening and Directions

Welcome students. Let them know that today they are going to use their minds to create their own movie. Students will be dismissed to do these activities in their after school classroom.

### 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?

- **Movie Genres:** Review different styles and genres for movies.
- **Brainstorm:** Students will brainstorm using the Brainstorm Worksheet.
- **Movie Poster:** Let the building begin.
- **Share:** Swap movies with other students.

### Activity Set Up

N/A

### Activities

#### Movie Genres – Quick Glance

**Instructions:**

Read the resource List of Genres to students. Give them example of the different styles of movies. Ask students questions about movies they like that fit in those genres. What is their favorite genre? What is their favorite movie?

This section should take 10 – 15 minutes depending on discussion.

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

Review the different types of movies.

### Brainstorming

Students can use the Movie Brainstorming Worksheet to help them create their movie.

**What Goes into the Plot?**

1. Exposition: is the information needed to understand a story.
2. Complication: is the catalyst that begins the major conflict.
3. Climax: is the turning point in the story that occurs when characters try to resolve the complication.
4. Resolution: is the set of events that bring the story to a close.

**Who are the main characters?**

1. Are they good people? Are they bad people? What actor would you choose to play the roles?

**What must they accomplish?**

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

Use the worksheet to help with the brainstorming.

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<p>2. Do they have to save someone? Do they have to get to a certain place by a certain time? Are they trying to win a competition?</p> <p><b>What are the series of obstacles they must face in order to succeed?</b></p> <p>3. What series of events will happen to make the journey a memorable one?</p> <p><b>How will the movie end?</b></p> <p>4. To be continued...</p> <p>Students will begin to brainstorm. If students need additional paper, please provide lined paper.</p> <p style="text-align: center;">This section should take 30 –4minutes depending on discussion.</p>	
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### Movie Poster

<p><b>Instructions</b></p> <p>Students will create a movie poster for their movie. Each student will receive 1 piece of construction paper and crayons. It is important to discuss appropriate languages and images.</p> <p>This section should take 20 – 25 minutes depending on discussion.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Encourage youth to be creative.</p>
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### Share Out

Have students swap movies a few times until it is time to head to sign out.

### Closing

**Clean up**

- Invite the last group of students at an activity to help clean up and return the items for storage.
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**Four Step Debrief:**

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### Some Popular Film Genres

With all genres, it is important to discuss boundaries for the movies they will be creating. What is age appropriate?

**Adventure:** A story about a protagonist who journeys to epic or distant places to accomplish something. It can have many other genre elements included within it, because it is a very open genre. The protagonist has a mission and faces obstacles to get to his destination.

**Action:** A story, similar to Adventure, but the protagonist usually takes a risky turn, which leads to desperate situations (including explosions, fight scenes, daring escapes, etc.). Action and Adventure are usually categorized together (sometimes even as "action-adventure") because they have much in common, and many stories fall under both genres simultaneously (for instance, the James Bond series can be classified as both).

**Comedy:** A story that tells about a series of funny or comical events, intended to make the audience laugh. It's a very open genre, and thus crosses over with many other genres on a frequent basis.

**Documentary:** A story that re-tells events rather than creates them. Usually, it is about true historic events.

**Fantasy:** A story about magic and supernatural forces, rather than technology, though it often is made to include elements of other genres, such as science fiction elements, for instance computers or DNA, if it happens to take place in a modern or future era.

**Historical:** A story about a real person or event. Often, they are written in a text book format, which may or may not focus on solely that person or event.

**Horror:** A story that is told to deliberately scare or frighten the audience, through suspense, violence or shock.

**Mystery:** Although normally associated with the crime genre, the term "mystery fiction" may in certain situations refer to a completely different genre, where the focus is on supernatural mystery (even if no crime is involved).

**Romance:** Traditionally, a story involving chivalry and adventure. In modern writing, a story about character's relationships or engagements (a story about character development and interpersonal relationships rather than adventures).

**Science Fiction:** Similar to fantasy, except stories in this genre use scientific understanding to explain the universe that it takes place in. It generally includes or is centered on the presumed effects or ramifications of computers or machines; travel through space, time or alternate universes; alien life-forms; genetic engineering; or other such things. The science or technology used may or may not be very thoroughly elaborated on; stories whose scientific elements are reasonably detailed, well-researched and considered to be relatively plausible given current knowledge and technology are often referred to as hard science fiction.

**Thriller:** A story that is usually a mix of fear and excitement. It has traits from the suspense genre and often from the action, adventure or mystery genres, but the level of terror makes it borderline horror fiction at times as well. It generally has a dark or serious theme, which also makes it similar to drama.

**Resource** can be found at [Wikipedia: List of Genres](https://en.wikipedia.org/wiki/List_of_genres)

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### Movie Brainstorming

**Title of Movie:**

**Genre:**

**Plot:**

**Main  
Characters:**

**What must they  
accomplish?**

**What obstacles  
will they face in  
order to  
succeed?**

**How will the  
movie end?**

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<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Paint the Sidewalk
<b>Focus:</b>	Demonstrate positive character traits through creating murals with soft pastels

### Materials:

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

There are two material options for this activity, chalk or soft pastels.

A box per group is a good minimum. A group can be anywhere from 5-7 students.

Baby wipes

Dish towels

### 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 pick a cause or a positive character trait that they are passionate about and create a beautiful mural that will express how they feel. Groups can be 5 – 8 students. The supplies for this activity can be given to the school/district by applying to grants that are open to educational programs such as after school. A few examples of foundations that offer these grants are:

[JP Morgan Chase Education and Arts Grants](#)

[Do Something!](#)

\*It's important to run this activity by the school principle.

### Activity Set Up

Setting up enough area for each group is important. Depending on how large of an area you have to work with and how many students you, section off area for groups to work. It is important to give enough space in-between groups so they have enough room to move around. Music may be a good motivator while outside.

### Activities

#### Brainstorming

#### **Instructions:**

Brainstorm with students about causes, movements or character traits that they support. Why do they support that idea? What are some things that they could do to help raise awareness? Are there other students who support the same cause but for a different reason?

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

Encourage youth to fully participate.



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This part of the activity can take 15 – 30 minutes long.	
<b>Creation</b>	
<p>Once the brainstorming has been completed, students can choose their group. They may want to partner up with students who support the same idea. They can brainstorm together and create their masterpieces.</p> <p>Staff should walk around and check in with group consistently.</p> <p>This activity can take up to 2 hours. Most programs will not have that much time. Encouraging students to work together will help the process. Inspiring students to use different techniques such as blending.</p>	
<p><b>Instructions</b></p> <p>Have one student from each group get the box of chalk or soft pastels. Groups will work together to come up with an idea for their painting/mural. Students will spend time completing their art.</p> <p>Each group can share out about their piece.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Encourage youth to fully participate.</p>

<b>Closing</b>
<p><b>Clean up</b></p> <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>
<p><b>Four Step Debrief:</b> This strategy has four steps, each one designed to help the student “connect the dots” between the activities, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <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>