

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Board Game Extravaganza
Focus:	Learning about film, fun

Materials:	
Per Group:	
1 Railroad/Poster board	3 Large Sheets of Light Colored Construction Paper
Scraps of Construction paper	Crayons, Markers and Pencils
Other Art Supplies available	

Opening and Directions

Welcome students. Let them know that today they are going to use their minds to create their own board game. Students will be dismissed to do this activities in their after school classroom. Each class will divide students up into group of 5 - 6. Each group will be responsible for creating a unique board game. Once the games have been created,

Preview of Activities

Students will create their very own board game to share. These are the steps they will take to create their game.

- **Brainstorming:** What theme will your game have? What will it be based on? What are the rules?
- **Creation:** Students will work together to create their board game.
- **Naming:** Time to choose a name for your game.
- **Share:** Students will swap games and play.

Activity Set Up

N/A

Activities

Brainstorming

Students will brainstorm the type, theme, look and rules of their board game.

There are many things to take into consideration when creating a board game.

The style of the game can be anything from mystery solving, ladder climbing, and enemy invasion. Will your game be based on a story? What do the players have to do in order to win the game? Do they have to guess the correct answer? Do they have to follow the right path? Do they have to roll a dice in order to move spaces?

Here is a few list of ideas you can utilize during the construction of your board game:

- Each player draws a card at the beginning of their turn.
- Each player must roll the dice at the beginning of their turn.
- If a player lands on a spot, they must perform the action on the spot or draw a card.

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

* For younger grades it may be important to limit the amount of runs for the game so that the difficulty level of the game will not be to challenging when students swap board games.

*For kindergarten classes, you will create 1 - 2 board games only. During brainstorming, provide them with choices instead of requiring them to create.

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<ul style="list-style-type: none"> – The player must obtain a certain number of spots in order to win. – Player must perform all action in order to advance forward. <p>What are the rules of the game?</p> <ul style="list-style-type: none"> – What does each player get before the game? Do they get tokens? Do they get money? – Are there special privileges that each person gets depending on the type of character selected? – How will you communicate the rules? <p>The look of your game:</p> <ul style="list-style-type: none"> – What color scheme will you use? Will it be playful and colorful? Will it be dark and gloomy? Will it be only sketched out? – Will it be flat? Will things pop up? <p style="text-align: center;">This section should take 20 – 30 minutes depending on discussion.</p>	
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Creation

<p>Instructions</p> <p>Students will create their board game. It's important to visit groups frequently to help with the construction phase of the activity. The reason for this is to keep them on the right path of completing the board game. Ask why and how questions to give students a chance to think through what they have brainstormed and how that will assemble their board game.</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p style="text-align: center;">Encourage youth to be creative.</p>
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Share

Students will play the game that they created first to work out all the kinks. Then, have students swap games with another group. Have them think about things that can make the game easier to play or areas that need clarification. If you have time, swap games again. Have them share out the things they liked about the games.

Closing

<p>Clean up</p> <ul style="list-style-type: none"> • 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.
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<p>Four Step Debrief:</p> <p>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> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions:</p> <ul style="list-style-type: none"> 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>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings in your work?</p>

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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](#)

My Game Will Be Based On...

| Title of Movie: |

Genre:

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Plot:

Main Characters: Who will be the characters other than the player?

What must the player accomplish?

What obstacles will the players face in order to succeed in the game?

How will the "game" end?

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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	It's All About the Arts
Focus:	Artistic Expression and Fun

Materials: White construction paper enough for two per student (paper should be cut in half "Hamburger" Style)	
<p>Water Colors</p> <p>Construction Paper</p> <p>Water Colors and paint brushes</p> <p>Plastic Cups and Water</p> <p>Molding</p> <p>Play Dough</p> <p>Butcher Paper</p> <p>Sketching</p> <p>Pencils</p> <p>Construction Paper</p>	<p>Button Art</p> <p>Buttons and Glue</p> <p>Markers</p> <p>Construction Paper</p> <p>3-D Name</p> <p>Pencils, Colored Pencils and/or Crayons, Rulers</p> <p>Construction Paper</p> <p>Sculpting</p> <p>Paper Towel Rolls, Toilet Paper Rolls, Old Newspaper, Felt Pieces, Small Shoe Boxes</p> <p>Glue, Scissors, Rulers, Pencils, Markers</p>

Opening and Directions

Welcome students. Let them know that today they will chose different art stations. Each station has a different style of art. The amount of rotations will depend on the duration of the student choice Fun Friday. Suggested time per rotation, 20 minutes for activity. The recommended location of this Fun Friday is in a cafeteria or multipurpose room. Dismiss students to rotations after they have returned from the restroom and their class meetings. Tutors will need to facilitate each station. Once students are settled into their station, tutors will give directions for the activity they are facilitating. 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.

If Fun Friday is cannot be done as a group, activities can be done in the classroom per group.

Activity Set Up

It is important to have supplies present at each of the stations before students begin. Have one or two youth leaders designated as runners in case a station needs additional supplies. It may also be helpful for the final clean up to use table clothes to cover the workstation area.

Stations

Water Colors

<p>Material:</p> <p>Water Colors and Paint Brushes</p> <p>Plastic Cups and Water</p> <p>Construction Paper</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Each student will receive a piece of construction paper. 2. Student will close their eyes. Have them think about a beautiful place they have 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Encourage young people to explore this medium. The older they are the more challenging it is for them to explore the arts.</p>
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<p>been that way outside. What did it look like? Was it colorful? Was it mainly one color? How did this place make you feel?</p> <p>3. Students will paint the scenery. Demonstrate a few different brush strokes when painting with water colors. See the different types of brush strokes below.</p> <ul style="list-style-type: none"> ○ Pressure: Brush strokes can be thin and light all the way to thick and heavy depending on how firm or light the hand is when the stroke is made. ○ Amount of Water on the Brush: Depending on how little or how much water is on the brush can change the brightness of the color. ○ Wet Paper: Wetting the paper first before applying the water color paint allows for a different affect. ○ Length of Stroke: The length of the stroke depends on the motion of the arms and wrist. For smaller and curved strokes, use a slight flick of the wrist. ○ Color Blending: Use more than one color to paint an object. Darker colors over lighter colors work well. You can also blend colors by applying two colors as the same time. <p>4. If time permits, let students share out their paintings.</p>	
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Molded Animal Friends

<p>Material: Play dough Butcher Paper (On table)</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Each student will receive a container of play dough. 2. Students will mold the play dough into an animal that they like. 3. To practice different ways of molding the play dough, have students make the various shapes: <ul style="list-style-type: none"> ○ Ball ○ Raindrop ○ Cube ○ Cylinder 4. If time permits, let students share out their molded animals. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Sculpture is one of the fine arts that we don't explore. It is good for eye-hand coordination as well as creating something 3-dimensional.</p>
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Sketching Objects

<p>Material: Construction Paper Pencils</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Each student will receive a piece of construction paper. 2. Students can find one object to sketch. The object can be in the room, in their backpack or something that they remember very well. 3. Students will sketch their object. Demonstrate a few different sketching techniques to get them started. <ul style="list-style-type: none"> ○ Lightly sketch the item first. It is easier to erase light pencils marks. Once you have out lined your shape, draw light connecting lines to have object take shape. ○ When initially drawing the object, just basic shapes to outline where each part of the object will be drawn. ○ Add shading to the picture. Depending on where the light hits the object will 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Learning how to quickly sketch and capture details and really consider the details that you observe is an activity that will help you become more observant.</p>
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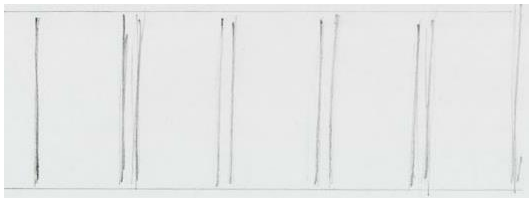

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<p>determine where you will shade. If the light is hitting the object from the left side, the right side will have a shadow.</p> <ul style="list-style-type: none"> ○ Shading can also be done to show where the object is darker. <p>For more information and details on sketching, visit the following resources: http://www.artistdaily.com/Pencil-Sketch-Drawing-Lessons/ http://www.elfwood.com/farp/theart/jesspencil/jesspencil.html</p> <p>4. If time permits, let students share out their drawings.</p>	
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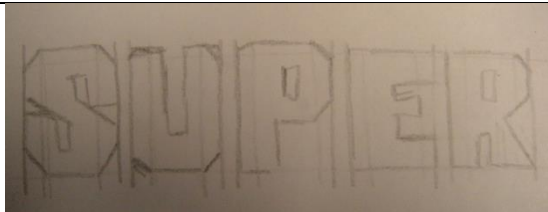
Button Art

<p>Material: Construction Paper Buttons and Glue Markers and Pencils</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Each student will receive a piece of construction paper 2. Have the buttons and glue accessible to the group of students. 3. Students will use the variety of buttons to create an image of an object, place or living thing. 4. Have students sketch what they will be filling in with the buttons. See example picture to the right. Image is not property of Conult4Kids. 5. If time permits, let students share out their art work.. 	<p>*Activity → Teachable Moment(s) throughout</p> 
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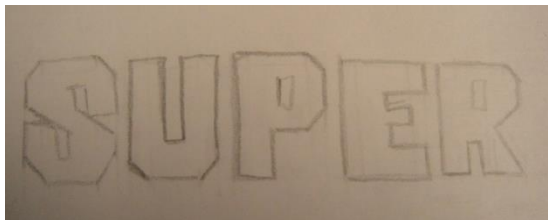
Your Name in 3-D

<p>Material: Construction Paper Markers or Colored Pencils</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Each student will receive a piece of construction paper. 2. Students will be drawing their name with a 3-D perspective. Students will need to map out the letters in their name to fit on the page. Have them draw light lines to section the area per letter off. It should look something like this: <div style="text-align: center; margin: 5px 0;"> S U P E R </div>  3. Students will then add grid lines per each letter area.  4. Students will then fill in the letter area with the actual block lettering. Have an alphabetical list of example block letters by typing them out in Microsoft Word and selecting a block font. 	<p>*Activity → Teachable Moment(s) throughout</p>
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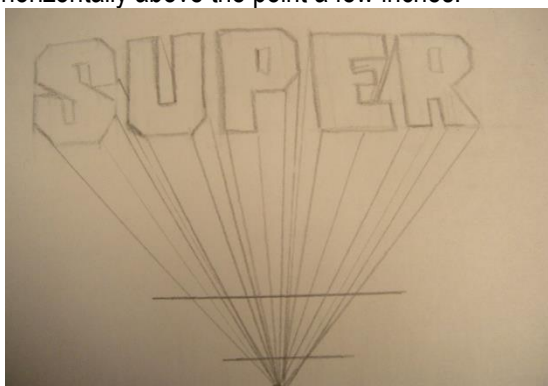
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5. Have students erase the light sketch marks and bold their letters.



6. Have students draw a point towards the bottom of their page. Have them connect the lower corners of the letters to the point by using a ruler. Have them also draw a line horizontally above the point a few inches.



7. Have students erase all the lines below the line they created. Students can shade and color in their letters. Here is an example of a finished project.



8. If time permits, let students share out their art work.

Sculpting

Students will

Material: Glue, Scissors, Rulers, Pencils, Markers
Paper Towel Rolls, Toilet Paper Rolls, Old Newspaper, Felt Pieces,
Small Shoe Boxes

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

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Directions:

1. Students will work together in this station to create a sculpture or 3-D piece of art that will convey something that they are passionate about.
2. Start the activity with a brainstorm. Have the group decide on one idea.
3. Let them go to work and encourage the group to work together and communicate.
4. If time permits, let students share out their art work..

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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Component:	Fun Friday
Grade Level:	K-5 Grade
Lesson Title:	Magical Science
Focus:	Students will work together to collaborating ideas and concepts and create an end result design.

Materials:

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

Railroad Board per Group/Class

Coloring Supplies (Crayons, Markers, Pencils)

White Board or Large Post-Its and Expo Marker

Opening and Directions

Welcome students to today's **AMAZING FUN FRIDAY**. Let them know they will discover new thoughts and thinking based around the concept of Travel, fair distance travel. Read the story below to students. This Fun Friday can be done in the classroom or in a multipurpose room.

Note: Students will get the opportunity to discover new ideas to develop improved means of traveling. Distance does play a factor. Students will develop a thesis based on the story of how they will create a new means of travel using "Magic." Magic is just science that has not been discovered yet. As a society we are improving our way of life. Students play a key role in the future of technology and engineering. The only way to be innovating is to think outside the box while considering what's inside the box. This project can be for first through sixth grade.

Preview of Activities and Set Up

Students will brainstorm innovating means of transportation using thoughts and ideas that they already know about current means of travel.

- **Background Story:** Voting for leaders on the project.
- **Brainstorm (K Chart):** Students will brainstorm and agree on ideas for the town.
- **Think Tank:** Discover what will be created using the knowledge that they already have.
- **Designing:** Students will begin to create the invention, one piece at a time. Being thoughtful in the process.
- **Showcasing:** Students will share their innovating invention with other groups/classes.

Background Story

Instructions:

Begin the story with the students seated in front of you. Have them take 4 deep breaths while closing their eyes. Have them keep their eyes closed while you read the story below.

As an elite team of scientists, engineers and critical thinkers; you have been hired by NASA. You are all seated in white room. A man walks in. He points at the ceiling and a screen flows down to eye level. The projected image is becoming clear. There is someone speaking to the camera. It looks like a human being, but doesn't speak any know language. The screen goes up. The man begins to speak, "This was a transmission we received 10 days ago. We do not understand them but...we did receive this nice green glass shard. Or at least we think its glass." He holds the green object above this head. "We have tested the energy of this shard. It is substantial. As far as we can tell, the power that can be harnessed from this

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object is limitless.” Everyone looks around at each other in awe. “You have been hired to create a device that can harness the power of the shard to drastically improve travel. You are all a team. You will work together from start to finish on this project.” As he points to me he says, “__Tutor’s Name__ will lead the project. Good luck. We are excited to see what you come up with.”

Activities

Activity One – K Chart

Instructions: Ask the students the following questions:

1. What do you already know about how we travel? What are all the different ways that humans travel? (List the current means of travel that students come up with on a poster board or white board if possible.)
2. Why do you think current means of travel have yet to reach a vehicle that can harness energy in a way that makes it the most power and efficient?
3. Do you know what kind of energy has been harvested?

If students are unable to think of energy sources, explain the following energy sources that are consumed by the United States currently.

Coal: Coal is burned to produce electricity and manufacturing.

Natural Gas: Natural gas is harnessed and used to produce electricity, manufacturing and heating.

Petroleum: Petroleum is crude oil found in the layers of Earth to produce fuel, oil, gas and flammable liquids for transportation and manufacturing.

Uranium: Uranium is a metallic element found in nature and can be chemically altered and is used to produce electricity. Uranium is known to be radioactive and toxic, depending on the properties.

Biomass: Biomass is vegetation and waste that creates fuel that is used to produce heating, electricity and transportation.

Hydropower: Hydropower is derived from falling water to produce electricity.

Geothermal: Geothermal energy is harvested from internal heat of the Earth to produce heating and electricity.

Wind: Wind energy is a form of energy conversion in which turbines convert the kinetic energy of wind into mechanical or electrical energy that produces electricity.

Solar: Solar energy harvest the UV rays from the sun and converts it to electricity and heating.

4. Do you think that with this new energy source that you and your team will be able to create a new type of vehicle?

Activity – Think Tank

How it is time to step into the THINK TANK. The think tank allows the group to brainstorm and problem solve efficiently.

Instructions:

Students will begin by answer the following questions as a group:

1. What type of travel do you hope to achieve with the new energy source?
2. What will the vehicle/vessel look like? (They will design the actual invention in the next activity.)
3. How will it function?

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

* If you are working with a younger age group, it may be beneficial if the tutor steps in occasionally to help move the process forward. Giving students hints and help along the way will help them reach their ultimate goal of successfully

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<ol style="list-style-type: none"> 4. What will it need in order to harvest the energy? 5. What are the vehicle/vessel's capabilities? Can it do more than one thing? How far can it travel? How long will it take to travel? 6. Who should be allowed to use the invention? Is it simple or complicated? 	<p>working together and creating an end result.</p> <p>*Guide the brainstorm so that they know they have to live here. Laws of Physics do apply.</p>
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Designing

Instructions
 Pass out a rail road board to the group(s). Have coloring utensils (markers, crayons, pencils) accessible on the work area.

<p>Instructions</p> <p>Students will work as a group to design their vehicle/vessel for travel. Students will strategically create and assemble parts of the vessel. They will also need to be able to share out what each part of the process is for making the vehicle/vessel travel. For younger students, guide the construction of the vessel. Use the follow questions to encourage students to consider multiple factors that in the end should work together to supply travel.</p> <ol style="list-style-type: none"> 1. How will the energy from the shard be harvested by the vehicle and transform into energy to make the vehicle/vessel operate/power up? 2. How will the harvested energy be distributed (flow) through the vehicle/vessels? 3. How will someone fit inside the vehicle/vessel? Will they stand? Will they sit? 4. What will make the vehicle/vessel accelerate (move forward)? What will the vehicle/vessel have special that makes it accelerate faster than any known vehicle/vessel that has already been created? 5. What will the outside look like? What will the inside look like? 6. How will you vehicle/vessel keep its passengers safe? 	<p>*Activity → Teachable Moment(s) throughout</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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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.

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Debrief

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:

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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Night at the Museum
Focus:	Team Work, Fun

Materials:

Please note this Fun Friday is a template. More than one activity can be done in each section. This Fun Friday can be done as a class or with the entire student body.

Opening

Welcome students to today's Fun Friday. Let them know that this Fun Friday we will explore a Night at the Museum!

Activities

This is based on the movie of the same title. In this movie the displays in the museum come to life and interact with the guard and one another. I would invite the youth to select 3 of the 5 activities (or you can rotate them through all of the stations) and then display the artifacts (projects that the kids worked on) and then set up a gallery walk so everyone can see everything. The American Indian Ball and Racket Game would be (in my opinion) required of all youth, so everyone would get 2 additional choices.

Native American Museum: American Indians

Activity Set Up / Materials

A tennis ball and a tennis racket; 4 bases. Red and yellow head-bands equally divided as to number and enough for all the players.

The Ball and Racket Game

Instructions:

1. The game in which the ball is struck with a racket is almost exclusively played by men, but there are tribes where it is played by women, and one tribe, where it is played by men and women together. The form of ball game where the racket is used was less widely distributed over the country than some others. It was most frequently found among tribes living near the Atlantic Coast and in the region of the Great Lakes. It had a limited range on the Pacific. There are two forms of the Racket Ball Game, one where a single racket is used and the other where two rackets are employed to catch the ball. The latter form is peculiar to the tribes formerly living in the Southern States. The game here given is presented as a modified, single racket version that combines the elements of the Ball and Rack Game and Baseball.
2. The field should be arranged like a baseball diamond, with first, second, third and home plate bases. When the red team is up to "bat" have a red streamer flying; when the yellow team is up, have a yellow streamer. One team is "batting" while the other is in the field. A pitcher (for younger kids this can be the adult) lobs the ball to the "batter" who, using a tennis racket, hits the ball and then runs to 1st base and continues if possible. Play similar to baseball, although you should have everyone up before changing places. Game continues so both teams have one

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

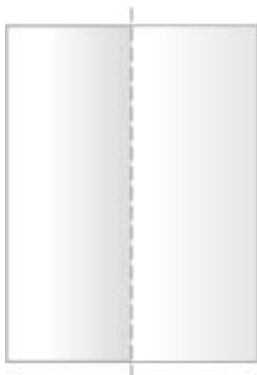
This is a modification of an Indian game that is played with a racket.

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<p>time up to bat.</p> <p>3. This game is good sport; it develops and requires skill, agility and strength.</p>	
Museum of Natural History: Dinosaur Land	
Activity Set Up / Materials	
<p>Small natural object (get a bag of small plastic dinosaurs)</p> <p>Small disposable dish (such as a margarine tub or plastic cup)</p> <p>Water</p>	<p>Petroleum jelly</p> <p>Plaster of Paris</p>
<p>Make a Fossil Instructions</p> <p>1. Fossils are imprints of plants and animals found in rocks. Here is one way fossils are made in nature: A leaf falls into wet, sandy ground. A flood deposits more sandy soil on top of the leaf, so that it is trapped there. Over thousands of years, the leaf decays and disappears. But as the sandy soil hardens into rock, the impression made by the leaf is left in the rock. You can see how fossils are created by making your own.</p> <p>Step 1: Choose a dinosaur that you would like to make into a fossil.</p> <p>Step 2: Coat the object with petroleum jelly.</p> <p>Step 3: Next, pour some plaster of Paris and some water in a small dish. Mix them together well. Let the plaster of Paris and water sit for a few minutes, without stirring them.</p> <p>Step 4: Press the object into the plaster of Paris and let everything dry. This will take at least one day.</p> <p>Step 5: When the plaster of Paris is completely dry, remove the object. The impression left behind is like a fossil.</p> <p>2. When youth are finished, have them draw a picture of the dinosaur if there is time. For the display, the fossils will still be in the container, the picture (if time permits) or a label (for sure do this) will identify the dinosaur that is forming a fossil.</p>	<p>*Activity → Teachable</p> <p>Moment(s) throughout</p> <p>Help young people understand that fossils are made naturally in the world and that they take time to create.</p>
Air and Space Museum: Air Travel	
Activity Set Up / Materials	
Paper, 8.5 x 11 inch construction or printer paper	
<p>Build a Paper Airplane Instructions</p> <p>Building paper airplanes has been around for many years. The plane that students will make today is a simple plane. Students can find many more intricate paper airplane designs by looking online. There are many different models that they can make. Students may also be interest in kite making which is also discussed on line.</p>	<p>*Activity → Teachable</p> <p>Moment(s) throughout</p> <p>Modification of Lesson:</p> <p>Have butcher paper already posted where you would like the group to work.</p>
<div style="background-color: #0070C0; color: white; padding: 5px;">Nick's Paper Airplane Folding Instructions</div>	

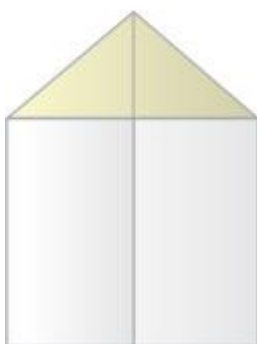
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- **DIG. 1**



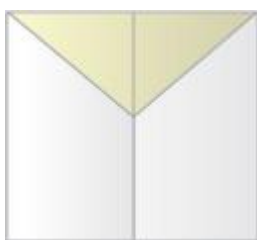
First fold the sheet in half along the line shown in [DIG. 1](#) and then open it out again.

- **DIG. 2**



Fold the two top corners in to the center line to give the form in [DIG. 2](#)

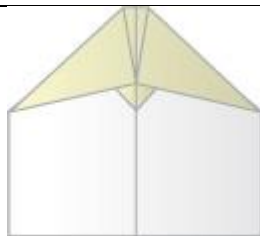
- **DIG. 3**



Then fold the top large triangle over so that the two flaps formed in step 2 are underneath the large triangle. Your paper should now look like [DIG. 3](#)

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- **DIG. 4**



From the form in [DIG. 3](#) fold the two top corners into the center line again in such a way that you get the form in [DIG. 4](#)

- **DIG. 5**



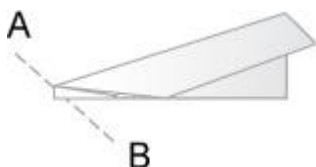
Now fold the small triangle up over the two flaps to give [DIG. 5](#)

- **DIG. 6**



Fold along the center line so that the small triangle is on the underside of the plane on the outside along with the two flaps as shown in [DIG. 6](#)

- **DIG. 7**



Fold along the line AB on [DIG. 6](#) then turn the plane over and do the same to the other side producing [DIG. 7](#).

- **DIG. 8**



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Fold along the line labeled AB on the diagram first one way and then the other creasing really well. Tuck the triangular shaped depression in between the two wings to produce **DIG. 8**. This stabilizes the plane if you do not make it perfectly since to make it absolutely symmetrically is beyond my abilities.

Once you have created the airplanes if there is time, see which one can fly the furthest.

American History Museum

Activity Set Up / Materials

8 inch square of multiple colors of construction paper, marking pens, crayons, or colored pencils, two sided tape, large piece of butcher paper to act as the quilt back

Cooperative Quilt Instructions

1. There are no absolute rules to follow when you learn how to make a quilt. Quilters are constantly changing the rules by developing new, and time-saving, ways to accomplish the same tasks.
2. Each student selects a colored square of construction paper and creates a design or picture for the quilt. If you would like to set a theme for the quilt I would suggest Americana, since this is the museum of American History. Have students write their names on the front of the square in the bottom right hand corner. Place two sided tap on the back of each square along all four edges and stick on to the back. Be sure to tape up in rows and columns.

*Activity → Teachable Moment(s) throughout

A quilt is a blanket that can be made from scraps of cloth, used and new.

National Postal Museum: History of the Post Office

Activity Set Up / Materials

3" squares of white construction paper, colored pencils

Make Your Own Stamp Instructions

1. The United States Postal Service has been delivering mail in the United States for centuries. Benjamin Franklin was appointed first Postmaster General by the Continental Congress I 1775. The first stamps were issued in 1847. Today it is possible to create unique posting and customize it to highlight your interests, event or family and friends. Following are some pictures of stamps that have been made in the United States:



Page 2

2. Today students will be given the opportunity to create their own stamp, capturing what they are interested in.
3. Students select the 3" square and create a stamp that they believe represent

*Activity → Teachable Moment(s) throughout

Although stamps are being used less and less as people are doing things on line, the study of stamps is still popular.

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them. Names should be placed on the back of the stamp. After stamps are complete post them and see if students can guess who created which stamp.

Great American Cuisine

Activity Set Up / Materials

Gallon-size plastic bags (1 for each child), measuring spoons (tablespoon and teaspoon for every 3 students—if this is a challenge buy plastic soup spoons—1 for teaspoon, 3 for tablespoon), plastic cups for mixing
 Already popped corn (you can microwave popcorn as well if you have access), white sugar, brown, sugar, cinnamon

Cinnamon-Sugar Popcorn Instructions

1. Americans love to eat. In fact, it is one of our favorite pastimes. Today, youth will get an opportunity to make an All-American snack—Cinnamon-Sugar Popcorn.

Divide students into groups of 3

Make Cinnamon-Sugar mixture mixing the following three ingredients together in small cup:

- 1 Tablespoon sugar
- 1 Tablespoon brown sugar
- 1 ½ teaspoons cinnamon

Divide 5 cups of popcorn into 3 gallon size bags (one for each youth)

Youth take turns spooning the sugar-cinnamon mixture onto the popcorn in their bag, shaking it up.

Eat and Enjoy!

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

This is a great snack for students.

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 today's activities.
- 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?