

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	A Journey in Time...
Focus:	Students will work with their classmates to use their imagination to map out and create a story.

Materials:

1 railroad board	1 – 7ft. Butcher Paper
Miscellaneous Art Supplies	Markers and Crayons
Writing Paper and Pencils	

Opening and Directions

Welcome students. Let them know that today they will experience something that has yet to be created....at least for now. This Fun Friday is all about Time Travel. Students will be with their classes for these activities and will come together in the cafeteria/multipurpose to share what they have created.

Activity Set Up

1. Intro Story: Read story to students to jump start their imagination.
2. Reaction Discussion: Students will share their thoughts and feeling about the story.
3. Periods of Time: Go over the human periods of time. Let students vote on a period of time to travel to.
4. Group Activities: 3 activities: Controls, Scenery and Journey.
5. Rehearsal and Letter: Practice their journey presentation. They will also write a letter to someone they know explaining why they went.
6. Presentation: Recite their presentation for the student body.

Activities

Introduction Story

Have students sit in a circle. In a soothing voice, ask students to close their eyes. Have them clear their mind, focusing on the center of their forehead. In the same soothing voice, read story below. Add emphasis to give off more excitement.

A man and an odd looking machine appear outside your classroom door. The man sitting in the machine stands up and looks your way. He holds a book in his hand. As he gives you a small welcoming nod, he points to the book and then places it down where he had sat. He lifts his head towards the sky with a big smile. The glow of the machine starts to dim as the man starts to disappear. It's like he vanished into thin air.

Reaction Discussion

Instructions:

Have students keep their eyes closed. Ask them the following questions. Let them share out but to keep their eyes closed.

- How do you feel about the unidentified machine outside?
- What do you think it is? Where do you think it came from?
- What do you think it does?

Let students know that you are going to check it out. What could this machine be? Why is it here? Once you have “returned”

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inform students that you think it's a time machine!

Where should we go?

Periods of Time

Share with students the different periods in time. (see information below)

Once you have shared the information with the students, have them decide on where in time they would like to travel. Have them share out why they think that time period would be a good place to go.

Group Activities

There will be 3 groups total. Each group will be responsible for 1 part of the presentation.

- Time Machine Controls: Students will create the controls to make the time machine work
- Scenery: Students will create a back drop for the presentation that captures and characterizes that time period, in which they have traveled.
- Journey Presentation: Students will create a presentation that expresses their journey through time through performing arts.

Time Machine Controls

Students will create controllers to the time machine. Ask the following questions to jump start their creativity.

- How will you select the period of time in which you would like to travel?
- How does the machine set the date? How does it set the time?
- How to you select how long your stay will be?
- How will you start the machine?
- Does the machine run on power (steam, gas, water, magic)?
- Are there special gauges to monitor power level?
- How does it know where to land? Do you have to insert coordinates?
- Will it have a warning device that checks the safety of the landing?

Students will work together to draft up controls for their machine then transfer it over to the railroad board.

Scenery

Students will create a back drop for the presentation that captures and characterizes that time period, in which they have traveled. Ask the following questions to jump start their creativity.

- What are distinct characteristics of this period in time?
- What location are you in? What type of climate and terrain?
- Are there buildings? What do they look like?
- Are there people? What are they wearing?
- Will it be night time or day time when they arrive?

Journey Presentation

There are different performing arts styles in which the students can give their presentation. Performing arts include circus arts, dance, magic, music, musical theatre, opera, spoken word, and theatre. Ask students to share examples of each style.

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Some ideas for performances are a short skit, a musical, expressive story, and poetry. Props can be created. Presentations should be about 4 - 7 minutes long, depending on the grade level.

If students finish other activities controls and scenery, have them help put with the Journey presentation.

Rehearsal

Once students are finished with their activities, have them practice their full presentation starting with the Time Machine Controls, Period of Time Scenery and Journey Presentation.

If time permits, have students write a short letter to someone they love about why they have decided to travel into time with their class.

Live Presentation

Have students come together as a group, preferably 30 - 40 minutes before sign out. Each group will take 10 minutes to share their journey. Since this is an event that requires a lot of student lead presentations with the younger grade it may be beneficial to lead the presentations and introduce each class. Lean more toward student led presentations with older students.

Debrief as a group.

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?

Periods in Time

Jurassic Period

This was a time of wild animals, un-tamed plant life, and unknown landscapes. There were no buildings, roads, signs, or anything that we have today. There were not even people to make these things yet. You will see a lot of green jungles and forests that have plants that are now extinct. You may also see huge plant eating lizards, dinosaurs, roaming around in groups and grazing on the different unknown plant forms. You will also see dinosaurs that are meat eaters and are very aggressive and dangerous. It will be pretty hot and humid in this time period and be sure to watch out for earthquakes and volcano eruptions.

Renaissance

This was a time of kings, knights, art, dance, castles, and jousting. During this time men wore bright vibrant colors and would wear tights and beautiful tunics. Women typically wore dresses. The poor would wear plain dresses but rich women could afford to purchase detailed and beautifully made dresses. You would see castles with a kind a queen who ruled over their people. You may also see a tournament of knights where they would compete in different games like sword fighting and jousting. People would go to these games to watch for entertainment. There were lots of people and cities were very crowded and buildings were close together.

America - Cowboys and Native Americans

When Christopher Columbus arrived in America there were already people here. They found high cheek-boned, deeply suntanned natives who they later named Indians. The Indians knew how to use tone, wood, skin and bone for their weapons and household objects, but did not know about metal. The Indians were organized into a variety of tribes which were in total synch with the environment in which they lived. In the middle 1800s, American wanted to move west toward California and Oregon. People were moving across the land now know as the United States along the Oregon Trail. The Indians were unhappy about their lands being invaded and there were often battles. The Americans put up forts along the Oregon Trail to offer protection. Finally the cowboys and the Indians signed treaties so they could get along. However, today, many of those agreements have been renegotiated.

Ancient Greece

The earliest Greek Civilizations thrived nearly 4,000 years ago. Ancient Greece spread over Europe as far as France in the East. The Greeks developed new ideas for government, science, philosophy, religion, and art. One of the things that they are most remembered for are the Olympics. The first Olympics were held in 776 BC at the Greek city of Olympia. The Ancient Greeks loved sports and most of the cities had public gymnasiums. The Greeks believed that a healthy body was very important. The Greeks had four national sports festivals, where athletes from different city states competed against one another. The Olympics were held every four years in honor of Zeus. On the first day of the Olympics, sacrifices of grain wine, and lambs were made to Zeus. The Greeks invented stories to account for the things that went on their lives. These tales, know as myths, were spread around by travelers. There are many stories such as Pandora's Box, King Midas and the Golden Touch, and the Trojan Horse.

Ancient Egypt

Ancient Egypt was a time of pyramids, pharos, and tombs. In ancient Egypt you will see lots of people. The girls will be wearing shoulder length hair with ankle length tunics. Men wore short hair with knee length tunics. Only rich boys could go to school to learn to be scribes but girls did not get to go to school. Children mostly learned from their parents and private tutors if they had enough money. Egypt is located in the North East area of Africa, it is actually part of the Sahara Desert. Egypt is also located along the famous Nile river, which was used for transportation for both goods and people (slaves). There were some pharos (kings) who had giant pyramids to be their tomb for when they died and got wrapped as a mummy.

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Program Component	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Earth Day Puppet Show
Focus:	To help students realize the to help the planet stay the way it is so that future generations have a clean and healthy place to live.

Materials:	
1 tube sock or paper bag per student	Arts 'n Craft Supplies (glue, scissors, glitter, yarn, ribbon, wiggle eyes, markers, etc.
6ft butcher paper per class	
Paper and pencils	

Opening
<p>During snack or when the entire program is together in one facility, welcome students to the afterschool program. Give the following information about what they will be doing on this special Fun Friday.</p> <p>April 22nd, 2012 is Earth Day. Do you know why we have an Earth Day? What strategies can you find to help share how we can go our part to help our world?</p>

Note:
<p>Please note that this Fun Friday has been structured as a template. Since material used for learning can differ for different locations, city, county or state efforts as well as worldwide. An age appropriate list has been created for resources that can assist with learning material.</p>

Activities
Fun Friday Information
<p><u>Suggested Time Frames</u></p> <ul style="list-style-type: none"> Green Learning - 30 minutes Green Puppet Show Creation - 30 minutes Clean Up / Transition - 7 minutes Show - 35 - 45 minutes Debrief / Share Out- 20 minutes Clean Up - 10 minutes

Green Learning

Activity Set Up / Materials
Internet

<p>List of Free Resources:</p> <p>Edutopia - Go Green Database for Resources</p> <p>Curriculum, field trips, green design projects, information/statics, lesson plans, online tools, service learning projects, and resource list.</p> <p>Story Time - 4 stories created by UNEP [1st - 5th grade]</p> <p>The books included in this list are no longer available on http://hqweb.unep.org/.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Check out the Edutopia resource and the other websites listed here. You can find them invaluable.</p>
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<p>Books can be downloaded from the Consult 4 Kids website under the Resources page located in the quicklinks.</p> <ul style="list-style-type: none"> - Tina and the Green City - Tessa and the Fishy Mystery - Tore and the Town on Thin Ice - The Adventures of Garbage Gremlin <p>Planet Protectors - EPA Website [1st - 5th]</p> <p>Students learn how to create less trash and waste in the first place. Stories, activity booklets, and coloring book.</p> <p>California Water Conservation Information - CalWater Website [K-6]</p> <p>Water conservation kits, facts and tips, resources, educational materials and local water conservation ordinances.</p> <p>* All areas and states should have a website that has resources provided by their state water company(ies).</p> <p>Mini Course in Greening Your School - Marin Academy Website [K-6]</p> <p>List of ways you can green your school. A video is included.</p> <p>Project Wet - Worldwide Water Education [K-12]</p> <p>Curriculum and Activity Guide for Kindergarten to seniors in high school.</p>	
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Go Green Puppet Show Creation

<p>Instructions</p> <ol style="list-style-type: none"> 1. Based off the material reviewed during the Green Learning rotation, students will create a message about going green and ways we can get involved in helping mother Earth. It's important to debrief after the Green Learning rotation. 2. Inform students that they will be creating a puppet show, 3 - 5 minutes long sharing ways that everyone can get involved being green. 3. Have students brainstorm their main focus point. For younger students this brainstorm will need to be by guide. 4. Each person will be a character and give a comment during the show, using their puppet to communicate. 5. Once students have finished their puppets, set them aside to dry. Create the background or scenery for your show. 6. Rehearse with students once or twice for performance in front of the student body. 7. Make sure area is cleaned up allotting time for this will make this transition easy. 	<p style="text-align: center;">*Activity → Teachable Moment(s) <i>throughout</i></p> <p style="text-align: center;">Go Green is more than just a catch phrase, it is increasingly becoming a way we live our lives, thinking about how to minimize our footprint on the Earth.</p>
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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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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?

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Tina and the Green City

Summary: Tina's grandmother tells her stories about how the city that they live in was green with trees and plants. The city now is rundown and polluted with cars, causing accidents and makes the streets unsafe. Tina decides that she is tired of not being able to play at the park with her friends from the club house that is next to the park so she starts to clean it up and plant for plants and trees. Her club gets trashcans to keep it clean but the streets are still dangerous. She talks to the Mayor, with no luck, then talks at a city council meeting. They get the traffic committee to come up with a plan to control the traffic and get more cars out of the city, decreasing the pollution in the air, and more public transportation. More people liked that green city and so inflation occurred and the Tina's clubhouse was being replaced with apartments so more people could live in. Tina talked to the landlord so they could keep a space in the building for a club house and in return Tina helped the landlord to create a green building that would profit more. Tina was so happy about her grandmother advice that she introduced her to her club friends.

Tessa and the Fishy Mystery

Summary: Tessa usually walks down the seashore with her animal friends and swims with them in the ocean as well. One day Tessa notice that none of her friends were there. She asks the fisherman who explains to her that he say many large fishing boats near and that they have cased their nets into the ocean and have taken all of the fish, even the baby ones who have not had a chance to grow up. They sail in his sailboat to see if all of the animals are gone. Along the way Tessa talks to a turtle who tells her how polluted that water is because of all the garbage being thrown into the ocean. She talks to a seagull who tells her that people are tearing down the trees on the land and that the animals have moved. Once they get back to their side of the land they see all the animals. The villagers cleaned up the area and all the animals returned. The villagers all agree to take care of the water and the land.

Tore and the Town on Thin Ice

Summary: Tore is about to win a dogsled race but falls through the ice on the river and loses. He doesn't understand why the ice cracked because usually it's frozen solid. That night Tore heard a voice that said she was the mother of the Sea, Sedna, and that she needed his help. The next morning Tore set out with his dogs and found a patch of permafrost that was thawing. He starts to talk top he owl who tells him about the melting ice and how it is affecting all of the animals. He then talks to a polar bear that is very hunger because all the ice is melting and doesn't have a spot to rest. He then talks to a whale who tells him all the ice is melting and that the water is getting warmer causing more storms, and other natural disasters. Later that night Sedna comes again and talks to him about oil and coal and how when it burns it pollute the air and that the dry seasons cause more wild fires and how we should use cleaner energy. Tore wins the dogsled race and uses his winning money towards buying solar panels and windmills for the village.

Week Four: The Adventure of the Garbage Gremlin

Summary: A story about a creature who lives in the garbage and wants to keep everything dirty. He wants students to stop recycling but is no match to change the students' minds. It provides tips on how to clean up. There is a activity sheet in the back that students can do.

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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Let's Be Silly
Focus:	"If man is to survive, he will have learned to take a delight in the essential differences between men and between cultures. He will learn that differences in ideas and attitudes are a delight, part of life's exciting variety, not something to fear." — Gene Roddenberry

Materials:

See activities (Supplies are minimal in this fun Friday activity.)

Opening

During snack or when the entire program is together in one facility, welcome students to the afterschool program. Give the following information about what they will be doing on this special Fun Friday.

This Fun Friday will consist of fun activities that focus on performing arts and practicing being comfortable around others and have a good time.

Activities

Fun Friday Information

Introduction - Getting to know your group - 30 minutes

- Alphabet Review (K-2); I have... (3-6)
- I Got Those Digits (K-2); 3 Altered Things (3-6)

Ad-libbing - Catch it on the fly - 45 minutes

- Animal Spin (K-6)
- Umm...(K-6)
- I meant to say (K-2); At the...(3-6)

Invisible Box - Pantomime - 45 minutes

- What am I doing? (K-6)
- Build a Silent Story (K-6)
- Just for FUN - Lizard Tail (K-6)

Introduction - Alphabet Review (K-2)

Activity Set Up / Materials

Bowl, Box or Paper Bag
 1/2 an Index Card - 1 letter of Alphabet per card (26 cards)

Instructions:

1. Place student into several different small groups of three to five in each circle.
2. Explain to the students that they will pick one letter of the alphabet from the bag in which they must think of an animal whose name begins with that same letter.
 - Give the students a minute to think of an animal name and go around the

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

Modification of lesson:
 This activity can be modified for

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circle naming a different animal.	Kindergartens to promote learning and retaining their colors, numbers, and/or sight words.
Introduction - I got those digits (K-2)	
Activity Set Up / Materials N/A	
Instructions <ol style="list-style-type: none"> 1. Have students gather in a circle and ask them to look down and close their eyes. Student may not open their eyes. 2. Some random student will count off the number one. 3. Then someone else will count the number two. 4. No one will know who will be speaking the next number. 5. If two students speak at the same time, the group must start over at one. 6. Have them try to count to twenty. 	*Activity → Teachable Moment(s) throughout Modification:
Ad-Libbing - 3 Altered Things (K-6)	
Activity Set Up / Materials N/A	
Instructions <ol style="list-style-type: none"> 1. Have students pair up and face each other, about 5 feet away. Students will be standing in two lines, facing their partner. 2. Give one side of students enough time to observe their partner from head to toe and after that time is up, have one line turn half way around. 3. At this time, the other line will alter 3 things about them. Examples of things to alter: tucking shirt, changing ring from one hand to the other, changing hair style, untying a shoe lace, smiling or not smiling, facial expressions, etc. 4. After alterations have been made, have the student turn back around so they are facing their partner. Students are to guess what the alterations are. 5. Have the lines trade tasks. 6. Keep playing as long as desired if times permits try one of the variations. 	*Activity → Teachable Moment(s) throughout Modification: Assist with follow of scenario for younger youth.
Ad-Libbing - Umm (K-6)	
Activity Set Up / Materials N/A	
Instructions <ol style="list-style-type: none"> 1. Separate group into two teams. Let students name their team. 2. Ask for two volunteers from each team to come up to the front of the class. 3. Let the two students know that they cannot say the phrase Umm... or repeat an answer. 4. When someone says umm or repeats an answer the other team gets the point. 5. The rest of the students are instructed not to help their team out by shouting answers. 6. Have the remaining students to help by listening for umms or repeats. 7. Depending on the grade level, select a topic such that would be grade appropriate; i.e. TV shows, candy bars, animals, types of music, etc 8. Each student will get a chance to compete. 9. Once someone says umm or repeats an answer he/she is out and the point goes 	*Activity → Teachable Moment(s) throughout Modification:

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<p>to the winner.</p> <p>10. Ask for a new volunteer from trailing team and repeat until time permits.</p>	
Ad-Libbing - I meant to say (K-2)	
Activity Set Up / Materials	
N/A	
<p>Instructions</p> <ol style="list-style-type: none"> 1. Have two students volunteer to come up. Once student will be the coach and one will be the trainee. 2. The coach is helping the trainee think of as many things that could happen in a situation. 3. The coach will select a scenario. "I walked down the street." 4. The coach will then clap. Once they have clapped, the trainee must think of something else that they can walk down. The trainee must say, "I meant to say walked down the road." 5. The coach will then clap and the trainee will need to think of something else. Once the trainee has run out of things to say then round is over. Have 2 more students volunteer to be the coach and trainee. 6. Continue this activity until time permits. 	<p>*Activity → Teachable Moment(s) <i>throughout</i></p>
Ad-Libbing - At the... (3-6)	
Activity Set Up / Materials	
N/A	
<p>Instructions</p> <ol style="list-style-type: none"> 1. Have students mingle into groups of 5. 2. Each group will be assigned a scenario. 3. One group will come up to act out their scene and then the next and so on. 4. Next, one students starts the action with some pantomime. 5. Other students will join in one by one. 6. The select a setting, like a circus. You can change the setting or have students suggest different settings. 7. One rule, the actors must remain a part of the scene until the scene is complete. 8. Groups will act out the scene until they can't keep the skit going. A 5 second silence is a sign the scene is over. 	<p>*Activity → Teachable Moment(s) <i>throughout</i></p>
Pantomime - What am I doing? (K-6)	
Activity Set Up / Materials	
N/A	

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<p>Instructions</p> <ol style="list-style-type: none"> 1. Have students mingle into 10 groups. Have them form a circle. 2. Choose one player to from each group to start the game off by pantomiming a task; driving a car, jogging, brushing teeth, painting a wall, reading a book, playing a game, etc. 3. The person to the right asks “What are you doing?” and the student who started, responds with a different answer from what they are really doing. For example, if the student is “Washing their hands” that student may answer, “walking the dog”. Now the person who asked, “What are you doing?” is now pantomiming “walking the dog”. 3. Continue to repeat steps 2-5 until everyone in the circle has participated. 	<p>*Activity → Teachable Moment(s) <i>throughout</i></p>
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Pantomime - Build a Silent Story (K-6)

<p>Activity Set Up / Materials</p> <p>N/A</p>	
<p>Instructions</p> <ol style="list-style-type: none"> 1. Have students mingle into 3 groups. Have one student per group begin in the middle. 2. Once a student is chosen, have them begin a story, as they start, if there are any action words, they must act them out. 3. After the first student goes, then they take turns in the circle and build a story. They may not talk. They can old act out the story. 	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p style="text-align: center;">Modification:</p> <p>Let younger students (K and possibly 1st) talk during this activity.</p>

Lizard Tail (K-6)

<p>Activity Set Up / Materials</p> <p>N/A</p>	
<p>Instructions</p> <ol style="list-style-type: none"> 1. Have students mingle into groups of 6. (There needs to be at least 2 groups.) 2. Have each group get in a line, facing forward. Students will put their hands on the shoulder of the person in front of them. 3. The student at the end of the line will be the lizard’s tail (piece of yarn.) 4. The student in front will try to get the tail. 5. Once the child in front gets the tail he/she becomes the new lizard’s tail and so on, until everyone has had the chance to be the lizard’s tail. 	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p style="text-align: center;">Modification:</p> <p>Let younger students (K and possibly 1st) talk during this activity.</p>

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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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?

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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Terminal 5A
Focus:	"If man is to survive, he will have learned to take a delight in the essential differences between men and between cultures. He will learn that differences in ideas and attitudes are a delight, part of life's exciting variety, not something to fear." — Gene Roddenberry

Materials:	1 Passport Booklet per student	See materials and supplies list in Country 411 Packet
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Opening

During snack or when the entire program is together in one facility, welcome students to the afterschool program. Give the following information about what they will be doing on this special Fun Friday.

The Story: Welcome to the new menagerie that has opened up at __ (school name) __. We are preparing for new animals to come to our park to live. We need to learn as much about them so that we can create their habitat. We want to make them feel as welcome as possible. This group has been select based on skill and talent level. We have ____ hours to create our park. I know that we can get it done! Each class has received the animal or animals they will be responsible for. As the director of this project, I will swing by to see the progression of the habitats. Thank you to all of you and good job. Let's get this park ready for the animals.

Activities

Fun Friday Information

Suggested Time Frames

- Fun Friday Overview - 10 minutes
- Let's Get Ready - 15 minutes
- Rotation # 1 - 35 minutes
- Clean Up / Transition - 7 minutes
- Rotation # 2 - 35 minutes
- Debrief / Share Out- 20 minutes
- Clean Up - 10 minutes

Let's Get Ready

Instructions:

1. Before dismissing students to select a station, ask them a few questions to get them present for the Fun Friday activity.
2. Have students think about the countries that they can travel to.
 - What items will they need to pack in order to be prepared for the trip?
 - What type of clothing should they pack?
 - What items can they purchase there?
3. Have students think about the flight they will be taking.

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

This activity can be done as a class or as a collective group.

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<ul style="list-style-type: none"> – Have you been in a plane before? – Where have they traveled? What was it like? 	
Rotations: Canada, Barbados and El Salvador	
Activity Set Up / Materials	
1 Passport per student	Country 411 Packet
Instructions <ol style="list-style-type: none"> 1. Students will fill out passport, following along with the tutor who will be utilizing the Country 411 Packet to guide the activity. 2. Student will discover 10 different things about a country. The 10 items are: <ul style="list-style-type: none"> – Facts about Language – Stamp / Flag – Fashion – Competitions – Traditions – Art – Buildings – Destination (A Must See!) – Pop Culture / Trend 3. The activity should take approximately 35 minutes. If you are on a 4 hours schedule, activities can allow for more time. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Modification: Since there are ten activities that can be done for each country, activities can be select based on allotted time or based on grade level. This activity can be done as a class or as a collective group.</p> <p>You can duplicate this Fun Friday format to create a Traveler's club. New country information can be plugged into the Fun Friday activity to create weekly or month club sessions.</p>
Clean Up / Transition	
<ul style="list-style-type: none"> – Attention Getter – System for cleaning up individual / group area. – 2 Minute Warning – Transitioning to next rotation 	

Closing
Clean up <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
Debrief <p>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.</p> <ul style="list-style-type: none"> ▪ 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?

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Country 411 Packet - Canada

Students will need passport packet, pencils and crayons.

Activity #1 French and Canadian English Phrases

Recite the following phrases for students. Let them know that Canada has two major languages; French and Canadian English. Since Canadian English is similar to English that we speak here in America, only the French greeting will be reviewed.

- Hello in French is Bonjour (boh⁽ⁿ⁾ - zhoor)
- Goodbye in French is Au Revoir (oh ruh-vwahr)
- How are you? in French is Comment vas-tu? (koh-mah(n) vah tew)
- Please in French is S'il vous plaît (si-vu-play)
- You're welcome. in French is Je vous en prie (zhuh voozon pree)

Activity #2 Cuisine - Recipe card

Share the following information with students about 2 common foods eaten in Canada.

	<p>French fries and fresh cheese curds, covered with brown gravy or sauce. Sometimes additional ingredients are added.</p> <p>Mass produced by small shops and international fast food chains like McDonalds and A&W.</p> <p>Average serving of these bad boys is 708 calories.</p> <p>Simple recipe. Boil oil, deep fry fries, cover with cheese curds and brown chicken, turkey or veal gravy.</p>
	<p>Consists of butter, sugar, syrup, and egg filled into a flaky pastry and baked until the filling is semi-solid with a crunchy top. Butter tarts are highly regarded in Canadian cuisine.</p> <p>Average serving has approximately 580 calories. For individuals who must eat gluten-free, recipes are available online.</p> <p>To start off the recipe right, you need to make your pastry first. Filing does next, then it get baked.</p>

How that you have reviewed 2 Canadian foods, have students choose which one they would like to try. They can only choose one. Have students close their eyes, pretending that they are eating that food. What does it taste like? Is it messy? Students will record experience as well as the recipe in their passport.

Activity #3 Canadian Flag

Share flag fact postcard. Students will fill out the profile in their passport about the country they are visiting.

	<p style="text-align: center;">Canada's Flag</p> <ul style="list-style-type: none"> - Canada's current flag was chosen in 1964. - Hundreds of flag designs were submitting, the current flag made it in the top 3. - 2 Competing Flag Designs: <ul style="list-style-type: none"> → 3 Red Maple Leaves between 2 Blue Borders → Red Ensign with the fleur-de-lis and the Royal Union Flag or Union Jack combined on the flag. - Canada has had 7 national flags. The Maple Leaf Flag is a federal flag. - Previous Flag: <div style="text-align: right;"> </div>
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Activity #4 Canadian Fashion

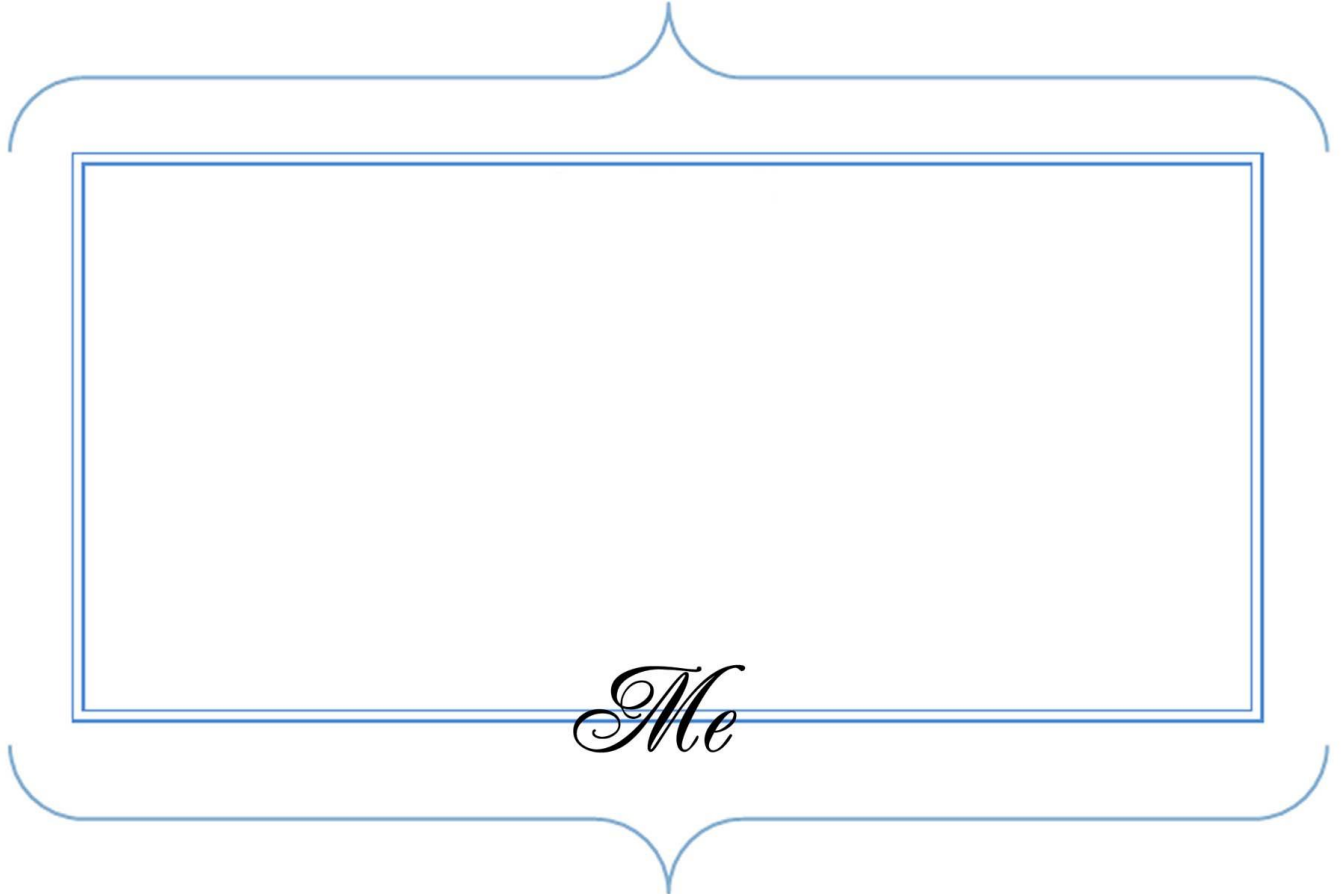
There is no real defined fashion in Canada. Canada does not have a national or traditional dress. Since it is cold in the winter time, parkas, leggings, long john (thermal wear), scarves, mitten, etc. are worn. You know, all these items are used to keep you warm. It gets below freezing in the winter. Western and South-Eastern Canada also experience high rainfall. In the summer it gets as high as 86 degrees Fahrenheit.

Students will draw themselves in clothing that would best suit them in the area. What time of year will you be traveling? What do you need to wear?

Activity #5 Art

The National Gallery of Canada, located in the capital city Ottawa, Ontario, is one of Canada's premier art galleries.

My Passport



Traveler:

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Country:

Phrases:

Your Experience:



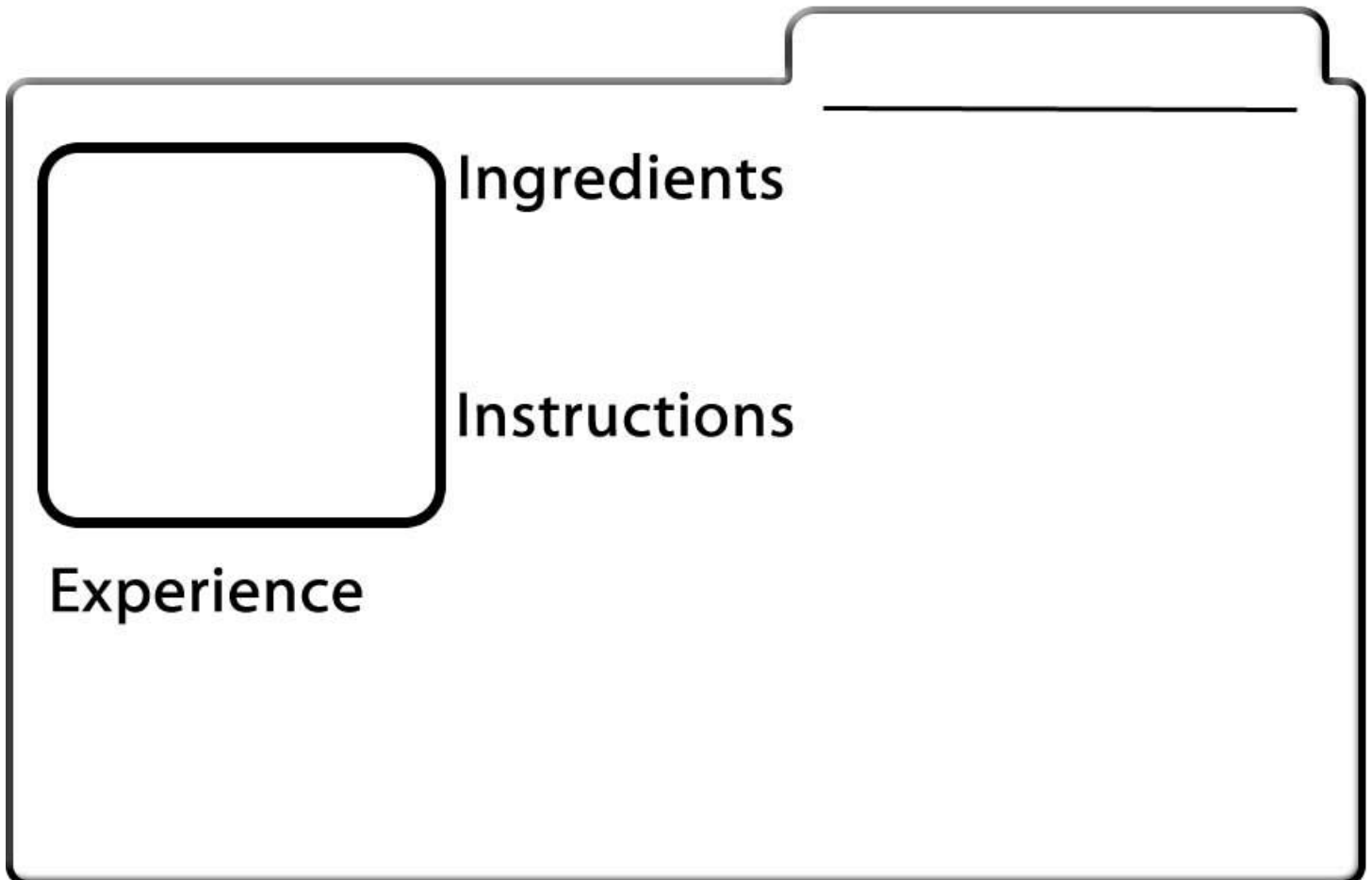
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Country:

Phrases:

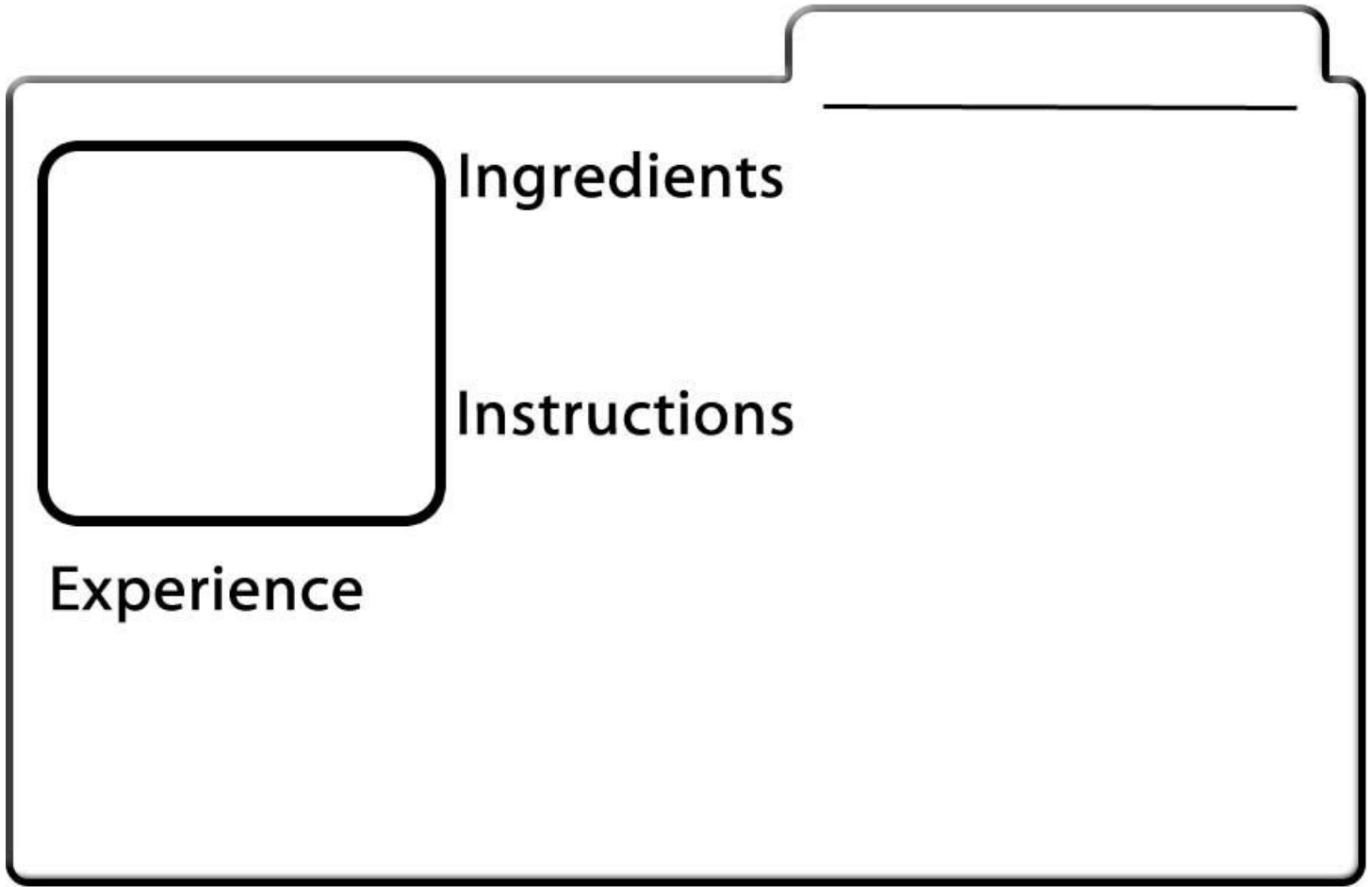
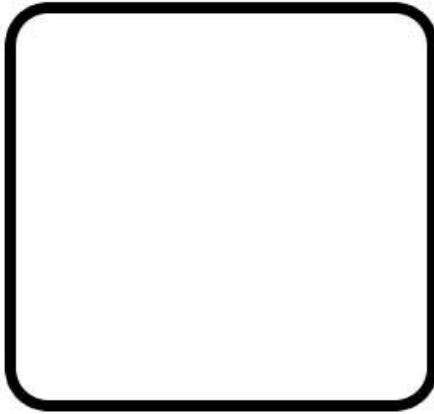
Your Experience:



Ingredients

Instructions

Experience

A large rectangular template for a lesson plan, resembling a folder tab on the right side. It contains a rounded square box on the left and three text labels: 'Ingredients', 'Instructions', and 'Experience'.

Ingredients

Instructions

Experience

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My Style

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My Style

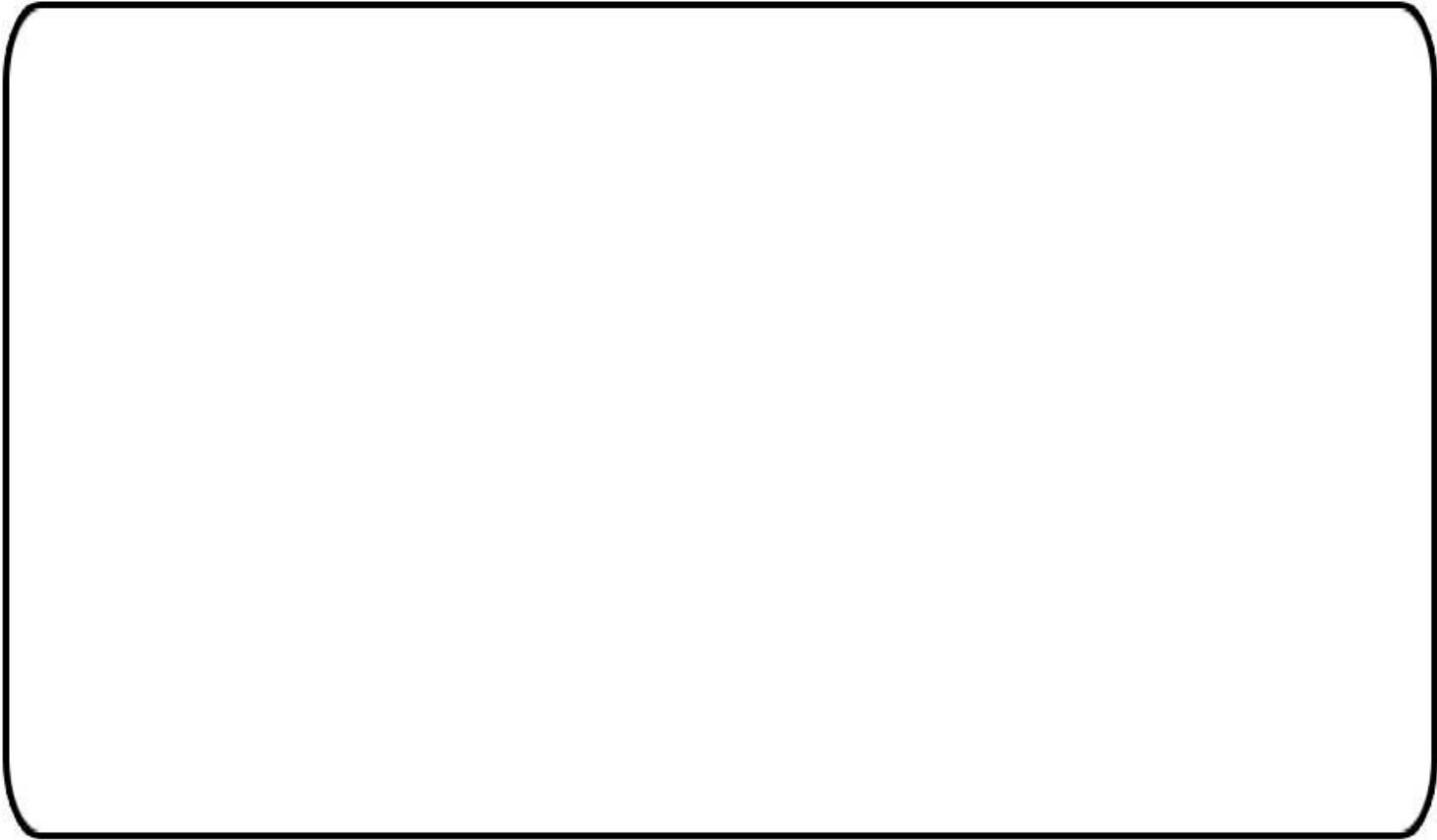
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Art:

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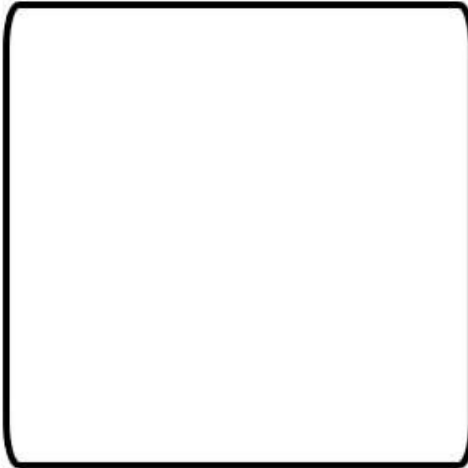
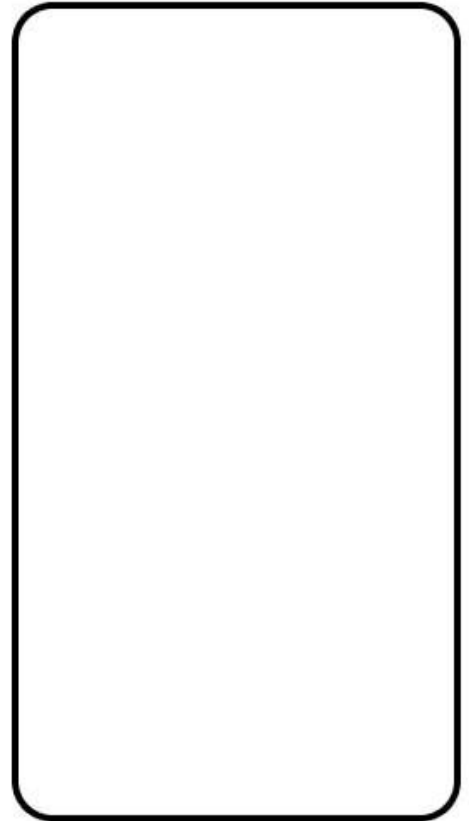
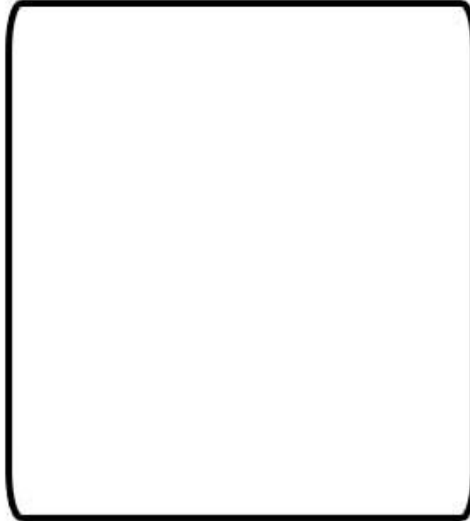
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Art:



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Pop Culture:



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Pop Culture:

