

Consult 4 Kids Lesson Plans

Program Component	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Our Menagerie
Focus:	Learn about zoological gardens and zoological parks and what they are doing to conserve the lives of animals, insects, invertebrates, and plants.

Materials:

Brainstorming: Depending on style of brainstorming: white boards, dry erase makers or poster board and marker.

Animal Creation: 1 railroad board per animal, scissors, arts and crafts supplies including construction paper, tissue paper, glue, glitter, markers, crayons, pipe cleaners, pom poms, etc.

Habitat Creation: 2 strips of 7 feet butcher paper per habitat area.

Class / Group Presentations: 2 index cards per animal

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

K.W.L Brainstorm - 15 minutes

Animal Report - 25 minutes

Building a Habitat - 45 minutes

K.W.L Brainstorm / Presentation Notes - 15 minutes

Walk Through Our Menagerie - 20 minutes

Animal K.W.L. Brainstorm

Activity Set Up / Materials

N/A

Instructions:

1. On a white board or poster board, draw 2 vertical lines to section off 3 separate sections. Label them at the top from left to right: K, W, L.

Activity → Teachable Moment(s) *throughout

Encourage all youth to participate

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<ol style="list-style-type: none"> 2. Introduce the picture and name of the animal(s) to the students. Ask them what they already know about the animal. Write down the responses under the K section. 3. Ask them what they would like to know about the animal. Write down the responses under the W section. 4. At the end of the last activity, have student check the W section of the chart to see if all their responses had been answered. Have them complete the L section with things that they learned from doing the activity about the animal(s). 	<p>as fully as possible in the Fun Friday activities.</p>
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Animal Report

Activity Set Up / Materials

1 large railroad board
Animal Fact Sheet (at end of lesson plan)

Arts and craft supplies (pencils, markers, glue, crayons, glitter, feathers, faux fur, construction paper, tissue paper, pipe cleaners, etc.)

Instructions

1. Show the picture of the animal to the student. Ask students what the name of the animal is.
2. Read the informational facts on the other side of the card. You can also have students guess what the different facts are.
3. Students will create a portrait of their animal.

***Activity → Teachable**

Encourage participation

Building a Habitat

Activity Set Up / Materials

Butcher paper

Arts and craft supplies (pencils, markers, glue, crayons, glitter, construction paper, tissue paper, etc.)

Instructions

1. Students will work together to create a home for the animal. They should discuss and incorporate core items including food, exercise, sleep, primary environment. Have students spend time discussing the items they want to incorporate before they start their work.

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

Modification of Lesson:
Have butcher paper already posted where you would like the group to work.

Presentation Notes / KWL Completion

Activity Set Up / Materials

2 index cards and pencil

Instructions

1. Have the class / group select facts they would like to share about their animal.
2. They can share out their daily routine with the animal.
3. Once the facts have been selected and written on the index cards, have students come together to complete the L section of the K.W.L. brainstorm.

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

Encourage participation

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Walk Through Our Menagerie

Activity Set Up / Materials

1 jump rope per student

Instructions

1. Each class will set up their habitat exhibit. Once the habitats have been set up in the cafeteria / multipurpose room.
2. Let students walk around the zoological park.

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

Encourage participation

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?

Sources for animal facts:

Wikipedia - <http://wikipedia.com>

National Geographics - <http://.nationalgeographic.com>

Smithsonian National Zoological Park - <http://nationalzoo.si.edu/>

Black Panther Animal - <http://blackpantheranimal.com/>

Environmental Graffiti - <http://www.environmentalgraffiti.com/>

Source for animal pictures:

Wallably / Red Panda / Grey Wolf - License: <http://creativecommons.org/licenses/by-sa/3.0/deed.en>



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Average Weight:
Females - 298 to 440 lbs
Males - 400 - 790 lbs

Average Length:
5 feet to 8 feet

Average Life Span:
25 years

Diet:
Omnivore (Eats meat and plants)

Protection Status:
Threatened

Habitat:
Tundra, woodlands, forests,
grasslands

Facts about Grizzly Bears:

- *Most commonly found in Canada but roams the northwestern united states including Idaho, Montana, Washington and Wyoming.*
- *Grizzly bears have a low reproduction rate, having an average 2 cubs per litter and only every 2 - 3 years.*
- *Their diet consist of moose, dear, sheep, elk (for larger mammals) and salmon, trout and bass (for fish). They also eat berries, plants and nuts found in their area. Plants can take up 70 - 80% of diet.*
- *One major role that Grizzly bears play in the ecosystem is picking berries. The berry seeds disperse and excreted in a germinable condition.*
- *The grizzly bear is listed as threatened in the U.S and Canada.*
- *The grizzly bear is shown on the California state flag, even though they are now extinct in California.*

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Average Weight:
54 lbs

Average Length / Height:
44 - 65 inches / 26 - 31 inches

Average Life Span:
25 years

Diet:
Carnivore (Eats meat)

Protection Status:
Critically Endangered

Habitat:
Tundra, woodlands, forests,
grasslands

Facts about Red Wolves:

- Each year, the red wolf has an average of 5 pups.
- The red wolf became extinct in the wild by 1980.
- It is thought that the red wolf's original roaming area included much of eastern N. America; Main south to Florida and in south-central N. America; westward to Texas.
- Red wolf's diet consists of small mammals. It is also known to eat insects and deer.
- Approximately 207 captive red wolves reside at 38 captive breeding facilities across the US.
- The red wolf is endangered due to breeding between coyotes and loss of habitat due to human development, severe weather and illegal killing.
- The red wolf's large ears help it cool down, which is essential in the often hot and humid climate of the south-eastern parts of N. America.
- Red wolves are only one of two species of wolves in the world. The other is the gray wolf.



<http://www.flickr.com/people/13287643@N00> Dan

2004 by Nino Barbieri

Average Weight:

54 lbs

Average Length / Height:

44 - 65 inches / 26 - 31 inches

Average Life Span:

*6 - 8 years in the wild
up to 17 years in zoos*

Diet:

Carnivores (Eats meat)

Protection Status:

Less Concerned

Habitat:

*Tundra, woodlands, forests,
grasslands and deserts*

Facts about Gray Wolves:

- *Gray wolves live in packs of two to 12 wolves.*
- *Adult gray wolves have 42 teeth. Humans adults have 32 teeth.*
- *Genetic studies reaffirm that the gray wolf is the ancestor of the domestic dog.*
- *Since the gray wolf's sense of smell is relatively weak, it is able to detect their prey by auditory perception (hearing) being able to hear up to a frequency of 26kHz.*
- *Pups are typically born in the being part of summer and consist of a litter of 5 - 6 pups.*
- *Wolves are highly territorial and generally establish their territories my marking with their urine or scent. They will mark territories much larger than they need for survival.*
- *Gray wolves also hunt in packs, making capturing prey a lot easier.*

*Average Weight:
4 to 53 lbs*

*Average Height:
35 - 41 inches; 25 - 29 inch tail*

*Average Life Span:
7 - 18 years*

*Diet:
Herbivore (Eats plants)*

*Protection Status:
Not Concerned*

*Habitat:
New Guinea, Australia
grassy and desert areas; islands*

Facts about Wallabies:

- *All wallabies are marsupials which means that they have a pouch.*
- *It is important for the new born wallabies, joeys, to crawl into their mothers' pouch where it will protect the tiny, helpless and undeveloped offspring.*
- *Joeys can stay in the mother's pouch to up to a year, even though most are independent by 9 months.*
- *The bulk of the wallabies diet is foliage, grasses and plants. They have flat teeth to help chew up their vegetarian diet.*
- *Wallabies thump their feet to communicate. Let's say a predator is on its way, the wallabies will freeze and begin to thump loudly to let other wallabies in their mob know that something is going on.*
- *Female wallabies have the remarkable capacity to successfully produce two different kinds of milk at once. Once for the new joeys and one for older joeys.*



2002 by Aachen Zoo, Germany

*Average Weight:
8 - 13 lbs*

*Average Life Span:
8 years*

*Average Height / Length:
23 inches; tail 16 inches*

*Diet: Omnivores
(Eats plants and meat)*

*Protection Status:
Vulnerable*

*Habitat: Asia
High-altitude forest*

Facts about Red Pandas:

- *The red panda shares the giant panda's habitat of the Nepal mountains and north Myanmar, central China.*
- *The red panda spends most of its time in trees, active from dusk to dawn.*
- *Red panda's diet is different than that of their larger relatives, eating bamboo but also small mammals, eggs, fruit, and nuts.*
- *Adult red pandas lead solitary lives.*
- *Red pandas give birth to a litter of one to four with pregnancies lasting up to 134 days.*
- *Red pandas are listed as vulnerable on the IUCN Red List of Threatened Species because of habitat loss. There are fewer than 2,500 adult red pandas.*
- *Red panda fur is a blend of red and white, similar to that of the mosses and lichens that grow on the tree in their region.*
- *The red panda is also known as the Lesser Panda, about the size of a small house animal.*



2005 by Bernard Landgraf

*Average Weight:
60 - 120 lbs*

*Average Life Span:
15 - 18 years*

*Average Height / Length:
30 - 50 inches; tail 31-39 inches*

*Diet:
Carnivores (Eats meat)*

*Protection Status:
Endangered*

*Habitat: Central Asia
Mountains*

Facts about Snow Leopards:

- The Snow leopards habitat is in the alpine and subalpine areas in Central Asia. This area is generally 10,990 and 22,000 ft above sea level.*
- Snow Leopards have unusually eye color, pale green or grey, which are uncommon for cats.*
- The snow leopard's body structure plays a big role in their survival. Their nose allows them to breath the cold, dry and thin air of the mountains. Their fur is thick to keep them warm.*
- Snow leopards have the ability to capture prey 3 to 4 times their size.*
- Even though snow leopards are known to be carnivores, their diet does consist of vegetation, another thing uncommon amongst cats.*
- Snow leopards relocate based on season. During the summer time, snow leopards normally live above the tree line on mountainous meadows and in rocky regions. During the winter time, they come into the forest.*
- Snow leopards are solitary animals.*

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*Average Weight:
100 - 250 lbs*

*Average Height/Length:
7 to 8 feet*

*Average Life Span:
10 - 20 years*

*Diet:
Herbivores(plants)*

*Protection Status:
Endangered*

*Habitat:
Adaptive to Habitats
Asia, Africa and the Americas*

Facts about Black Panthers:

- *There are two scientifically recognized big cats that are classified as black panthers. Those cats are black leopard and black jaguar.*
- *Black panthers can leap up to 20 feet.*
- *Male are simply named panther, females are referred to as she-panther and offspring are referred to as cubs.*
- *Like most other cats, black panthers' have retractable claws. When the animals walk and run, they retract or pull in their claws to keep them sharp. When they stalk their prey, black panthers also retract their claws to silence their movements. When they get close enough to their prey and ready to pounce, the black panthers extend their claws.*
- *By the age of two, almost all young black panthers become fully independent and have established their own home ranges.*

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Average Weight:

1 - 2 lbs

Average Height/Length:

10 - 15 inches

Average Life Span:

10 - 20 years

Diet:

Herbivores(plants)

Protection Status:

No Concern

Habitat:

*Andes mountain in South America
Barren, rocky mountains*

Facts about Chinchillas:

- *Chinchillas, in their natural habitat live in burrows and crevices in rocks.*
- *Chinchillas are a common pet and can live up to 18 years old. They are known as domestic chinchillas.*
- *Chinchillas are commonly used in the fur industry. Because of their velvet like fur, chinchillas are farm breed to create fur attributes to clothing, mainly coats.*
- *A chinchillas range of hearing is 20 Hz to 30 kHz.*
- *By the end of the 19th century, chinchillas had become quite rare due to hunting for their fur.*
- *Chinchillas are nocturnal animals that enjoy sleeping during the day and are up at night, wide awake.*
- *Chinchillas are impervious to getting fleas because their fur is so dense.*
- *Chinchillas take a bath by rolling in fine sand, known as a dust bath.*
- *Chinchilla females are only pregnant for about 11 days before giving birth to a litter of 1 -5.*



*Average Weight:
varies*

*Average Height:
varies*

*Average Life Span:
varies*

*Diet:
Omnivores (Eats meat and plants)*

*Protection Status:
Concerned*

*Habitat:
Indo-Pacific Reef
Caribbean Reef*

Facts about Coral Reef Fish:

- *Coral reefs contain the most diverse fish assemblages to be found anywhere on earth, with perhaps as many as 6,000-8,000 species that can be found dwelling within coral reef ecosystems of the world's oceans.*
- *The movie "Finding Nemo" is a great example of the diversity of reef fish. Some are carnivores and some are herbivores.*
- *Coral reefs provide a home for 25% of all marine fish species.*
- *Coral reefs are threatened due to pollution, over fishing and temperature level.*
- *Many small fish find protection in the coral reef by hiding in small crevices to avoid predators.*
- *There are two major regions of coral reef development recognized; the Indo-Pacific (which includes the Pacific and Indian Oceans as well as the Red Sea), and the tropical western Atlantic (also known as the "wider" or "greater" Caribbean).*

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2006 by Floyd Davidson

Average Weight:
3 - 6 lbs

Average Height:
20 - 28 inches

Average Life Span:
9.5 years

Diet:
Carnivore (Eats meat)

Protection Status:
Least Concern

Habitat:
Arctic Tundra

Facts about Snowy Owl:

- Snowy owls breed on the Arctic tundra, where females lay a clutch of 3 to 11 eggs.
- There is a difference in feather color when looking at a male vs. a female. Males get whiter faster while females are darker with dusky spotting. Females rarely get fully white.
- An adult may eat more than 1,600 lemmings a year, or three to five every day.
- A snowy owls diet consist of rabbits, rodents, birds and fish.
- Even though snowy owls have few predators, the adults protect the nest from canines and birds. Snowy owls create their nest on the ground.
- Harry Potter's owl is a snowy owl. He's name is Hedwig.
- To response to threats, snowy owls make a clapping sound. it is believed this sound may actually be a clicking of the tongue, not the beak.



Average Weight:
1.1 oz to 15 - 20 lbs

Average Height:
21 inches

Average Life Span:
18 years

Diet:
Herbivore (Eats plants)

Protection Status:
Endangered

Habitat:
dry and wet forests

Facts about Ring-tailed Lemur:

- Ring-tailed lemurs have powerful scent glands and use their unique odor as a communication tool.
- Ring-tailed lemurs are often residents of zoos and were one of the animals used in the film Madagascar.
- Ring-tailed lemurs are only found in Madagascar.
- Once unique behavior that lemur distribute is that they live in groups known as troops.
- Females are dominate in the troops.
- They are quadrupedal with a tendency toward climbing and leaping.
- It is known that lemurs love to sun bath. The ring-tailed troop will gather in open areas of the forest and sit facing the sun. They sit with their bellies toward the sun and their arms and legs stretched out to the sides.
- When ring-tail troops travel throughout their home range, they keep their tails raised in the air, like flags, to keep group members together.

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Component	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Sheriff In Town
Focus:	Participating in activities about the Wild West

<p>Materials:</p> <p>Texas Hold 'Em</p> <p>5 - 6 Decks of Cards</p> <p>Plastic Gold Coins (10 per student)</p> <p>Searching for Gold</p> <p>4 - 30-Gallon Storage Bins and 4 buckets</p> <p>Sand, Rocks and Pebbles</p> <p>Prizes (necklaces, gold coins, marbles, glass rocks, etc)</p> <p>Spin Template and 1 brad</p> <p>Copies Wild West Word Search</p> <p>Branding the Calf</p> <p>Nothing</p> <p>Wanted Posters</p> <p>Construction Paper</p> <p>Crayons</p>	<p>Shooter</p> <p>40 empty cans</p> <p>4 Plastic Bottles</p> <p>4 Latex Balloons</p> <p>4 Rubber Bands</p> <p>8 Packets of Gummy Bears</p> <p>Sand (Optional)</p> <p>Lasso Challenge</p> <p>4 Thin Ropes (1 inch thick)</p> <p>4 Large Cone or T-Ball Stand (Any other large object to use as a target)</p> <p>Cowboy Hats</p> <p>3 full sheets of newspaper per student</p> <p>Brown Tempera Paint, Paper Bowls, Brushed Masking Tape and Marker</p>
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Opening

Now that students have received a snack and are chilling out, it's time to revel an **AWESOME FUN FRIDAY!** Getting the students excited will set the tone for the day and help them remain engaged. The Special Fun Friday is "Sheriff in Town!" Students will elect a Sheriff for their town.

Background Story / Election / Rotations

Background Story: The town of __School Name__ has been visited by rugged men on black horses. They take what they want and answer to no one. The people of the town are tired of these men...the problem is their old sheriff was run out of town by these vile men. Who will save the town? Who will stand up and take this town back.

Electing: Tutors will come to the front of the student body. Each tutor will say a few words about why they would make a good sheriff for the town of __School Name__. Students will take a vote by placing their heads down and raising their hand for the tutor they want to elect. Let students know that they can only vote once. Reveal the elected tutor.

Electing Part 2: Send the Sheriff out of the room. It is time to elect who the men on the black horses will be. There will be 5 students total. Have 2 students from each class who would like to be part of the mysterious men come to the front of the room. Let students vote for the 5 students who would make the best bandits. Give each student selected a bandana. The must carry this in their pocket with a little trait hanging out. Have the students go back to their seats.

The sheriff may come back in. Explain to the sheriff that there are 5 bandits, each has a bandana. They may only seek out the bandits during the switch of rotations. At the end of the day, the sheriff will announce who they think the bandits are.

There are 7 different activities that students may be able to choose from. 20 - 30 minutes per rotation should be enough

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time, including 3 minutes of clean up. Do as many rotations as time permits.

Explain the different activities to the students.

Texas Hold 'Em

Students will group up into groups of 5 or 6. One student will be the dealer. The other students will be the players.

The dealer will shuffle the deck of cards. Each player will split the deck after the dealer has shuffled. This means that they will take a section off the deck and place it under the bottom section. Once the deck has been cut, the dealer will shuffle the deck one more time.

The dealer will deal 2 cards to each player, starting with the player to their right, giving one card at a time. The dealer will then take blind bets. Each player must add a blind bet (1 coin) at the beginning of each new hand. The dealer will then lay out three cards facing up. This is called "The Flop." These cards are "community cards" meaning everyone can (and will) use them in combination with their own hole cards to make the best hand.

From the flop on, betting begins with the player to the dealer's left, who can check or bet. Students may only raise bets by one coin each time around until all 5 cards have been placed down on the table by the dealer. The goal of each player is to have the best combination at the end.

A fourth card is dealt face up onto the board. This is called fourth street or the turn card. Another round of betting. They can either check or raise by 1 coin. The final card is dealt face up. This card is also called fifth street or the river.

The final round of betting or checking occurs. The remaining players show their cards and the person who can make the best five card hand by combining their pocket cards with the cards on the board wins.

Once that hand is over, the person to the left of the dealer becomes the new dealer.

Winning Combos in order greatest to least. (Reference: <http://www.texasholdem-poker.com/handrank>) You can print out these combos below for students to use as a reference.

Royal Flush - An Ace-High straight of one suit.



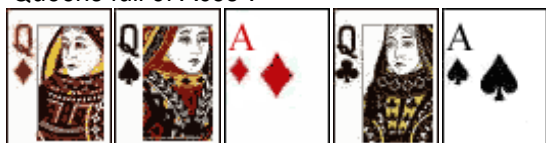
Straight Flush - A straight of entirely one suit.



Four-of-a-Kind (Quads) - Four cards of the same rank.



Full House (Full Boat, Boat) - Three-of-a-kind and a pair. The example below would be called "Queens over Aces" or "Queens full of Aces".



Flush - Five cards of the same suit.

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Straight (Run) - Five cards of sequential rank. Note that in hold'em, Aces can be high or low.



An example of a straight where the Ace is low:



Three-of-a-Kind (Trips, Set, Triplets) - Three cards of the same rank.



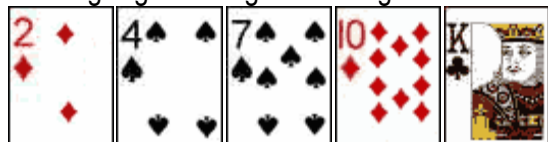
Two Pair - Two cards of the same rank and another two cards of the same rank. The example below would be called "Jacks and Twos".



One Pair - Two cards of the same rank.



High Card - When you don't have any of the above, your highest card determines your hand. The example below would be "King High" or "High card King".



Lasso Challenge

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Prep: Set up cone or t-ball stand (or anything else that can be used to be used as a target to rope) and place a line 10 - 15 feet away. This will be where students stand. Also make sure that each setup is 5 - 10 feet away from the other so that students may have room to swing their lariat. Tie the rope into a lasso for the students. A lariat is made from stiff rope so that the noose stays open when the lasso is thrown. Explain to student how to tie a honda. (Instructions below.)

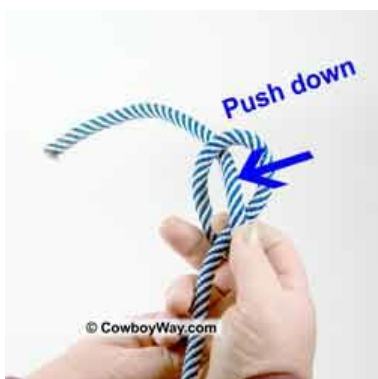
How To Tie A Honda (Reference: <http://cowboyway.com/HowTo/TieAHonda.htm>)



1) Begin with tying a simple overhand knot. Just take the tail of the rope and follow the arrow above.



2) Your overhand knot is complete (it's inside the red circle, above). The blue line in the photo is indicating the part of the rope that will become the loop of the honda. Go ahead and make this part approximately the correct length right now. It should be long enough that when it forms a loop it is about the size you want your honda to be.



3) Push down on your overhead knot where shown.



4) Now take the tail of the rope and push it through the opening made by pushing down on the overhand knot.



Let student's practice throwing the lariat before starting the game. Divide students up into 4 even teams if possible.

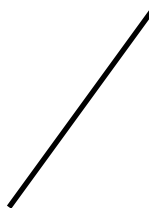
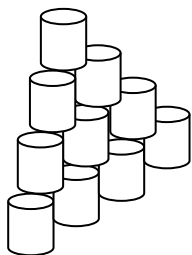
This will be a relay race to see how many times each group can successfully rope/ lasso the object. The teams will have 5 minutes. Each person on the team will standing in a single file line behind the line. They will each get a lariat. When the time begins, the first student will swing their lasso in the attempt to make it around their target. Once they have roped their object, the next student gets to try and so on and so forth. Once the 5 minutes is up, declare the winner. The winning team will be the team that made their lasso around the object the most amount of times. Encourage students to root for their teammates.

Shooter

Prep: Create a few bean shooters. Cut off the top of a plastic bottle, removing the cap. Place a balloon around the opening facing out, securing it with a rubber band. Set up the empty cans about 20 feet from the "shoot line." It is best to set up the

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cans in front of a wall to prevent stray shots from hitting any students. (To make it a little challenging, add a small amount of sand at the bottom of each can.)



Each student will get 6 gummy bears for the bean shooter. Their goal is to knock down as many cans as they can by loading the bean shooter one at a time, aiming the shooter and then releasing.

Divide students up into 4 even teams if possible.

This will be a relay race to see how many times each group can successfully knock down the The teams will have only their 6 gummy bears each as their ammo. Each person on the team will standing in a single file line behind the line. The first student will shoot their target. Once they have used all their gummy bears, tally up how many cans they knocked over. The next person in the team will shoot. Once all students have gone and all cans have been tallied, reveal the winner.

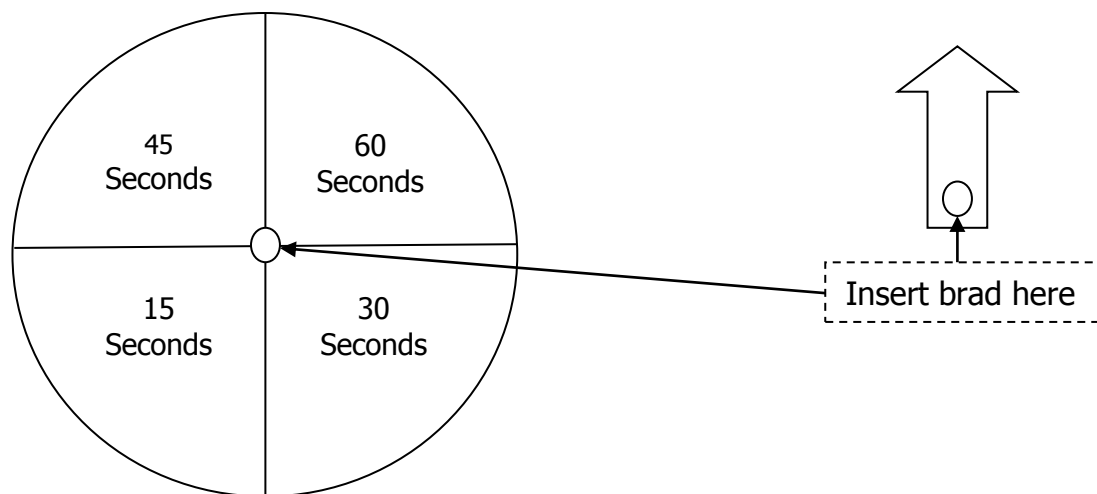
You may want to put a seasoned and trusted program leader in charge of this station so that students are being monitored well during this activity.

Searching for Gold

Prep: Fill the tubs with the sand, rocks and pebbles and prizes. Compact the materials. (This activity is encouraged to be done outside, if possible.)

Students will break into two or three teams (depending on number of students) and will line up away from the tubs. The first student from each team will spin the spinner to see how long they will have to dig for treasure. They will run to tub and dig for the allotted amount of time. Students will use plastic digging tools (shovel and strainer) to look for treasure. All treasure collected will be placed in the team's bucket. Each team will have 5 minutes to collect as much gold/jewels as possible. They will then pass off the digging tools to the next person on their team, they will spin, and then go hunt for gold in the tub. It is the responsibility of the person next in line to count how long their teammate has been at the tub. Once the 5 minutes is up, count the gold/jewels and see who won.

Play 2 times and then have them hunt for treasure by completing the word puzzle "The Wild West" attached to this lesson plan.



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Branding the Calf

This activity is encouraged to be placed outside or in a spacious area. Divide the students into groups of 4. Have each group of four number off 1, 2, 3, and 4. The child that is #1 becomes the brander. Their objective is to brand cattle number 4. The other 3 children form a triangle by joining hands. Player #1 tries to tag the cattle who is #4, and the triangle moves constantly to protect cattle #4 from being tagged. After the #4 is tagged, have the #4 and #1 trade places and play again. Repeat two more times so that all players have a chance to be the brander and the cattle.

Cowboy Hats

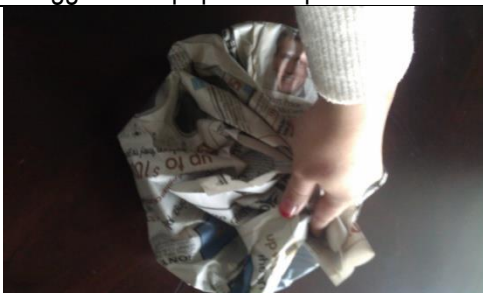
Prep: Pass out three pieces of newspaper per student. Follow the steps below and assist students will creating their hats. Have more than one tutor assist with this activity.



Stagger newspaper on top of each other



Place a bowl in the middle of the paper.



Wrap the newspaper around the bowl.



Secure masking tape around the bowl. (I used blue painters tape which ended up not looking as nice in the finished project as beige masking tape would have looked.)


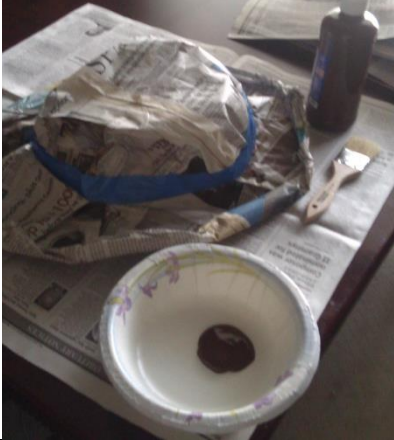


Remove the bowl and lay the hat right side up. Bend the front part of the hat into a V.



Roll in the sides of the hat, starting with the left and right side then working your way to the front and back of the hat. Secure with tap in necessary.

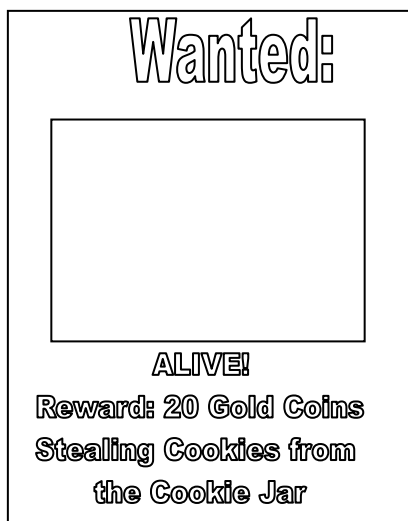
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<p>This is what the hat should look like once the sides have been rolled.</p>	<p>Have students paint their hat with brown tempera paint. Also, have students write their name under the bill since they will be leaving the hats out to dry before picking them up.</p>			

Wanted Posters

Pass out the materials to students. Crayons can be laid out before the students arrive to that station. Students will create their own wanted poster. Have them draw the layout of the poster first. (Example below.) What reward will be given for their capture? What reason will they be wanted?

Picture of Student Here ----->



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.

Three What's

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

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Wild West Slang Word Search

N Y L W Y C O N V Y G M A F N U G G P F
 O S C E M R U T A U S D R A W E E I J F
 T I E N E G A N T T T H A Z Z X K N A L
 G A E G G I K T A B F N B I L E B F I Y
 N D O E R E E Y T I K C I N S R E P L S
 I N T A E R Q T P S A S H E R I F F T C
 H S L Q S G O L D L N H Y Q N Y S A M L
 S L G N X P S G L U M A R U E K N Y U A
 A R I A C E H I G H A E I K M D I L G F
 W P E A C L H E V X K I O D O I A L W F
 E O B K D C S D R A C P N F N C L O U L
 E L F A O V Q N M L B S F R W I P L M E
 B D S M L P E E T O M B S T O N E B P Y
 A E F A J L C N D R O R F S W F S O A C
 N R W X L A A B T T U H R T N W I L Y C
 D M G D E O Q S Q U P C Y P A I A L P F
 I O U P I L O E T H R A K L S L A P A L
 T S E S R O H N O U F E T U L L P R D C
 S T D U S T E D S D F U B O S A O C T L
 S S E L K C E R L X O G K T X R B V L E

ACEHIGH
 BUFFALO
 EEWARDS
 JAIL
 NUGGETS
 PERSNICKITY
 RECKLESS
 TOMBSTONE

ADVENTURE
 CALIFORNIA
 GOLD
 LARIAT
 OLDERMOST
 PIKE
 RUCKUS
 TRAINS

BALLAST
 CARDS
 GUTTERSNIPE
 LOBLOLLY
 OREGON
 PLAINS
 SALOONS
 WASHINGTON

BALLYHOO
 DAISY
 HORSES
 MOCHILLA
 OUTLAWS
 POKER
 SHERIFF
 YANKEE

BANDITS
 DUSTED
 INDIANS
 MUGWUMP
 PEACEMAKER
 POKEY
 STANDOFF
 YUMI

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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Sport-O-Rama
Focus:	Students will work with other class makes to create a game

Materials:

Materials will depend on the sports created. When brainstorming, it is important to share what materials are available.

Opening and Directions

Welcome students. Let them know that today they will create a new sport with their class. They will get the opportunity to play their sport and a few others, depending on the time permitted. Share with students the materials that are available for creating their sport. Think outside the box when gather materials; different types of balls, bats, flags, cones, etc.

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 sport materials requested by classes once their brainstorming has been completed. And deliver them to the classes for the Testing Phase.

Distributed supplies before program or have a runner from each class collect them after opening.

Activities

Brainstorming / Testing

Classes will work together to create a game, test out the game and create procedures on how to play the game.

Instructions:

Have students gather in a circle. Start of by asking students what type of sport they would like to create.

- What type of sports equipment will they use? Will there be a ball? Do they only use flags? Will there be a set play area? How will the play area be set up?
- Will there be two, three, four teams? Will it be each student for themselves?
- What will the objective of the game be? Make it to the finish like? Get the ball across a certain point? Getting other students out?
- How do you score? Do you get additional points for actions other than scoring?
- Are there multiple quarters or rounds? How many minutes long is the game? Do teams switch sides once the round is over?
- What are the rules of the game? Can you only use your hands or are hand not allowed? Do you have to use another object to strike the ball? Can you only shoot the ball? What's not allowed and what is allowed?

The second part to the brain storm will be to test out the game. What worked?

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

Encourage all youth to participate fully.

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<p>What didn't work? What modifications will you need to make?</p> <p>The class will need to create an instruction card for their game. The reason this needs to happen is so that when they going into their rotations, the class that gets their sport will be able to understand the rules of the game and how it is played.</p> <p>The Brainstorm activity should take roughly 20 minutes to complete.</p> <p>The Testing of the game will take about 20 minutes since a brainstorm may need to take place if modifications need to be made.</p> <p>Creating the procedures can happen during the brainstorming activity and testing. Give an additional 5 – 10 minutes to finalize the procedures. Procedures should be clear enough so that the tutor should not have to ask the class who created the game any questions.</p>	
<p><u>Rotations</u></p>	
<p>Students will</p>	
<p>Instructions</p> <p>Have all classes meet on the playground. Use an attention getter before proceeding to explain what will happen during the rotations. Let each class set up their game area. Once they have set up their area, have them meet back with you. Go over the afterschool agreements and what the consequences will be if they are not followed. Let students know that they will get an opportunity to play other classes games. Have one person from each class bring up the procedures. Read off the name of the games to the students.</p> <p>Depending on how much time you have left in the day, 1 hour – 2.5 hours, will indicate how many rotations students will get. Classes will get 30 minutes per rotation with 5 minutes in between for clean up. Have tutors/frontline staff facilitate each game with their class.</p> <p>Once in the cafeteria for closing, debrief with students what they liked best about each game. You can also use the Four Step debrief below.</p>	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>Remember to keep kids in line of sight.</p>

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?

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Triathlon Wizard Tournament
Focus:	Fun and Teamwork

<p>Materials:</p> <p>Quiz:</p> <ul style="list-style-type: none"> Butcher Paper (needs to be prepped for Quiz) and Clear Box Tape Colored Paper (for Questions) Markers (for prep and for the students to answer the questions) Large Index Cards, tape <p>Performance Competition:</p> <ul style="list-style-type: none"> 6 small trash cans(empty and clean) 30 pieces of papers waded into individual balls (5 for each team) 6 hula hoops 6 jump ropes 	<p>Shields:</p> <ul style="list-style-type: none"> Large Poster Paper (2 per group) Colored Paper Markers, Pencils, Crayons Scissors, Rulers, Glitter, and Glue <p>Graduation:</p> <ul style="list-style-type: none"> Lunchmeats and cheese per student Paper towels or plates per student Cups and juice per student music
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Opening

Now that students have received a snack and are chilling out, it's time to revel an **AWESOME FUN FRIDAY!** Getting the students excited will set the tone for the day and help them remain engaged. The Special Fun Friday is "Triathlon Wizard Tournament!" The Site Coordinator or Lead Tutor will introduce the fun Friday event. They will let the students know that their school has been selected to hold this very special event. They will also address the new name of the school, which will be their school name plus "warts" at the end. Example "planz"warts. The site coordinator or lead tutor will address themselves as the new headmaster and will be the one awarding points to the houses. They will then explain the first part of sorting the students into houses. Each house will be competition to see which house can score the most points by competing in all three events: Group Collaboration, Super Quiz, and Performance Competition. The events will be outlined in the set up below.

Setting up the Houses/ Making Shields (Group Collaboration)

The student body will be broken down into 6 groups. If you have a program larger than 80 students, break it down into 8 groups.

The students will be sorted into their houses by picking a random number (1-6 or 1-8) out of the "Sorting Hat". Tutors should make/ bring a hat for their class before-hand. Make sure to be creative as possible with the hat. The experience of actually being sorted is very important to the atmosphere of the activity. The amount numbers (1-6) that should be made are gathered by totaling the amount of students in the class and dividing by 6. As the students pick a number from the hat they must be told to hang on to them. Once the sorting is complete have the students with the number "1" report to an empty table, and the same for the rest of the numbers. It is important to utilize all staff in making this transition flow as smooth as possible.

Once the students are in their "house", they will begin to name and design their house "Shield". Two shields (with the same

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logo and name) will be created by each table. The shields must have a minimum of one animal or object representing the house, stripes with two major colors, and shapes such as: stars, circles, triangles, etc. The shield also needs to contain a characteristic that the house wants to symbolize. Tutors should emphasize the characteristics need to be positive such as; brave, honorable, loyal, respectful, and courageous.

Once the tables have finished designing their shields one student or tutor will introduce the house to the other houses starting off with the first table, and continuing until every house has had their turn.

The Games will now begin! This should be announced by the site coordinator or designee (HEADMASTER).

The “headmaster” will award all the tables 5 point for completing the Shield challenge and for following directions. Letting the students know that following directions are very important for the rest of today’s challenges.

Super Quiz

Prep: Butcher paper, large index cards, paint, and tape will be needed to create the Super Quiz Board. This should be done during the week. The best way to hang the index cars will be to use large box tape directly on the butcher paper so that when you use the regular tape to hang the index cards it will not rip the butcher paper. The set up should be similar to the diagram below. There should also be a separate poster made for tallying the points according to house.

Instructions: Make sure to go over instructions with the students before beginning the game.

The Super Quiz will be divided by grades. Level 1 will be first grade; level 2 will be second grade and so on. Have one student, depending on what level you are on, from each house come to the front. A table should be set up at the front for the students to come up and answer. Paper and crayons should be supplied at this table for answering the questions. The tutor will ask the first question to all the students. The students will have 20 seconds to write down the correct answer. Each student with the correct answer will be awarded one point for their house. All questions for the super quiz will be worth one point. The next level will begin. You may want to cycle through the categories randomly to make the game more interesting. So level 1 can be music and then level 2 can be art. As long as all the first questions have been answered in all categories you can move on to the second round questions. The game will continue until each level has gone twice through all the categories. All the questions and answers are listed below.

Questions and Answer

Category	Level 1	Level 2	Level 3	Level 4	Level 5
MUSIC	Rd #1 Q: Finish the lyrics... “Row, Row, Row your...” A: Boat	Rd #1 Q: Finish the lyrics... “Rain, rain, go away, come again another...” A: Day	Rd #1 Q: What instrument is played using sticks? A: Drums	Rd #1 Q: Finish the lyrics... “Oh, Susanna, Oh don't you cry for me for I come from Alabama ...” A: With my banjo on my knee	Rd #1 Musical Terminology Q: What is the speed or pace of a given piece of music? A: Tempo
	Rd #2 Q: Finish the lyrics... “Mary had a little ...” A: Lamb	Rd #2 Q: Finish the lyrics... “If you're happy and you know it clap your ...” A: Hands	Rd #2 Q: Q: Finish the lyrics... “Head, shoulders, knee, and...” A: Toes	Rd#2 Q: What instrument has 4 stings and is played with a bow while holding with ones chin?	Rd #2 Musical History Q: Who was the composer of Moonlight Sonata and Symphony No. 9 A: Beethoven

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				A: Violin	
ART	<p>Rd #1 Colors Q: What color is a banana? A: Yellow</p> <p>Rd #2 Colors Q: What color is the sky? A: Blue</p>	<p>Rd # 1 Colors Q": What color is first on the rainbow? A: Red</p> <p>Rd #2 Colors Q: What colors are on the American Flag? A: Red, white, and blue</p>	<p>Rd # 1 Supplies Q: What type of paint requires water? A: Watercolors</p> <p>Rd #2 Color What color do you get when you mix blue and yellow? A: Green</p>	<p>Rd #2 Supplies Q: What is used to create art on concrete? A: Chalk</p> <p>Rd #2: Colors Q: What are the primary colors on the color wheel? A: Red, Blue, and Yellow</p>	<p>Rd #1 Terminology Q: What is used to create the appearance of distance between objects? A: Depth</p> <p>Rd #2 Terminology Q: What is the art of creating images with an assemblage of small pieces of colored glass, stone, or other materials? A: Mosaic</p>
MONEY/TIME	<p>Rd #1 Money Q: How much is a penny worth? A: 1 cent</p> <p>Rd #2 Money Q: How much is a nickel worth? A: Nickel</p>	<p>Rd #1 Money Q: How much is a quarter worth? A: 25 cents</p> <p>Rd #2 Money Q: How much is a nickel and a dime worth together? A: 15 cents</p>	<p>Rd #1 Money How much is 2 quarters and 2 nickels worth together? A: 60 cents</p> <p>Rd # 2 Time If its 5 after two what time is it? A: 2:05</p>	<p>Rd #1 Money If you had 2 quarters and bought a piece of gum for a dime how much money would you have? A: 40 cents</p> <p>Rd #2 Time It's a quarter until 3, what time is it? A: 2:45</p>	<p>Rd #1 Q: If it's 3:20 and your mom gave you 15 minutes to clean your room what time would you have to be done by? A: 3:35</p> <p>Rd #2 Q: If you had 10 dollars and bought cards for \$5.35 how much money would you have left? A: \$4.65</p>

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MATH	<p>Rd #1 Addition Q: What is 2 + 1? A: 3</p> <p>Rd #2 Addition Q: What is 2 + 3? A: 5</p>	<p>Rd #1 Addition Q: What is 8 + 2? A: 10</p> <p>Rd #1 Subtraction Q: What is 6 – 3? A: 3</p>	<p>Rd #1 Subtraction Q: What is 20-8? A: 12</p> <p>Rd #2 Multiplication Q: What is 5 x 2? A: 10</p>	<p>Rd # 1 Multiplication Q: What is 5 x 6? A: 30</p> <p>Rd #2 Multiplication Q: What is 7 x 6? A: 42</p>	<p>Rd #1 Division Q: What is 60 divided by 6? A: 5</p> <p>Rd #2 Division Q: What is 100 divided by 25? A: 4</p>
CARTOONS	<p>Rd #1 Q: What is Ash Ketchum’s Pokémon’s name? A: Pikachu</p> <p>Rd #2 Q: What is Scooby Doo’s best friends’ name? A: Shaggy</p>	<p>Rd #1 Q: In iCarly, Carly’s older brothers name is? A: Spencer</p> <p>Rd #2 Q: Who is the main character in Kung Fu Panda? A: Po</p>	<p>Rd #1 Q; In the Amazing world of gumball, what kind of animal is gumball? A: Cat</p> <p>Rd #2 Q: In Johnny Test, who is the genetically altered dog? A: Dukey</p>	<p>Rd # 1 Q: What show features sixteen years old, Ben Tennyson as a world known superhero. A: Ben 10</p> <p>Q: Adventure Time with Jack and Finn takes place where? A: The land of Ooo.</p>	<p>Rd #1 Q: What actress plays Alex Russo in Wizards of Waverly Place? A: Selena Gomez</p> <p>Rd #2 In Phineas and Ferbs Candace’s sole mission is to...? A: Catch the boys doing something wrong</p>

Performance Competition

Prep: You will need to make 60 balls out of paper. Make sure to do this ahead of time. Utilize your staff. You will need 6 empty trash cans and 6 chairs (optional). You will also need 6 hula hoops or jump ropes depending on which suits you best.

There will be two categories for the Performance Competition. The first category is hand–eye coordination. Define hand-eye coordination to the students. Hand-eye coordination is the control of eye movement with hand movement to execute tasks. Set up will be quite easy. You will need 6 empty trash cans and 60 pieces of papers crushed into small balls. This game will be like basketball (free throws). Make sure to set boundaries such as distance from the “Hoop” and whether you want them to stand or sit while shooting. The student will try to shoot the balls into the trash can. It is not a race so remind them to take their time. So the game begins by having each house send up one student. Each student will get ten balls. They will begin to try to shoot the balls into the trash cans. When all the students have finished count how many each house scored. The house with the most shots made gets one point. This will continue for 8 to 10 rounds. This way a fair amount of students will get to participate. The tutor representing each house will select the students.

The next game will be the endurance category. Define endurance for the students. Endurance- the ability or strength to continue or last, especially despite fatigue, stress, or other adverse conditions. Depending on which equipment you have on hand the students will either jump rope or hula hoop. The objective of this game is to see who can jump rope or hula hoop the longest. The last student remaining will win a point for their house. The game begins by having one student from each house come up and compete. This will continue for 8 – 10 rounds in order to allow maximum participation from all students.

House Winners/ Graduation

Prep: This section is pretty much a graduation and dance. Listed is a fun activity for the graduation that requires food. Lunchmeats, cheese, and punch is recommended. You may choose to replace these with whatever works best. A cd will need to be purchased or made before had for the dance.

Once the Performance competition is over the Headmaster will tally all the points. He /She will announce the House with the

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most points as the winners of the tables. The Headmaster will also announce that everyone has passed the Triathlon Wizard Tournament and has now graduated from “school’s name + warts”. The graduation ceremony will now begin! For the diplomas you may choose to use the lunchmeat and cheese (rolled) and a cup for punch as a treat. If your site cannot acquire the food you can have preprinted diplomas on paper to award the students. This will be done by the tutor for each house. The Preprinted diplomas should congratulate the students for graduating from “school’s name + warts”. The site director should sign the diploma. Here is a list of songs for consideration for the graduation.

Graduation by Vitamin C Breakaway by Kelly Clarkson On My Way by Phil Collins Breathe by Anberlin
Where Do I Go From Here by Relient K Your Raise Me Up by Josh Groban Farewell by Raymond Lauchengco
The Final Countdown by Europe I Will Remember You - Ryan Cabrera Please Remember - LeAnn Rimes
The Time Of My Life - David Cook Move Along - The All-American Rejects Keep Holding On - Avril Lavigne
Starmaker - Kids from Fame Remember Me This Way - Jordan Hill The Climb - Miley Cyrus
Live Like We're Dying - Kris Allen

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.

Three What's

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?