

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Alien Dodge Ball
<b>Focus:</b>	Physical activity, team work

<b>Materials:</b> 5 red rubber balls (dodge balls)
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Opening
<b>State the objective</b> To engage students in physical activities to encourage being physical healthy by playing for at least 60 minutes.
<b>Prior Knowledge</b> Gain prior knowledge by asking students, "What do you know about playing?" Did you know that it is important to play and be active for at least 60 minutes?
<b>Activity Set Up</b> Line up 5 red balls in the center of the basket ball court.

Rules of the Game
Alien Dodge Ball is played much like the original dodge ball game, except when a player is hit, he gets put in "outer limits" behind the opposing team. To get out of "outer limits", they must catch a ball thrown at them by a teammate. A player in "outer limits" may not eliminate anyone from the opposing team. "Aliens" remain behind the opposing team until the game is over. If a ball is caught by the opposing team, one "Alien" is allowed back in from the "outer limits." You begin by each team going after the balls on the line.

Content (the "Meat")	
<b>Instruction / Demonstration ("I do" – "We do")</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Use an attention getter to gather students at the end of each quarter.</p> <p>*Watch the 3 minute mini in our online instruction, "Attention Getters."</p> <p>A great time to debrief the activity is when students are resting and catching their breath. If you need to move on to the restrooms you can finish the debrief on your way</p>
<ul style="list-style-type: none"> <li>• <b>Step One:</b> Divide the teams into two teams; make the teams equal if possible.</li> <li>• <b>Step Two:</b> Explain the rules of the game.</li> <li>• <b>Step Three:</b> Demonstrate how students will run after the ball in the center of the court. Ask for a volunteer to help you demonstrate this. Then demonstrate how you are to tag someone with the ball shoulders down. Break down the outer limits and how they can get back onto the court by catching the ball.</li> <li>• <b>Step Four:</b> Students will play for 4 quarters, 8 minutes each. Have them take a break between each quarter.</li> <li>• <b>Step Five:</b> Keep score for each quarter. Take a 30 second to one minute break to catch your breathe. Play for 4 quarters. After the last quarter, collect the group together and debrief the activity. Then take students to use the restrooms and get drinks of water.</li> </ul>	
<b>Students practice ("You do")</b>	
<ul style="list-style-type: none"> <li>• <b>Step One:</b> Students will start each quarter at their end of the court facing the</li> </ul>	

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<p>middle of the court.</p> <ul style="list-style-type: none"> <li>• <b>Step Two:</b> When signaled to go students will run to the center of the court to get the dodge balls first.</li> <li>• <b>Step Three:</b> Students will play the game for 8 minutes each quarter with a minute break in between to catch their breath and relax.</li> <li>• <b>Step Four:</b> At the end of the game, students will line up to head towards the restrooms and get a drink of water.</li> </ul>	<p>over to the restroom.</p>
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### Closing

#### Review

Physical activity is an important part of staying healthy. A full 60 minutes a day of being active is an ideal amount of exercise but more fun can't hurt, right?

#### 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 an in class activity like this is LBNT (Like Best, Next Time).

- What did you like best about each activity?
- What would you do differently next time?
- What do you feel the main learning way for this Fun Friday?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during Fun Friday
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (AHA!)

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<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grade
<b>Lesson Title:</b>	Farm Day
<b>Focus:</b>	Student Choice, fun

### Materials:

QUANTITY OF MATERIALS DEPENDS ON THE NUMBER OF STUDENTS

Barn Construction: Popsicle sticks, Glue, and other arts and craft supplies (yarn, markers, tissue paper, pipe cleaners)

Animal Trivia: 11 x 8.5 lined white paper

The Farm Life: 11 x 8.5 lined white paper

Maze-tatic: Copy of Dot-to-Dot Sheet

### Opening and Directions

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

### Preview of Activities

- Barn Construction: Students will create and decorate a barn out of art supplies.
- Animal Trivia: Students will compete in group for points by answering questions about barn animals correctly.
- The Farm Life: Students will input different parts of speech into a story about living on a barn.
- Maze-tatic: Students will pair up and create mazes for their partners to solve.

### Activity Set Up

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

1. Barn Construction: Cover tables with butcher paper.
2. Animal Trivia: None
3. The Farm Life: None
4. Maze-tatic: None

### Activities

#### Barn Construction

#### Instructions:

Students will create their very own barn using popsicle sticks and decorating it with different art supplies such as markers, yarn, pipe cleaners, and any other arts and craft materials that you may have in your site supply room. Have them start by gluing the popsicle sticks together to create a foundation. This foundation can be glued to a piece of construction paper for extra support. Have them glue more sticks together to build walls and then a roof. The objective of this activity is to let the students be

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

\*With younger youth it is important to give an example of how to build a barn. Create a model of a barn prior to the fun Friday activity.

#### **Modification of lesson:**

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<p>creative when building their barn. There is no wrong way to build it. Have students color their barn using markers and decorate it using the arts and craft supplies that you have provided.</p>	
<b><u>Animal Trivia</u></b>	
<p><b>Instructions:</b></p> <p>Divide students into groups of 3 or 4. Give each group a piece of 11 x 8.5 lined white paper. Have students number their paper on the left side going down the page 1 – 15. Read the clues to the students. Each group will have 30 seconds to discuss and record their answer for each clue given. Once all the clues have been read, groups will compare their answers. Animals can be listed more than one time. The group with the most correct answers wins.</p> <ol style="list-style-type: none"> <li>1. I have 21,000 taste buds. That’s 6,000 more than a human tongue has. The weirdest thing about that, I ate leftovers. (Pig)</li> <li>2. I eat more than seven times my own weight each year. (Horse)</li> <li>3. Male and female of this animal are color blind. Male and female of this animal do not have the same name. (Cow and Bull)</li> <li>4. If a female horse and a male donkey have an offspring it is called a _____. (Mule)</li> <li>5. I can get sunburned, just like humans can. I’m the only barn animal who can. (Pig)</li> <li>6. I am incapable of flying if I am domestic but if I am wild I can reach up to speeds of fifty-five miles an hour. (Turkey)</li> <li>7. I produce white, brown, green and blue eggs depending on where I live. (Chicken)</li> <li>8. My coat is made of fleece. (Goat)</li> <li>9. I have webbed feet, designed for swimming. (Duck)</li> <li>10. I was the first bird domesticated by man. (Goose)</li> <li>11. I can lay over 225 eggs a year. (Hen)</li> <li>12. I can’t look up. (Pig)</li> <li>13. I have rectangular pupils. (Goat)</li> <li>14. I am known to eat tired. (Goat)</li> <li>15. I am a rodent who can be raised on the farm. (Rabbit)</li> </ol>	<p style="text-align: center;"><b>*Activity → Teachable Moment(s) throughout</b></p> <p>* Working together to create agreements to live by is a great way to coexist together in a healthy, productive way.</p>
<b><u>The Farm Life: Interactive Story</u></b>	
<p><b>Instructions</b></p> <p>Pass out a piece of paper to each student. Encourage students to think outside of the box when it comes to living on a farm. They may brainstorm with each other as well. Have students create a short story about what it would be like if they lived on a farm. What would their role be on the farm? What is some of there favorite things to do? Have students volunteer to share their stories with the groups.</p>	<p style="text-align: center;"><b>*Activity → Teachable Moment(s) throughout</b></p> <p style="text-align: center;">Encourage participation</p>
<b><u>Maze-tatics</u></b>	
<p><b>Instructions</b></p> <p>Give each student a dot-to-dot paper so that they can create their own maze by connecting the dots. Once the student has finished their maze, have them switch</p>	<p style="text-align: center;"><b>*Activity → Teachable Moment(s) throughout</b></p> <p style="text-align: center;">Encourage participation</p>

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mazes with someone else. See if they can figure it out.	
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### Closing

#### Clean up

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

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

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

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

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

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

How did you feel when participating in this activity?

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

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

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<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Science Fiction Art
<b>Focus:</b>	Student Choice

**Materials:**

Construction paper, Water Color Paint Sets, Markers, Crayons, Paper Towels and Water

### Opening

**State the objective**

The purpose of Fun Friday is to allow students to choose activities of interest to them and to focus on fun

**Preview of activities**

- Bring all students to the multipurpose room or snack area.
- Review all of the activities that are going to be offered today during Fun Friday (have the leaders share this so students will know both what and who).
- Remind students that there will be 2 rotations—they will be able to choose 2 different things to do today.
- Remind them that they will return to this spot at the end of the first activity to select activity #2.
- Check to see if there are any questions.

### Fun Friday Activities

**Schedule**

Students should be allowed to self-select two activities, one for each period. (Daily schedule: opening, Activity #1, reconvene students and have them make a second choice for Activity 2.) Bring them back together at the end so they return to the program leader for theme and closing.

Offer activities in the following categories (note you may only offer the number of categories as you have staff to lead)

- Outer Space Art
- Robots – Future Artificial Intelligence
- Potions and Charms
- Time Travel
- SciFi Video Games Design

#### Outer Space Art

**Materials / Supplies:**

1 Water color paint set (or share one per two students and provide an extra brush)

1 Large piece of white construction paper per students

Markers (per student or shared)

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**Set Up:**

You can line the table with butcher paper or a perusable table liner. Have materials already laid out before the students arrive the station. Have water cups and brown paper towels present.

**Instructions:**

1. Let students create a picture of what it would look like if they were to travel the universe. What would they find? Would they float in outer space or visiting a planet much like Earth.
2. Demonstrate a technique for water painting. When the paper is marked by a marker the water color cannot stain the paper in that area causing the marker doodle to stand out.
3. Let them create their master piece.

### Robots – Future Artificial Intelligence

**Materials / Supplies:**

1 Large piece of white construction paper per students  
 Markers and Crayons (per student or shared)

**Set Up:**

No Prep. Use student leaders to pass out materials

**Instructions:**

1. Let students create their very own robot. What functions would it have? How would it be built to be capable of functioning the way you want it to? What are some of the things that a robot could do that would benefit your life and the lives of others.
2. Let them create their master piece.

### Potions and Charms

**Materials / Supplies:**

1 Large piece of white construction paper per students  
 Markers and Crayons (per student or shared)

**Set Up:**

No Prep. Use student leaders to pass out materials

**Instructions:**

1. What if you could create a charm or potion with incredible abilities? What if it could cure sickness, reproduce living organisms like rain forests, could give you special abilities to breathe under water, etc?
2. Let them create their potion and charm. What will it look like? What will it sounds like? Draw it out on the construction paper.

### Time Travel

**Materials / Supplies:**

1 Large piece of white construction paper per students  
 Markers and Crayons (per student or shared)

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**Set Up:**

No Prep. Use student leaders to pass out materials

**Instructions:**

1. What if you have the ability to go back in time? Where would you go? What period in time? Why would you choose to go back then?
2. Create an image from your time travel to share out with the students in that rotation.

### Science Fiction Video Game Design

**Materials / Supplies:**

1 Large piece of white construction paper per students

Markers and Crayons (per student or shared)

**Set Up:**

No Prep. Use student leaders to pass out materials

**Instructions:**

3. Like playing video games? If you could create the perfect science fiction video game, what would you create? What obstacles must players face? What is the theme of the game?
4. Students can create characters in the game. Let them be creative and use the understanding of what science fiction means to them.

### 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**

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the activity.



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<b>Component:</b>	Fun Friday
<b>Grade Level:</b>	K-5 Grades
<b>Lesson Title:</b>	Spy Kids
<b>Focus:</b>	Team Work, Building Relationships, Fun

### Materials:

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

- Washable Ink Pad (several in different colors)
- Index Cards – One per student
- Ten flavors of yogurt
- Small cups
- Plastic spoons
- Colored pencils, crayons, pencils
- Coins, other items with texture
- Newspapers and magazines other print materials
- Collection of different types of “evidence” (see the list)

### Opening and Directions

#### Overall organization:

Divide students into cross-age groups, each team should include students of all grade levels  
 Each team should have one Program Leader or volunteer with them. Teams will have about 20 members.  
 Teams will rotate through as many of the different activities listed below as you select  
 If you need to duplicate activities because you have more than 5 teams, that is okay

### Preview of Activities

#### Spy Kids Activities

- **Fingerprint Art:** Create animals from your fingerprint.
- **Coin and/or Surface Rubbings:** Making a rubbing of coins and surfaces by using paper, crayolas, or pencils.
- **Scavenger Hunt:** Search the newspaper or magazine for list of items.
- **Solve the Crime:** Look at the clues that are laid out and determine who was the perpetrator of the crime.
- **What's That Flavor:** Yogurt taste test--10 flavors

### Activity Set Up

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

1. **Fingerprint Art:** water-based ink pads, colored pencils, index cards
2. **Coin and/or Surface Rubbings:** coins, crayons, pencils, copy paper, items with texture
3. **Scavenger Hunt:** List of items that that you would like students to find in the newspaper, magazines--words or pictures
4. **Solve the Crime:** Have these items on or near the station for students to help solve the crime: soil tracked into the classroom or on a shoe, a used facial tissue, something broken, a fiber from clothing, pet hair, other
5. **What's That Flavor:** 10 different flavors of yogurt (probably 3 of each container), small Dixie cups, spoons for each child

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### Activities

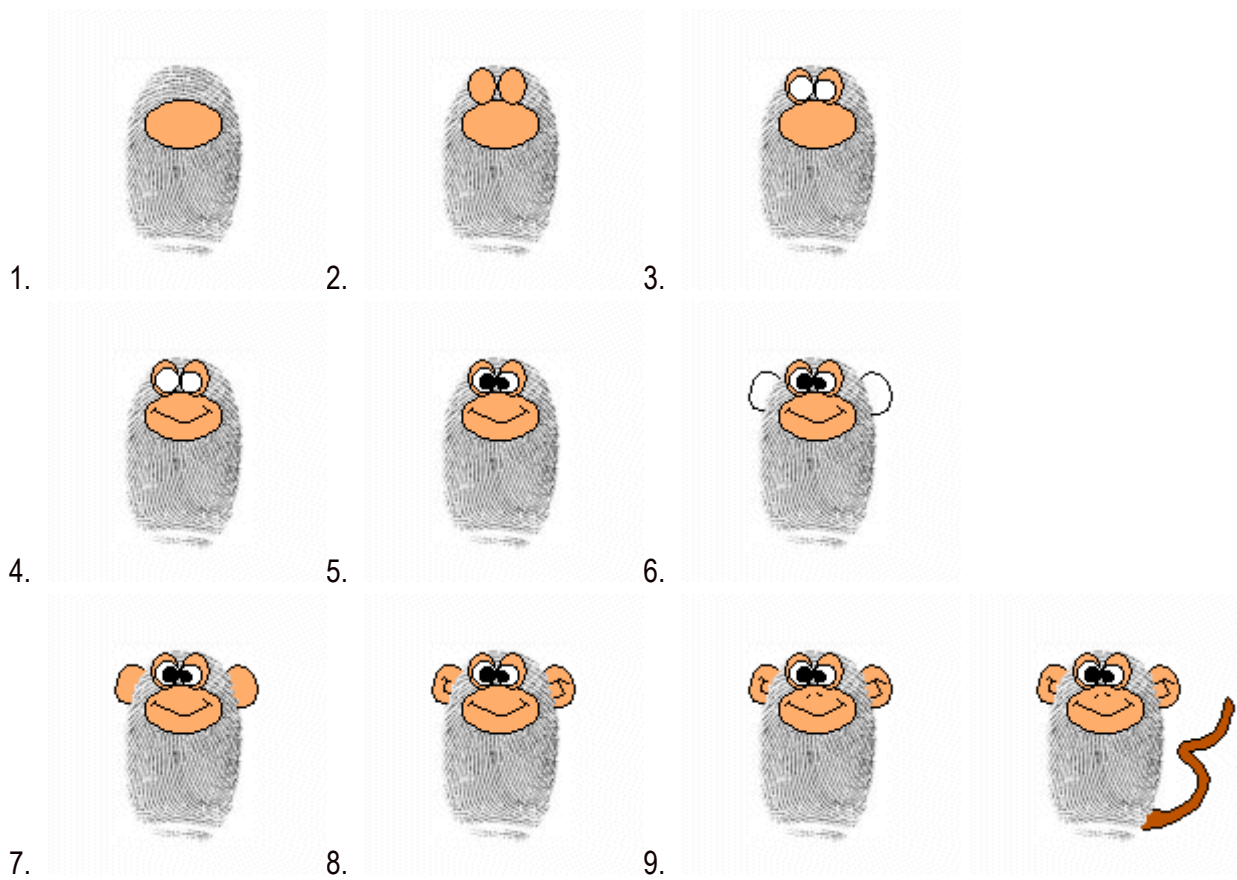
#### Fingerprint Art

**Intro to:**

Use childproof ink pad... washable. Put your finger the ink ... then press it onto a piece of drawing paper.

Use marker, or pen to draw the outline of your object/character. Use crayon, marker, coloring pencil... watercolor paints... whatever you enjoy doing your art projects with to finish up your fingerprint projects.

HINT: For the dots... I dip in paint with the end of my paint brush... dot the end into the paint... then onto the frog for his eyes.



**Instructions:**

Distribute supplies. After students have made the monkey, have them create other animals of their own choosing. Have group share with one another.

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

Encourage participation.

#### Coin and/or Surface Rubbings

**Instructions**

1. Lay a coin on a flat surface.
2. Cover the coin with a sheet of white paper.
3. Rub a crayon horizontally, with medium pressure, over the section of paper that is on top of the coin until the image

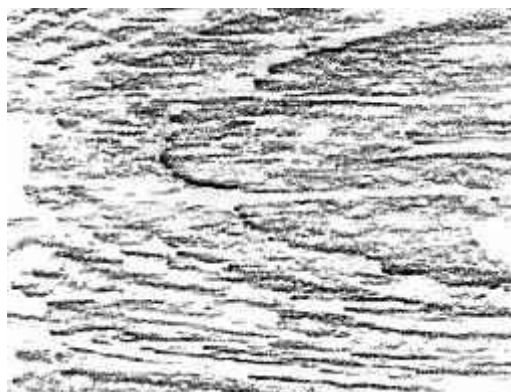
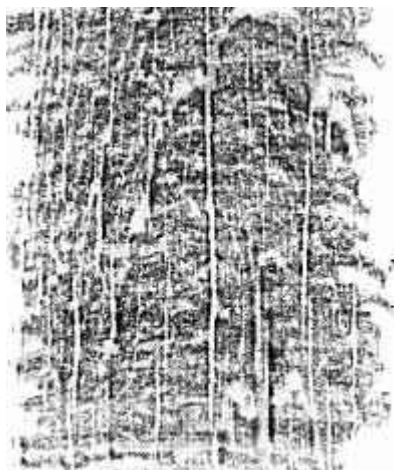
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of the coin appears.

4. Lift the paper and turn the coin over, or place a different coin on the flat surface.
5. Repeat Steps 1-3 to create a rubbing of the back side of the coin or the new coin.



This is the same piece of wood rubbed in different directions.



Other things you can consider having children do rubbings of include: the sidewalk, a plaster wall, the seat of a chair, sandpaper, and a notebook. They should label each rubbing. Ask them to think of other items that could have interesting textures.

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

\* Students can work together to help each other make the rubbing.

### Scavenger Hunt

#### Intro to:

You don't have to travel far to do a scavenger hunt. Simply pass out newspapers to kids and have a newspaper scavenger hunt, recommends the Scavenger Hunt Fun website. Make a list of items for kids to find and cut out. They can include a picture with a swimming pool, a picture of an athlete and an ad for a church fundraiser. Tailor the items to the appropriate age level. Older kids can find more advanced things like a spelling error or typo in a story.

#### Examples of things to look for:

- picture of a swimming pool
- picture of an athlete
- picture of a famous person
- ad for shoes
- picture of a smiling face

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

Encourage students to work in teams.

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- ad for a dentist
- picture of sports equipment
- picture of a winner
- picture of a loser
- picture of weather

### Solve the Crime

When a crime occurs, there can be direct evidence such as eyewitness accounts, circumstantial evidence, and trace evidence. Trace evidence is when a clue is transferred from one person or place to another. Ahead of time, ask a student willing to play along as the perpetrator of the “crime.”

In this activity, students find and examine the trace evidence. Then they decide which classmate committed the “crime.”

Have these items on or near the station for students to help solve the crime:

- soil tracked into the classroom or on a shoe
- a used facial tissue
- something broken
- a fiber from clothing
- pet hair
- other

### What’s The Flavor?

10 different flavors of yogurt

One spoon for each student, several spoons for each yogurt

10 cards, each with a different number (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)—matched to a different flavor of yogurt

Team tastes the different yogurts and as a group decides what the flavor is and writes the flavor on a piece of paper with a grid on it

1	2	3	4	5
6	7	8	9	10

To ensure that you are not spreading germs, give each youth his/her spoon, and then take the yogurt spoon and put a small dollop on each spoon for the taste test. Be sure to let them know the number of the taste/yogurt.

### 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.

**Liked Best Next Time:** Debrief by sharing what you liked best about the activity and what you would do to make things more fun.