

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grade
Lesson Title:	Choose Your Game 2
Focus:	Physical activity, team work, strategy activity

Materials:

Checkers, Chess, Bingo, Sorry, Monopoly, Trivial Pursuit, UNO, Connect Four, Scrabble, RISK, Old Maid, Mancala, Yahtzee, Clue, Candyland, Shoots and Ladders, decks of cards, dominoes and any other board games youth enjoy
Bases, ball for kick ball

Opening

State the objective

Give youth a choice between board, card, or physical game

Prior Knowledge

Gain prior knowledge by asking students, "What do you know about playing these games?"
You may want to preview the games during the weeks before this Game Day.

Activity Set Up

Select an area (multipurpose room or cafeteria or outdoor eating area would be best) to set up the games. On Thursday have youth sign up for the game they are interested in starting with. Be sure that you have the materials needed to play each game (for example Yahtzee needs dices, pencil, and pre-printed score sheet). If more than two teams of youth signed up for the kickball game operate two games (probably 9-12 students per team.)

Rules of the Game

Youth will go to the game they selected. If you are going to let them change after a designated time, set that up and have youth reconvene before going to the new area. Youth who want to repeat at the same game should be allowed to do that.

Content (the "Meat")

Instruction / Demonstration ("I do" – "We do")

- **Step One:** Send youth to the game they have selected (you may want to have an older student or volunteer to support several games)
- **Step Two:** Check in with youth to be sure they understand the rules
- **Step Three:** Circulate throughout the playing area to be sure that youth are engaged and having a good time
- **Step Four:** If you are going to allow a second choice, announce and set the timer.

Students practice ("You do")

- Enjoy the games

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

Use an attention getter to gather students at the end of the day.

*Watch the 3 minute mini in our online instruction, "Attention Getters."

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Closing

Review

Physical and mental activity is an important part of staying healthy.

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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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Kingdom Enlightenment
Focus:	Being creative and practicing brainstorm strategies and execution of projects while working in committees and as a large group.

Materials:

The Story of the Kingdom

A wide variety of arts and crafts materials including glue, crayons, pencils, markers, scissors etc.

A wide variety of arts and crafts supplies including pipe cleaners, felt, fabric, paper bags, construction paper, etc.

Royalty

Butcher Paper (about 6 feet per class)

A wide variety of arts and crafts materials including glue, crayons, pencils, markers, scissors etc.

A wide variety of arts and crafts supplies including pipe cleaners, felt, fabric, construction paper, etc.

Kingdom Crest

Railroad Board (one per class)

A wide variety of arts and crafts materials including glue, crayons, pencils, markers, scissors etc.

A wide variety of arts and crafts supplies including pipe cleaners, felt, fabric, construction paper, etc.

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 "Kingdom Enlightenment" Each class will be creating their own kingdom. You will get to brainstorm as a class characteristics about your kingdom. Then the fun part, you get to share it with fellow classmates at the end of the day.

Preview of Activities

The Story of the Kingdom

Share your kingdom with others. It is up to the group to choose how they will share their kingdom with the other classes.

They can share it by creating a short comedy place, story tell through pictures, create puppets, write a song, etc. The group can brainstorm ideas as a class but the group of students who chose this activity will ultimately decide.

Royalty

Create your kingdom leader. Outline the tutor's body on the butcher paper. Draw and garnish the leader with clothing, accessories, and kingdom treasures or color theme.

Kingdom Crest

Create your kingdom crest. Crest can include motto, animal, flower, shapes, patterns, etc.

Brainstorming

The following questions are example questions to ask students during the brainstorm. Have a student, volunteer or yourself record all student answers. This is important because the groups will need this information when they separate to work on their part of the kingdom.

The Story of the Kingdom

1. What is your kingdom's name?

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2. Where is your kingdom located?
3. What does your kingdom look like? Is it in a castle with towns on the outside? Is it a temple with community living grounds?
4. What is your kingdom best known for?
5. Does your kingdom have allies? Does it have enemies?
6. Are there certain people with abilities in your kingdom?

Royalty

1. Who is your kingdom leader? Is it a king? Is it an emperor? Is it a princess?
2. What do they look like?
3. Do they have a special armor, elegant dresses, casual clothing, etc?

Kingdom Crest

1. What is your kingdom's color theme?
2. Does the kingdom have a special motto?
3. Is there a select animal, creature, flower, shape or pattern that associates with your kingdom?

Activities

The Story of the Kingdom

Activity Set Up

None

Instructions:

Students will take the brainstormed ideas and create a way to share their kingdom with student body. They can share it in any form of modality including song, poem, storyteller, picture slide show, puppets, skit, etc.

Activity → Teachable Moment(s) *throughout

Modification of lesson:

Royalty

Activity Set Up:

None

Instructions

Lay the butcher paper on the ground. The program leader will lie face up on the butcher paper. A student will trace the outline of the program leader. From there, student will design and decorate their "person" based off the brainstorm answers.

Activity → Teachable Moment(s) *throughout

Kingdom Crest

Activity Set Up

None

Instructions

Students will create their kingdom crest on a railroad board using the ideas that stemmed from the class brainstorm.

Activity → Teachable Moment(s) *throughout

Modification of Lesson:

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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

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 the Warfare Games. Did they like being in their
- 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:	Ocean Splash
Focus:	Student Choice

Materials:

Construction paper, Water Color Paint Sets, Markers, Crayons, Plastic Plates, Saran Wrap, Napkins 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)

- Sea Frisbee
- Palm Fish
- Sea Creatures Puppet
- Atlantis Foil Art

Sea Frisbee

Materials / Supplies:

- 2 thick paper plates per student
- Scraps of construction paper, all colors and all sizes
- Other craft supplies

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Markers (per student or shared)
 Scissors
 Stapler

Set Up:

You can line the table with butcher paper or a perusable table liner. Have materials already laid out before the students arrive at the station.

Instructions:

1. Students will cut an adult palm size hole in one of the paper plates. This will later be covered with saran wrap from the inside. It will act as a window into the Frisbee.
2. Student will create an under water theme design on the inside of the plate that has not been cut.
3. Let them create their master piece using markers, construction paper, other craft supplies you may have handy and glue.
4. Once students have completed the design, they will then glue the saran wrap to the plate to cover the whole from the inside. Let dry.
5. After that has been completed, staple the plates together.

Palm Fish

Materials / Supplies:

1 Large piece of white construction paper per students
 Craft supplies that are available
 Markers and Crayons (per student or shared)
 Water Color Paint Set
 Water
 Paper Towels

Set Up:

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

Instructions:

1. Students will begin by tracing their hand, with fingers together. The point at which the finger tips end is where the tail fin begins and the palm area is the fished face.
2. They can create any type of fish that they like using multiple craft materials and supplies.
3. Let students share out at the end.

Sea Creature Puppets

Materials / Supplies:

1 white paper bag per student
 Markers and Crayons (per student or shared)
 Craft supplies that are available

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Scraps of Construction Paper, all colors and sizes
Glue and Scissors

Set Up:

No Prep. Use student leaders to pass out materials.

Instructions:

1. Students will create a puppet of a sea creature of their choice.
2. Ideas of sea creatures are sharks, fish, jellyfish, sea horses, dolphins, whales, octopus, sea otter, star fish, etc.

Atlantis Foil Art

Materials / Supplies:

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

Set Up:

No Prep. Use student leaders to pass out materials.

Instructions:

1. Atlantis is a mythical city that is hidden in the depths of the ocean. It is said to be made of the most glorious materials such as gold, metals, and jewels.
2. Have them create their vision of what Atlantis looks like. Use foil to add style to the art. Cut, glue, and dry. That's it!

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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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Your Utopia
Focus:	Team Work, Building Relationships, Fun

Materials:

QUANTITY OF MATERIALS DEPENDS ON THE NUMBER OF STUDENTS

Butch Paper - Enough to cover cafeteria or multipurpose room table at each station

Crayons – Enough for each station

Index Cards – One per student

The amount of station depends on the amount of students. Example: Program 1 - 100 students divided by 7 available staff members = about 14 students per station. Program 2 – 220 students divided by 10 available staff member = about 22 students per station.

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

Creating Your Utopia by addressing and creating the following areas:

- **Environment:** Creating what their world will look and feel like.
- **Agreements of the Land:** Making agreements on how the society will be structured.
- **Roles:** Choosing a role in which they place in the society.

Activity Set Up

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

1. **Environment:** Cover the table(s) at each station with butcher paper. Having enough crayons per stations is important. One way to solve this dilemma is to have each tutor bring their class crayons and for staff without a class they can get crayons from the after school supply room / office.
2. **Agreements of the Land:** Two pieces of light colored construction paper and pencil per station.
3. **Roles:** Two pieces of light colored construction paper and pencil per station.

Activities

Environment

Intro to:

Think about your perfect world. What does it look like? Do you live in a tree community, on an island, in the jungle, on the moon, in the ocean? Brainstorm with your group what your land will look like. Remember, it's your perfect world, anything is possible.

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One you have an idea of what you would like for your environment to look like, begin coloring on the butch paper. Don't forget to name your world!

Instructions:

Tutors will pass materials out to the students. Tutors will facilitate the brainstorming session. Encourage everyone to add their input and not to make fun of anyone's. Once the theme has been chosen, students will begin to create their environment.

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

*Guide the brainstorm so that they know they have to live here. Laws of Physics do not apply. They can create anything.

Agreements of the Land

Intro to:

Now that you have created your perfect world, how will you live in it? Do you want to live peacefully? Do you want it to be crazy? How will you treat one another? What are some agreements to help enforce your way of life? How much each person act?

Instructions

Choose a volunteer to be the group recorder. They will write down all of the suggestions on the group memory chart. Tutor will facilitate the brainstorming session. Encourage everyone to add their input and not to make fun of anyone's. Once all suggestions have been posted, discuss each one and make a vote on it.

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

* Working together to create agreements to live by is a great way to coexist together in a healthy, productive way.

Roles

Intro to:

What will you do in your world? How will you help your community? What would be something that you would be good at? Maybe each day you are responsible for turning the big shade in your space station so that it can become night.

Instructions

Pass out a piece of paper to each student. Encourage students to think outside of the box when it comes to how they contribute. They may brainstorm with each other as well. Brainstorm what you would like to do in your utopia. Write it down on your sheet of paper. When it is your turn to share, explain why you choose to do this and how it helps the people in their community.

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

Knowing your strengths and talents is an important factor when working in a group. If everyone takes that time to truly understand someone, any obstacle can be overcome and any goal can be met.

Sharing out

Have each group come up and discuss their utopia one at a time. Watch the clock to stay on schedule. A way to do that is to let each group know they have an x amount of time to discuss it and to share the important things first.

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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.

Breaking the barriers in your mind to create a world all your own. Well, that is with your groups help. It is always challenging to agree on one theme, since so many people have wonderful ideas. Finding a balance where everyone is happy is the end result of this activity.

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?