

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Collage I
Focus:	Student Choice, Team Work and Fun

Materials:

Games: Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect 4, Mancala, etc.

Arts and Crafts: unpainted small wooden shapes, acrylic paint basic colors, magnet tape or buttons, paint brushed, spray finish

Cooking: peanut butter, honey cornflakes, powdered sugar, bowls and spoons, measuring cups, plastic bags

Mini Sports: hula hoops, Frisbees, outdoor equipment to make 8-10 stations

Sports: Basketball, basketball court

Visual and Performing Arts: CD Player, Music CD

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)

- **Board or Card Games**
- **Arts and Crafts**
- **Cooking**
- **Mini Sports**
- **Conventional Sports**
- **Music, Performing Arts, and Art**

Fun Friday Activities

Board or Card Games

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<p>Choice of Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect Four and any other board game</p>
<p>Arts and Crafts</p> <p>Wooden Magnets</p> <p>Materials: Purchase a variety of small wooden shapes. Purchase a variety of acrylic paints. Purchase a roll of magnet tape. You will also need small brushes, and acrylic spray to protect the paint when the magnet is finished. Students paint the wooden shape that they select. When they are dry, add a strip of magnet. Can use a hair dryer to help paint dry more quickly. Spray on top coat</p>
<p>Cooking</p> <p>Peanut Butter Balls</p> <p>Recipe: ½ c. peanut butter, ½ c. honey, 1 c. crushed corn flakes, 2 T. powdered sugar\Crush corn flakes and set aside. Mix all other ingredients well. Roll into balls. Then roll again into powdered sugar. .</p>
<p>Mini Sports</p> <p>Obstacle Course</p> <p>On the school playground, create an obstacle course using the equipment that is on the playground. Add hula hoops to be used like a “tire” run, Frisbees to toss through hoops, cones to maneuver the ball around, and so forth. Have each child run through the course, beginning about 30 seconds apart.</p>
<p>Traditional Sports</p> <p>Basketball</p>
<p>Performing Arts</p> <p>The Chicken Dance</p> <p>Music that has a fast beat. Have students face forward and do the following movements:</p> <ol style="list-style-type: none"> 1. open and close hands like a bird’s bill 4 times 2. flap arms like wings of bird 4 times *tuck hands under arm pits for this move 3. Students wiggle their rear end like a tail on a bird four times 4. Clap hands 4 times. 5. Repeat and practice 6. Put on the music and dance.

Closing
<p>Clean up</p> <ul style="list-style-type: none"> • Invite the last group of students at an activity to help clean up and return the items for storage. • Ask students what they will need to do to be sure to leave the area in better shape than when you got there. • Thank students for their help when area is cleaned up.
<p>Debrief</p> <p>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.</p>

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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	A Journey in Time...
Focus:	Imagination, Story Writing, Fun

Materials:

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

Opening and Directions

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

Activity Set Up

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

Activities

Introduction Story

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

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

Reaction Discussion

Instructions:

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

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

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

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

Where should we go?

Periods of Time

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

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

Group Activities

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

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

Time Machine Controls

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

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

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

Scenery

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

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

Journey Presentation

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

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

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

Rehearsal

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

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

Live Presentation

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

Debrief as a group.

Closing

Clean up

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

Four Step Debrief

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

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

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

What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity?

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

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

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today 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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Periods in Time

Jurassic Period

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

Renaissance

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

America - Cowboys and Native Americans

Ancient Greece

Ancient Egypt

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

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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	On the TV Screen
Focus:	Team Work and Fun

Materials:

Dancing with the Super Stars

5 CD Players / Youth-Grade Appropriate Music

DWTSS students will be in pairs, however will have only 5 - 6 different songs they can dance to, depending on how many CD players are available.

American Idol (Noodle)

Styrofoam Pool Noodle

Iron Chef Challenge

Iron Chef is also done in groups of 5. A head of broccoli, half a container of cherry tomatoes, 1/4 bag of pumpkin seeds, 3 pieces of celery. 1/4 tub of raisins, 1/4 quart of yogurt, handful of baby spinach and a small head of cauliflower. Plastic party trays from a local dollar store work well for presentation platform.

Glee Party

5 CD Players / Youth-Grade Appropriate Music

Glee students will be in groups of 10, however will have only 5 - 6 different songs they can dance to, depending on how many CD players are available.

Project Fashion Runway

1 Toilet Paper Roll / 1 stack of Old News Paper / Markers / Masking or Clear Tape per group.

PFR will be done in groups of 5, where one student is the model.

*All supplies are based on student body size except American Idol. Most stations will require that students work in group. Choose enough supplies for 2 rotations.

To make it easy and get exact numbers, have students fill out a survey choosing their two rotations in advance. This will also allow you to place staff to supervise accordingly.

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 "On the TV Screen!" Students will compete in their favorite TV shows.

Set Up

Assign staff to stations. If you have more staff members, place them in the DWTSS station so that they can separate the groups by song and move to another classroom or area to help facilitate. The Glee Party station would also be the same. This can happen in the cafeteria before students leave to their station. Have all materials ready to go for staff in the cafeteria/multipurpose room. Have a map of what station will be where. DWTSS may be best done in the cafeteria or multipurpose room. The allotted time for this Fun Friday is flexible. Rotations can be 45 minutes long, times 2 equals 1 hour and 30 minute. Talent show 1 and 2, following each rotation, will be roughly 30 minutes long. You can allot for more time if you are only doing 1 rotation.

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Stations

Instructions:

1. Have classes meet in one area to give instruction regarding this TV Fun Friday.
2. Explain each activity to students:
 - a. Dancing with the Super Stars: Students will pair up with a partner of the opposite gender and create a dance. DWTSS group will select 4 pairs to show off their talent during the talent show.
 - b. American Idol Noodle: Students will put their singing skills to the test. No music, just voice. AIN group will select 3 American Idols to show off their talent during the talent show.
 - c. Iron Chef Challenge: Students will create a food presentation using the listed foods and will be judged on taste, look, presentation, reason behind dish and transportability.
 - d. Glee Party: Students will sing a famous song in "Glee" format of song and dance. GP group will select 2 groups to show off their talent during the talent show.
 - e. Project Fashion Runway: Student will create their own outfit using the materials given. PFR group will select 3 models to show off their outfits during the talent show.

Specific Instructions per Station

Dancing with the Super Stars

1. When students arrive to your station, have them chose a partner of the opposite gender. If not all students can do this, let same gender be partners.
2. Have student select the song they would like to create a dance to.
3. For student with like songs, group them in one area. Let them listen to the song on repeat and work on their dance moves. This could take anywhere between 25 minutes to 35 minutes, depending on the schedule you have created for this Fun Friday.
4. The groups will come together to see each pairs dance. Students will vote for 4 pairs to show off their talent during the talent show.

American Idol Noodle

1. Have students sit once they have arrived to your station.
2. Have them choose an appropriate song that they would like to sing. (no profanity or ill language).
3. Let them practice their song for about 15 minutes.
4. Have each student come to the front of the class and sing their song into the noodle.
5. Students will vote for 3 "American Idols" to show off their talent during the talent show.

Iron Chef Challenge

1. When students arrive to your station, have them get into groups of 5. Each group will get their supplies.
2. Groups will have 20 minutes to create their masterpieces.
3. Have each group come to the front of the class and share their masterpieces.
4. Students will vote for 1 "Iron Chef" to show off their masterpiece during the talent show.
5. 5 minute clean up.

Glee Party

1. When students arrive to your station, have them get into groups of 10.
2. Have them choose an appropriate song that they would like to sing. (no profanity or ill language).

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3. Let them practice their song for about 20 minutes.
4. Have each student come to the front of the class and sing their song into the noodle.
5. Students will vote for 2 "Glee Parties" to show off their talent during the talent show.

Project Fashion Runway

1. When students arrive to your station, have them get into groups of 6, 5 designers and 1 model. Each group will get their supplies.
2. Groups will have 20 minutes to create their outfit.
3. Have each group come to the front of the class and share their outfit.
4. Students will vote for 3 models to show off their outfit during the talent show.
5. 5 minute clean up.

Talent Show

Talent show will run for roughly 30 minutes. Call up one station at a time, one group after another before moving on to next station. If time permits, ask other groups to share out.

Once finished with Talent Show, move on to rotation 2. Commence with a rotation 2 talent show following the same guidelines.

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 Whats

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?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today 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!)

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Read Across the World
Focus:	Promote literacy

Materials:

- Books per grade level
- Construction Paper (cut in half then into 4 even strips, 8 per construction paper) 1 strip per student
- Crayons and Markers

Opening and Directions

Welcome students. Share with the students that being a good reader will help them to go far in their lives. In order to represent this, we will be having a read-a-thon. During the read-a-thon, every 5 pages read will translate into 1 mile traveled in the world. Students will have the opportunity to bring in a pillow, blanket, and their favorite books to read as much as they can to see how far they will go.

Activity Set Up

Have access to appropriate grade level reading materials. A good source of reading material can be donated from the local or school library, be used from curriculum such as KidzLit or have students bring their favorite book(s) from home. Let students and parents know in advance that you will be having a Fun Friday were students may bring a small pillow, small blanket and their favorite books. Try to limit it to 3 - 4 books.

Activities

Read-a-thon

Students will be in the classrooms. Students may find a space at a table or the floor to set up their reading area.

- Bookmarks (15 minutes)
- 5 minute clean up
- Individual Reading (30 minutes of reading by themselves)
- 10 minutes stretching break
- Buddy Reading (15 minutes reading softly to the person next to them, switch for an additional 15 minutes)
- 15 bathroom break
- Random Pop Reading (Individual reading for 30 minutes with a random 30 second read aloud, determined by frontline staff)
- Tally amount of pages read as a class.
- 10 minute clean up

Pages into Miles

Hang a World map during sign out. Have each class submit pages read. Turn the amount of pages into miles. Every 5 pages read, equals one mile. Before doing this part of your Fun Friday, look up locations such as the ones below so that you can see how many miles away the destination and how many pages it takes to get there.

- Sydney, Australia

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- Rome, Italy
- Disney World Orlando, Florida
- Area 51, Roswell, New Mexico
- Great Wall of China, Xuanfu, China
- Taj Mahal, Agra, India
- Neuschwanstein Castle, Schwangau, Germany
- Harry Potter Tour, London, England in U.K.

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

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today 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!)

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Amazing Fitness Race
Focus:	Cardio Vascular, Fun

Materials:

15 jump ropes	15 hula hoops
4 basketballs	20 orange cones
10 softballs (or balls of equal size)	Water
1 index card per group (12 groups)	5 Buckets
Stop watch	Megaphone

Opening and Directions

Welcome students. Let them know that today they will be competing in the Amazing Fitness Race. Students will be divided into groups with other grades to compete in 12 different challenges. The best part? You get two chances to get your best score.

* It's important to let students know a few days in advance that they will need to wear tennis shoes for the upcoming Fun Friday.

Activity Set Up

This themed Fun Friday will require 12 stations to be set up outside on the playground and field. One station will require a basketball court. Please, view all stations to pick ideal locations for each activity. Place an orange cone at each station with a number (1-12) taped around it so that groups know which station to be at. Have a frontline staff or volunteer at each station to oversee the activities. Station 8 (Relay Challenge) will go for 2 rotations, 6 minutes total. This station can be set up on the outside of the play area. An example map will be added below the lesson plan for your reference.

*To make things easier, you can attach a small map on the back of the index card given to each group.

You will also need to have one Program Leader in charge of each group and one person to lead the whole event using a megaphone. You could also play music during the rotation and using the stopping of the music and a signal to stop and rotate.

Activities

Warm Up / Breaking Off Into Groups

Dynamic Stretches

Begin by having students stand arm length away from each other. This will promote safety. Demonstrate each of the following stretches for the students and have them do each one for 15 second.

Right Arm Circles , Left Arm Circles

Knee Circles (Have students place their hands on their knees with feet together while circling their knees)

Jumping Jacks

Jump Rope

Knee Highs

Neck Rotations (Left, Center, Right)

Across the Body Arm Stretch (Right), Across the Body Arm Stretch (Left)

It is important to stretch before being physically active. Nice dynamic stretching can lower the risk of injury. Warming up the body allows for the body to be more flexible and sustainable to active movement. This will need to be conveyed to the students.

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Grouping Students

Since there are twelve stations, you can group students into 12 or 24 groups, depending on program size. One station (8) will last 2 turns. Below are the outlined rotations, 13 total. Fill them in as you like. Each rotation will be 3 minutes long with 2 minutes in between each one for recovery and travel to next station. It will take 65 minutes to complete all 12 stations. The race will happen twice, for a total of 140 minutes, with 10 minutes in between races.

	1	2	3	4	5	6	7	8	8	9	10	11	12
Group 1													
Group 2													
Group 3													
Group 4													
Group 5													
Group 6													
Group 7													
Group 8													
Group 9													
Group 10													
Group 11													
Group 12													

Stations

Station 1 - 30 jump ropes

- Each student will jump rope 30 times. The amount of students who finish jump roping 30 times before the 3 minutes is up, get 1 point per student.

Station 2 - 5 pushups (straight or bent at the knee)

- Each student will do 5 pushups. The amount of students who finish their 5 pushups before the 3 minutes is up, get 1 point per student.

Station 3 - 1 free throw shot

- Each student will get 3 attempts to make a free throw. Students will go one at a time. For each free throw made (1 per student) the team will get a point.

Station 4 - bucket toss

- Each student will get 1 attempt to toss a softball into one of 5 buckets. Once students have made a ball in each of the bucket, the team will get 7 points. Once the 5 have been made, clear the balls out and continue the same routine until the 3 minutes is up. * Have older students stand further away. Have buckets placed next to each other or in a circle where the edges touch.

Station 5 - Cardio Challenge: Punches

- Each student will participate in the cardio challenge. Students will stand shoulder width apart and sit into a light squat. Tightening their abs, students will punch left, right in

Station 6 - 10 burpees

- Each student will do 10 burpees. The amount of students who finish doing 10 burpees before the 3 minutes is up, get 1 point per student. Instructions on how to do a burpee can be

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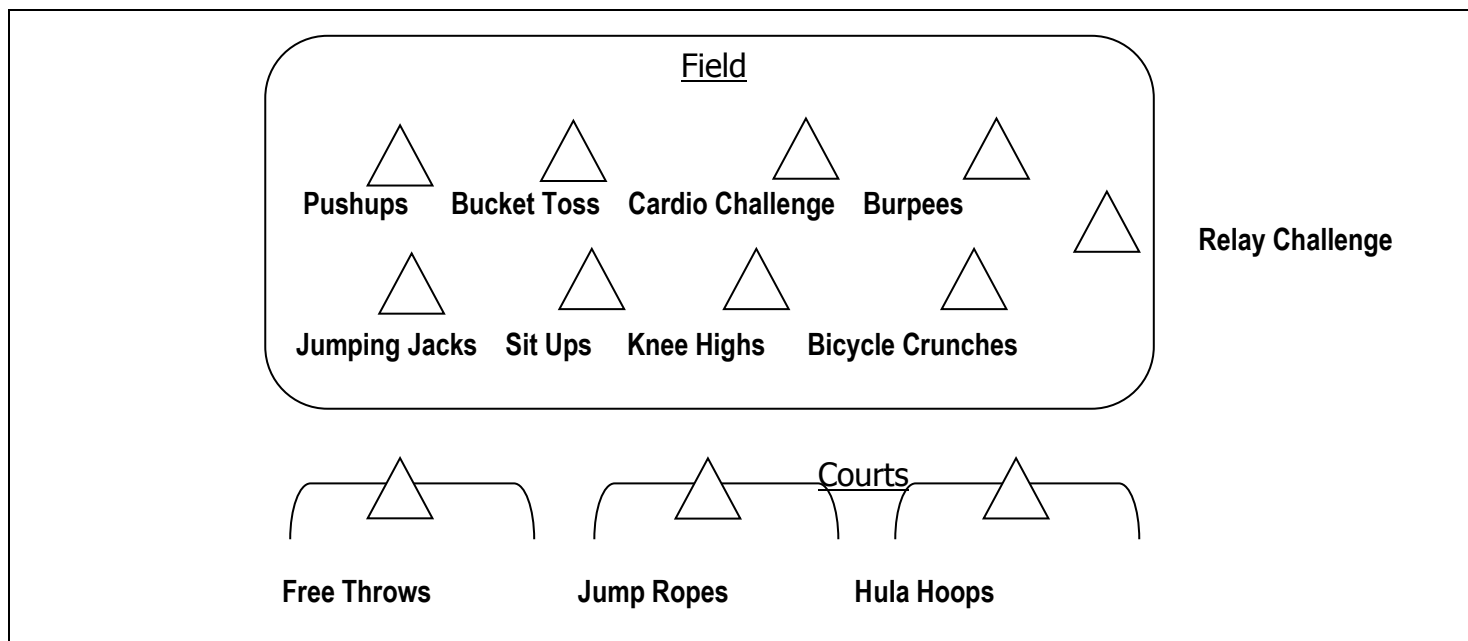
<p>front of them for the full 3 minutes. Each student who completes the cardio challenge gets 5 points for their team.</p>	<p>found here: http://www.bodyrock.tv/2011/05/03/burpees-are-forever-and-ever/</p>
<p>Station 7 - 25 jumping jacks</p> <p>- Each student will do 25 jumping jacks. The amount of students who finish doing 25 jumping jacks before the 3 minutes is up, get 1 point per student.</p>	<p>Station 8 - Relay Challenge (2 rotations - Total of 6 mins.)</p> <p>There are 8 spots in the relay where the baton will be passed. 8 students will need to participate. If time allows, the relay can be done again. For each completed lap, teams will get 10 points.</p>
<p>Station 9 - Hula Hoop Challenge</p> <p>- Each student will participate in the cardio challenge. Each student who continues to hula hoop during the entire 3 minutes without letting it drop gets 4 points for their team.</p>	<p>Station 10 - 15 sit ups</p> <p>- Each student will do 15 sit ups. The students who finish doing 15 sit ups before the 3 minutes is up, gets 1 point for their team.</p>
<p>Station 11 - 40 knee highs</p> <p>- Each student will do 40 knee highs. The amount of students who finish doing 40 knee highs before the 3 minutes is up, get 1 point per student.</p>	<p>Station 12 - 15 Bicycle Crunches</p> <p>- Each student will do 15 bicycle crunches. The amount of students who finish doing 15 bicycle crunches before the 3 minutes is up, get 1 point per student.</p> <p>Lie flat on the floor with your lower back pressed to the ground and contract your core muscles. With your hands gently holding your head, lift your knees to about a 45-degree angle. Slowly, at first, go through a bicycle pedal motion. Alternately touching your elbows to the opposite knees as you twist back and forth. Inhale as you go down and exhale as you come up.</p>

Index Card Template

Stations	Race One	Race Two
Station 1 - 30 jump ropes		
Station 2 - 5 pushups		
Station 3 - free throw		
Station 4 - bucket toss		
Station 5 - cardio challenge		
Station 6 - 10 burpees		
Station 7 - 25 jumping jacks		
Station 8 - relay challenge		
Station 9 - hula hoop challenge		
Station 10 - 15 sit ups		
Station 11 - 40 knee highs		
Station 12 - 15 bicycle crunches		

Example Play Area

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Closing

Clean up

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

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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?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today 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!)

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Collage II
Focus:	Student Choice, Team Work, Fun

Materials:

Games: Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect 4, Mancala, etc.

Arts and Crafts: Straws, Tempra Paint, Paper

Cooking: Bananas, Peanut Butter, Cereal

Mini Sports: Balloons (3-5 per student in program), yarn

Sports: Soccer ball, Cones

Visual and Performing Arts: 25 3 x 5 cards with one popular TV show for kids on each of the card

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)

- **Board or Card Games**
- **Arts and Crafts**
- **Cooking**
- **Mini Sports**
- **Conventional Sports**
- **Music, Performing Arts, and Art**

Fun Friday Activities

Board or Card Games

Choice of Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect Four and any other board game

Consult 4 Kids Lesson Plans

Arts and Crafts

Straw Painting

Materials: Straws, tempera paint, paper.

Child places a few drops of paint on the paper and blows the paint around through a straw. child then adds a second color (continues until the picture is complete.)

Cooking

Banana Boats

Recipe: Banana, peanut butter, cereal.

Cut banana in ½ lengthwise. Cover with peanut butter and cereal, put top back on. Cut into bite-size chunks and eat.

If there is time after cooking and cleaning up and of course eating what the students made, look at the food pyramid and determine which categories of the pyramid the snack is made of.

Mini Sports

Balloon Stomp

2-3 balloons for each child participating, yarn to tie balloon to the child's ankles, leaving at least 1 foot between the ankle and the balloon.

When you say "GO", everyone runs around trying to stomp on and break each other's balloons.

Traditional Sports

Soccer

Performing Arts

Charades

Make a list of TV shows that students enjoy watching and put one name on each 3" x 5" card. Divide the students into 2 teams. One at a time, a team member comes up and draws a card with a TV show on it and pantomimes until his/her team guesses the name of the show.

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.

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Hero Game Show
Focus:	Team Work and Fun

Materials:

- Hero Games Show
- Game board (See below)
- Buzzer: 4 - 8 tap lights (depending on program size)
- 4 - 8 hula hoops
- Hero Filler
- Hero movie of your choice (Rated G or PG with parent consent)

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 "Hero Game Show!" We will be competition to see which group knows the most about heroes and how to spot them.

Set Up

Program will be broken down into 4 groups. If you have a program larger than 80 students, break it down into 8 groups. There are 4 teams per game show. During each round, groups can send up to 5 people to compete in the round. Each students must participate before letting students participate a second time. Answer questions about Heroes to win points. Each question is worth 100 to 500 points. In order to answer the question, the student must complete a challenge in order to tab the buzzer.

The game show clue card will need to be placed on a board. Clue Cards will need to be created using the clues and answers listed below in the lesson plan. Example Board

Cartoon Heroes	100	200	300	400	500
Armed Heroes	100	200	300	400	500
Super Heroes	100	200	300	400	500
Everyday Heroes	100	200	300	400	500

Points will need to be tracked as well. This can be done on a railroad poster board. Place where all students can see it. Example point tracker:

Round	1	2	3	4
Group A				
Group B				
Group C				

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Group D				
---------	--	--	--	--

Heroes Game Show

Instructions:

1. Once students have been divided into 4 groups, let them pick a group name. Let each group come up and share their group name.
2. Explain the directions of the quiz show to the students. Demonstrate for them.
 - a. Each group will send up 5 - 6 students per round.
 - b. To see who goes first in each round, we will roll two dice. The group with the highest number gets to choose a clue card first.
 - c. Each round has a different category. The categories are Cartoon Heroes, Armed Heroes, Super Heroes and Everyday Heroes.
 - d. There are different points per clue card. The higher number of points, the harder the clues.
 - e. The first group, who won the dice roll, will choose a clue card. Game show host will read it aloud for everyone.
 - f. Talk within your group to come up with the answer. Once you know that answer, send one person to tap your buzzer. But how you get there will be the challenge. You may have to crawl, walk backwards or even hula hoop to it. The first person to tap their buzzer gets a chance to answer.
 - g. If they get it right, they will receive the points and get to choose the next clue card. If they get it wrong, the person who tapped their buzzer second gets a chance to answer the question. They would receive the points and get to choose the next clue card.
 - h. Once the round is over, groups will send up their next 5-6 members. The game will continue until all clue cards are used.
 - i. Please do not shout out the answers! You group can lose points. 5 points for the first time, 15 points for the second time and 30 for the third time.

Game Show Clues and Answer

	100	200	300	400	500
Cartoon Heroes	Clues 1. Omintrix 2. I use a special device 3. I can change into 10 different alien life-forms. Answer: Ben 10	Clues 1. We are always on an adventure 2. I'm a human and he's a dog 3. We make sure the Ice King doesn't steal a princess. Answer: Lynn and Jake - Adventure Time	Clues 1. I save the world all the time 2. I have unbelievable strength and power. 3. I am a Sayian. Answer: Goku - Dragon Ball Z	Clues 1. We are super fans 2. We live in Galaxy Hills 3. We look and act like Super heroes Answer: Fanboy and Chum Chum	Clues 1. We're a family 2. We have special abilities 3. Have secret identities Answer: The Incredibles

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Armed Heroes	<p>Clues</p> <ol style="list-style-type: none"> 1. I'm out on the front lines 2. I joined to be part of ONE 3. I had to train in a boot camp <p>Answer: Solider / Army</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. I'm out on the water 2. I can command a fleet 3. I also wear a blue or white uniform. <p>Answer: Navy / Sailor</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. I am the first to go out 2. I wear a black uniform with red detail. 3. My motto is "Semper Fidelis" <p>Answer: Marine</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. I fight only when called upon 2. I live my life at home most of the time. 3. I go through the same training as everyone else. <p>Answer: Army / Navy Reserve</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. The sky is our limit 2. The things we do are not science fiction. 3. I am in the Aviation family <p>Answer: Air Force</p>
Super Heroes	<p>Clues</p> <ol style="list-style-type: none"> 1. I'm actually an Alien 2. I disguise myself as Clark Kent 3. I have a big S on my chest <p>Answer: Superman</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. I like people knowing I am a hero 2. I created my own suit 3. I am the owner of Stark Industries <p>Answer: Iron Man / Tony Stark</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. I'm extremely wealthy 2. I fight crime and hide my identity 3. I look like a bat. <p>Answer: Batman Double Points: Finish this phrase, "By the Hammer of _____" THOR</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. We are a team 2. We all have special abilities 3. Most of us attended Xavier Institute for Higher Learning <p>Answer: X-Men</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. I wanted to help my country but couldn't 2. I underwent an experiment 3. I am part of the avenger team <p>Answer: Captain America</p>
Everyday Heroes	<p>Clues</p> <ol style="list-style-type: none"> 1. I wear a heavy uniform. 2. I go when the bell rings. 3. I save land and buildings from burning <p>Answer: Fire Fighter</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. You call me when you need help 2. I drive vehicles that are white and black 3. I protect and serve <p>Answer: Police Officer/Cop</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. I plan out the year by subject 2. I help people learn 3. My classroom is ever changing <p>Answer: Teacher</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. I don't just walk by. 2. I help anyone in need. 3. Some would say I am a gift. <p>Answer: Good Samaritan</p>	<p>Clues</p> <ol style="list-style-type: none"> 1. I make tough decisions 2. I am responsible for my state 3. I pass state laws <p>Answer: Governor Double Points: Name CA state governor. Jerry Brown</p>

Buzzer Challenge

Below are a list of ways that students will have to do in order to get to the buzzer. Use other ideas you may have as well.

1. Crawl
2. Walk backwards
3. Gallop
4. Skip
5. Crab Walk (Faced up with hands and feet on the ground)

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6. Side Step (Stand sideways and step out then bring feet back together. Repeat)
7. Animal Walk (Face down with hand and feet on the ground without bending knees and arms too much)
8. Hula Hoop (hula hoop while walking)
9. Power Walk (walk fast but not a jog)
10. Robot Walk

Hero Filler

If the game show ends early or if you are on the long day schedule, have students watch a hero related movie.

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 Whats

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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Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Let's Move: Caution! Aliens at PLAY!
Focus:	Let's Move

Materials:

Wacko Alien Baseball: 1- 5 gal. Water Jug, 2 Wiffle Balls and 4 Orange Cones

Phone Them Home: 1 Frisbee and 24 Orange Cones

Flying Saucers: 1 Hula Hoop per Student and 8 Orange Cones

Meteor Removal: 20 - 30 Balls (Soccer balls, Volleyballs, Basketballs, Red Rubber Balls, Etc.)

Alien Dodge Ball: 5 Red Rubber Balls (Medium)

***Please note all materials are listed as a minimum.**

Opening

The first step to a great Fun Friday is to communicate with the Frontline Staff during Pre Opening.

1. A signup sheet will need to be distributed to frontline staff. Frontline Staff will need to fill it out with their class during their class meeting. Students can chose what activity they would like to participate in.
2. The signup sheet will need to be sent to the after school office with the attendance for the after school clerk. *Key rule of safety! Know where all your students are.
3. There are a few things that will need to be communicated to the Frontline Staff during pre opening as well as on a daily memo or schedule. *based off program size
 - Each "Station" will have a different sport, game or activity. Designate the space for each "Station" corresponding with the idealist sport, game or activity. Create a map of the area and where each "Station" will be located.
 - Designate one to two staff members* per "Station" to lead that sport, game or activity. Make sure that the staff member understands the concept and rules of the game as well as the stretches and skill building of that game. Their goal is to keep youth engaged and active.
 - Designated one person* to set up and clean up all the "Stations."
 - Make sure staff understands the schedule

Preview of Activities

Here are lists of "Stations" you can use. Just keep in mind the staff student ratio. (Lesson plans are attached for more details)

- **Wacko Alien Base Ball:** A variation of baseball using a 5 gallon water jug as a bat and a wiffle ball. This is how "Aliens" play baseball on their home planet. *You can decorate the jug to look more space themed. See lesson plan for full details.
 - ✓ *Ideal Environment:* Back Stop or Open Field
- **Phone Them Home** is basically Ultimate Frisbee in a nutshell.. Once a team has passed the goal line it becomes a point or "Affirmative Call Home." The other team gets the "saucer" by throwing it to their side of the field.
 - ✓ *Ideal Environment:* Soccer Field or Open Field
- **Flying Saucers** is played using Hula Hoops. There are different activities they can do with Hula Hoops.
 - ✓ *Ideal Environment:* Basketball, Black Top or Multi-Purpose Room
- **Meteor Removal:** Oh No!!! Meteors have flooded the ground around your school. See how many "rocks" (basketballs)

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your group can move and make into the hoop so get them home.

✓ *Ideal Environment:* Basketball court

- **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."

Warm Stretches

Begin by having students stand arm length away from each other. This will promote safety. Demonstrate each of the following stretches for the students and have them do each one for 15 second.

- Right Arm Circles
- Left Arm Circles
- Knee Circles (Have students place their hands on their knees with feet together while circling their knees)
- Jumping Jacks
- Jump Rope
- Knee Highs
- Neck Rotations (Left, Center, Right)
- Across the Body Arm Stretch (Right)
- Across the Body Arm Stretch (Left)

It is important to stretch before being physically active. Nice dynamic stretching can lower the risk of injury. Warming up the body allows for the body to be more flexible and sustainable to active movement. This will need to be conveyed to the students.

Simple Skill Building

Explain the rules and concept of the game. Make sure students have a clear understanding of the rules by asking follow up questions. Reinforce the agreements by asking them what they need to do in order to make the game extremely fun while still being safe, responsible and respectful. Ask them what a reasonable consequence should be for someone who does not follow the agreements.

Have students practice the different skills they will need in order to play the game/activity correctly. Role model the skill first so students have an idea of what it is that they will need to do.

Stations

Wako Alien Baseball

Activity Set Up

To set up this activity you will need 4 orange or white bases (this can be ordered from a district warehouse), a 5 gallon water jug and a wiffle ball. Lay out the bases in the form of a diamond. Bases should be about 40 – 50 feet apart from each other.

Rules of the Game

Now, Wacko Alien Baseball is played with two teams. An average game also lasts 7 innings and the inning is broken up into halves, and the halves are called the top of the inning and bottom of the inning. The top of the inning is for the visiting team to bat, & the bottom of the inning is for the home team to bat. Each inning has 6 outs; 3 belong to the Earth team and 3 belong to the Alien team, & at the end of the day the team that wins is the one that scores the most runs after recording 27 outs. While the game is being played, you always have 1 team with only 9 players on the field defending & the other team with only 1 hitter at bat. As the game progresses, you tally up the run score in each inning and at the end of 9 innings, the team with the most runs

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wins. Use the 5 gallon water jug to strike the wiffle ball.

Source: http://www.ehow.com/video_2280621_basic-baseball-game-rules.html

Instructions:

- **Step One:** Divide students up into two end teams, if possible.
- **Step Two:** Set the scene. Tell students about what baseball would look like on another planet. Explain that instead of a wooden baseball bat they used a plastic hollow bat. The closest thing on Earth to that looks like the bat that they use is a 5 gallon water jug.
- **Step Three:** Have one person for each team to come up and find out which team will be up at bat first and which team will be out in the field. Students can play paper, sock, scissors or any variation of that game. Best 2 out of 3 wins. Team can decide to be at bat or in the field. The team up at bat first will be the Alien home team and the team in the outfield is the visiting Earth team. Let students choose their Alien and Earth team names.
- **Step Four:** Explain the rules of the game. In addition to the rules above, base stealing, sliding and diving are not allowed.
- **Step Five:** Encourage students support their team with positive attitude. Work together as a team.
- **Step 6:** Play the game. Keep score.

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

The 5 gallon water jug can be decorated in an alien theme to make connections while students are participating in the game.

Modification of lesson:

Kindergarten: Move bases closer together. (25 – 35 feet apart)

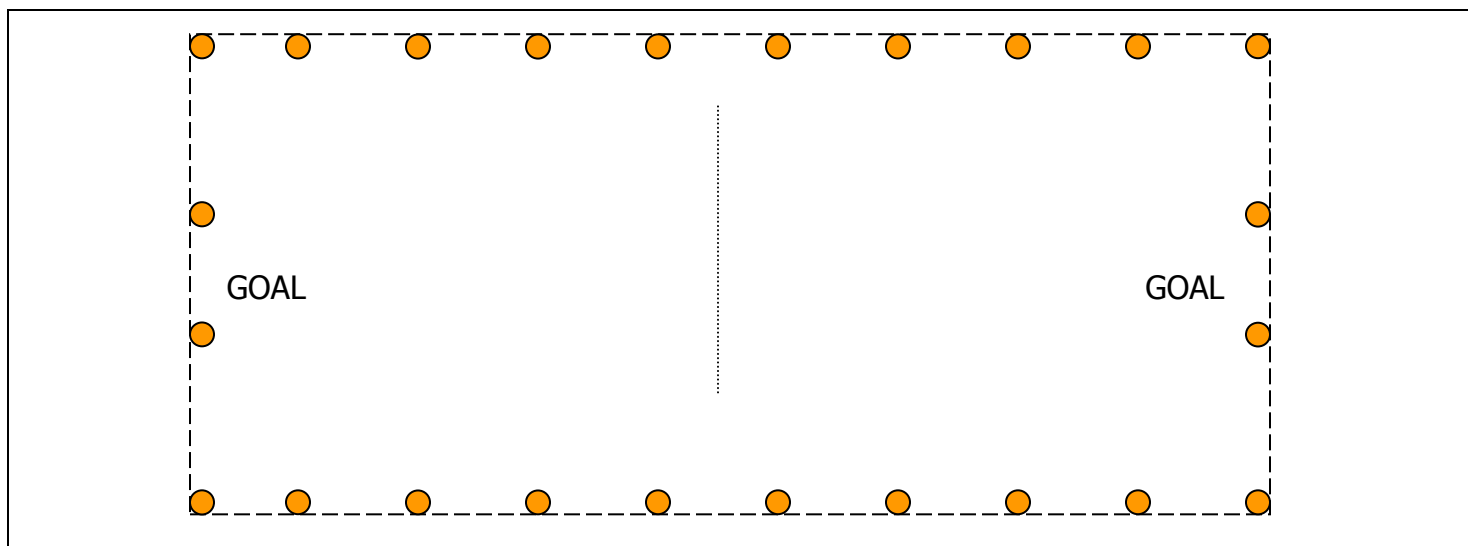
Inning	Home:	Visitors:
1		
2		
3		
4		
5		
6		
7		

Phone Them Home

Activity Set Up:

Orange Cone Placement:

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Rules of the Game

Phone Them Home is basically Ultimate Frisbee in a nutshell. The group will need to be divided into two even groups, if possible. Have each team stand on opposite sides of the field. After both sides have signaled their readiness, the defensive team throws the "saucer" to the other team to begin play. Once a player catches the disc or the disc is picked up, the player must come to a stop and have one foot planted as a pivot until after passing the disc to another player by throwing it (hand-offs are not permitted.) The player can only hold the "saucer" for 10 seconds. If they do not pass it or the "saucer" is dropped, the other team gets the "saucer" from that point. Once a team has passed the goal line it becomes a point or "Affirmative Call Home." The other team gets the "saucer", starting in the center of the field. Each quarter is 8 minutes long.

Instructions

- **Step One:** Divide students up into two end teams, if possible.
- **Step Two:** Set the scene. You are on a different planet. How can you get a message back to your home planet?
- **Step Three:** Explain the rules of the game to the students. In addition to the rules above, there will be no harsh pushing or stripping.
- **Step Four:** Encourage students support their team with positive attitude. Work together as a team to make the call home.
- **Step Five:** Each quarter is 8 minutes long. This will give enough time to collect the group together and debrief the activity. Then take students to use the restrooms and get drinks of water.
- **Step 6:** Play the game. Keep score.

*Activity → Teachable Moment(s) throughout

If it is a hot day and students are in need of water, take a 2 minute break in between quarters to let students catch their breath and get quick drinks of water. If you can, bring out a water cooler and small cups.

Quarter	Team 1:	Team 2:
1		
2		
3		
4		

Flying Saucers

Activity Set Up

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Flying Saucers: Place 4 orange cones 15 feet apart from each other. Place 4 cones directly across from the other 4 about 50 feet away.

Rules of the Game

- **How to Hula Hoop:** Place one foot forward. Move hips back and forth (front to back), moving the hula hoop around the hips. The misconception is that you move your hips side to side.
- **Flying Saucers:** Basically the hula hoop is a flying saucer. There are different games and activities that can be played using hula hoops.

Instructions

- **Saucer Battle:** Have a volunteer assist you in showing students how to hoop battle. Each person will begin to hula hoop. Once they have a rhythm, each person will try to knock down the other person's hula hoop. No one is eliminated. They just move on and challenge someone else.
- **Phone Home:** Have the group stand in a circle holding hands and see how many "light years" it takes to get the Saucer home. One light year equals one second. Home is where the hula hoop starts. Students will pass the hula hoop to the next person by getting it over their head and under their feet without letting their hands go. Do 2 demonstration runs so they can have a full understanding of how to do it. Have each student count out loud and encourage making sure not to bully someone to hurry.
- **Flying Saucers:** Divide the group of students into 2 – 4 teams. Make them as even as possible. This is a variation of relay races. Students will start at one cone, hula hoop to the other cone (meteor), turn around and hula hoop back and hand the team hula hoop to the next person in line. The team to get all the members to the meteor and back wins.
- **Traditional Hula Hoop:** Sometimes it just fun to listen to music and hula hoop. This can be a 5 – 10 minute free hula hoop time.

*Activity → Teachable Moment(s) throughout

Modification of Lesson:

Flying Saucers: For older students make it a little more difficult by adding additional hula hoops or moving the distance of the starting line and the meteor.

Purchase smaller hula hoops for kindergartener and large hula hoops for frontline staff. An adult size hula hoop for staff is best.

Meteor Removal

Activity Set Up

- Scatter the different balls around the court.
- Oh No!!! Meteors have flooded the ground around your school. See how many "meteor rocks" (balls) your group can move and make into the basketball hoop to get them home.

Rules of the Game

Students will work together with their team to gather the balls on their side of the court and shoot them into the basket. Once they have made the basket they get to roll it to the other side of the court, on the opposing team's side. Each quarter will be timed. Each quarter is 8 minutes long.

Instructions

- **Step One:** Divide the students into two teams; make the teams equal if possible.
- **Step Two:** Explain the rules of the game
- **Step Three:** Demonstrate how students are to get the balls and shoot it into the hoop. Once a shot has been made, roll the ball to the other side of the court. It's important to roll the ball rather than throwing the ball. It will take more time to run after a stray ball than continuing to play.

*Activity → Teachable Moment(s) throughout

Step Four: Use the interview process with students to create buy-in when it comes to figuring out how to work together.

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<ul style="list-style-type: none"> • Step Four: Encourage students to work together. Someone who is fast can be the runner for the balls while a student who is good at making shots will shoot and other people will roll the ball. Each quarter they can switch positions. • Step Five: Keep score for each quarter. Take a 30 second to minute break to catch your breath. 	Modification of Lesson:
Alien Dodge Ball	
Activity Set Up <ul style="list-style-type: none"> • 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.	
Instructions <ul style="list-style-type: none"> • Step One: Divide the teams into two teams; make the teams equal if possible. • Step Two: Explain the rules of the game • Step Three: 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. • Step Four: Students will play for 4 quarters, 8 minutes each. • Step Five: Keep score for each quarter. Take a 30 second to one minute break to catch your breath. 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. 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>Use an attention getter to gather students at the end of each quarter. *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 over to the restroom.</p>

Closing
Clean up <ul style="list-style-type: none"> • Invite the last group of students at an activity to help clean up and return the items for storage. • Ask students what they will need to do to be sure to leave the area in better shape than when you got there. • Thank students for their help when area is cleaned up.
Debrief 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.

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Beans—More Than One Use
Focus:	Learn about beans as both a food and for use in crafts, Fun

Materials:

Animal Bean Bag

- Markers (enough for each class)
- Scissors (enough for each class)
- Fabric Glue (enough for each class)
- One Cup of Beans per Student (one cup = 8 oz)
- One Square Foot of White Fabric per Student
- Animal Templates (2 - 4 of each per class)

Sock Sack-Paper Weight

- Variety of Art Supplies (Wiggly eyes, markers, yarn of different colors, buttons, glue)
- One Tube Sock per Student
- One cup of Beans per Student (one cup = 8 oz)

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 "Bean Day!" We will be promoting the importance of beans in a diet and promoting healthy living.

Introduction Activity

Environment for Fun Friday

This Fun Friday can take place in the classroom.

Initial Thoughts to Consider

Be sure to have all supplies ready and make examples for tutors to reference.

Introduction Activity

- **Step One:** Begin with a KWL chart.
 - What do you already know about beans?
 - What do you want to know about beans?
 - Fill out the L part of the KWL chart during debrief.
- **Step Two:** Once you have completed the first two columns, read the following:

Beans -- legumes -- have been around for a long time, showing up first at least 10,000 years ago in Southeast Asia during the late Neolithic era. Beans are one of the longest-cultivated plants, broad beans having been grown since the times of ancient Egypt, and green beans have been around for six thousand years in the Americas. Many modern dry beans come from old-world varieties of broad beans, but most of the kinds you eat fresh come from the Americas, being first seen by Christopher Columbus during his conquest of a region of what may have been the Bahamas, where they were grown in fields.

One especially famous use of beans by pre-Columbian people is the Three Sisters method of companion plant cultivation: On the

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east coast of what would come to be called the United States, some tribes would grow corn (maize), beans, and squash intermingled together. The corn would not be planted in rows as it is today, but in a checkerboard/hex fashion across a field, separate patches of one to four stalks each. Beans would be planted around the base of the developing stalks, and would vine their way up as the stalks grew. All American beans at that time were vine plants, "bush beans" having only been bred more recently. The cornstalks would work as a trellis for the beans, and the beans would provide much-needed nitrogen for the corn. Squash would then be planted in the spaces between the patches of corn in the field. They would be provided slight shelter from the sun by the corn, and would deter many animals from attacking the corn and beans, because their coarse, hairy vines and broad, stiff leaves are difficult or uncomfortable for animals like deer and raccoons to walk through, crows to land on, et cetera. Beans were an important alternative source of protein throughout old and new world history, and still are today. There are over 4,000 cultivars of bean on record in the United States, alone. However beans, like most plants, do not have a complete set of amino acids, and are therefore dangerous to depend upon as a sole source of protein -- indeed, there is some evidence that people who depend on soy beans for their protein actually suffer brain shrinkage. An interesting modern example of the diversity of bean use is 15 bean soup, which, as the name implies, contains literally fifteen different varieties of bean.

Activities

Animal Bean Bags

Part One

- **Step One:** Have student leaders pass out materials and supplies to the class.
- **Step Two:** Have students trace an animal template of their choice on one half of the fabric by folding the fabric in half and placing the template in between the fabric and tracking over the top of it with a marker. Have them do one piece of fabric with the entire animal face and the other piece with just the outline. Demonstrate this step again for younger students.
- **Step Three:** Have students color the face of their animal. Once they have colored it to their desire, have them cut out both pieces of fabric. For younger youth, have an older students or volunteers assist with cutting.
- **Step Four:** Have students line the pieces up, making sure that they face of the animal is up right. Have them glue the edges of the fabrics together, leaving open an inch and a half.
- **Step Five:** Let dry for about 30 minutes. Move on to the next active, "Bean Sock Sack."

Part Two

- **Step Six:** Once the glue has dried, pour enough beans to fill up the bean bag. Then glue the rest on the fabric together. Hole the fabric together for 30 seconds. Let dry for 5 – 10 minutes.
- **Step Seven:** While the wet area dries, have students complete the bean themed word search.

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

When students are gluing the outlines of their fabric cut out together, demonstrate the amount of glue to use. Determine how much glue should be used by practicing the activity to create a finished example.

(size of a nickel – quarter or a cm think line around the outlines of the fabric.)

Sock Sack-Paper Weight

- **Step One:** Distribute one tube sock and one cup of beans per student. Materials and supplies should already be passed out to students from previous activity
- **Step Two:** Pour beans into sock.
- **Step Three:** Tie the end with ribbon and pull to tighten. There you go...it's a sock sack! *Make a cool ribbon with it. Yarn can also be braided and twisted.
- **Step Four:** Have students decorate the sock with the wiggly eyes, yarn, markers

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

When students are thinking about how they would like their sock sack to look, encourage them to think outside to box. Different themes for a sock sack can be animals,

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<p>and other desired materials.</p> <ul style="list-style-type: none"> • Step Five: Then, take students outside so that they may fling their sack high into the air. Make sure to set expectations, that way everyone is being safe. 	<p>shooting stars, rockets, flaming baseball, meteor, etc. All designs should be appropriate.</p>
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Closing

Clean up

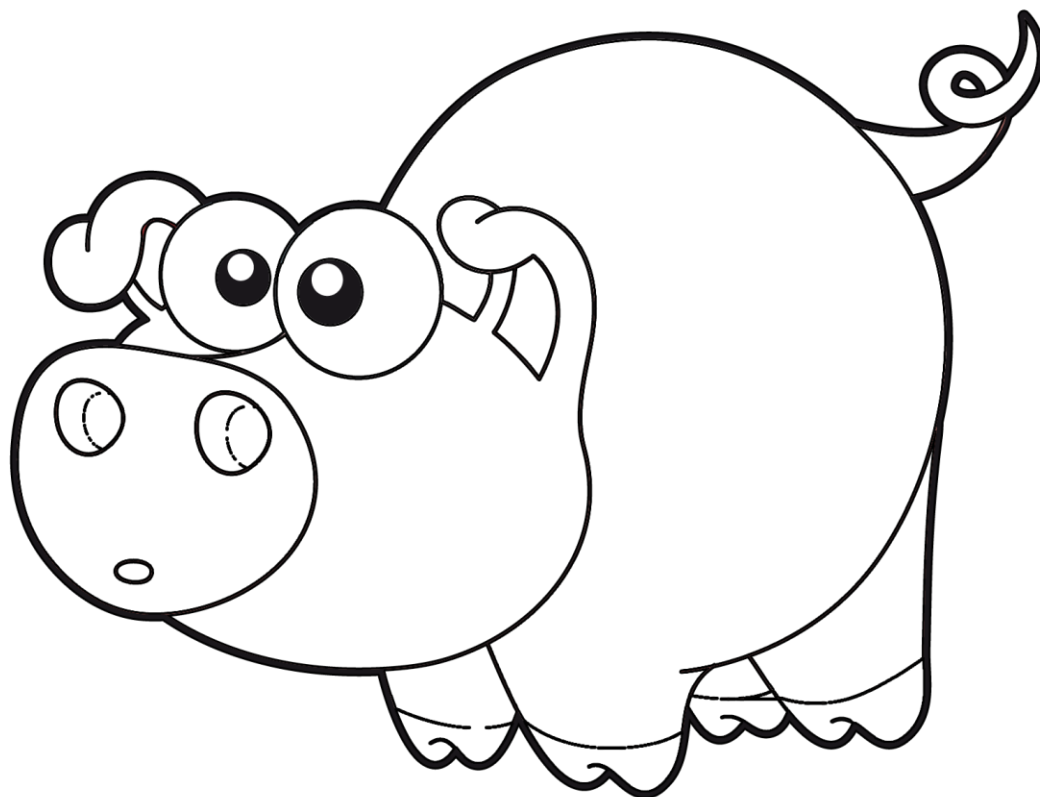
- Invite the last group of students at an activity to help clean up and return the items for storage.
- Ask students what they will need to do to be sure to leave the area in better shape than when you got there.
- Thank students for their help when area is cleaned up.

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 Bean Day. Did they like the activities?
- Interpret: Ask if they have had any key learnings 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 learnings tomorrow at your program?
- Apply: How can you use the skills or your key learnings in your future?

Pattern for Bean Bag



Types of Beans

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

LIMA BAKED JUMPING SOY JACK PINTO BLACKEYED PEA
 BROAD CHICKPEA RUNNER RED KIDNEY LENTIL

Consult 4 Kids Lesson Plans



Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Collage III
Focus:	Student Choice, Team Work, Fun

<p>Materials:</p> <p>Games: Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect 4, Mancala, etc.</p> <p>Arts and Crafts: 12 x 18 construction paper, crepe paper streamers, yarn</p> <p>Cooking: vanilla yogurt, pineapple, bananas, apples, cups, spoons</p> <p>Mini Sports: 200 clothes pins</p> <p>Sports: Football, Cones</p> <p>Visual and Performing Arts: CD Player, Country Music CD</p>
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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)

- **Board or Card Games**
- **Arts and Crafts**
- **Cooking**
- **Mini Sports**
- **Conventional Sports**
- **Music, Performing Arts, and Art**

Fun Friday Activities

Board or Card Games
Choice of Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect Four and any other board game

Arts and Crafts

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Windssocks

Materials: 12" x 18" construction paper, marking pens, yarn, and bright colored crepe paper streamers (2-3 colors).

Students draw on the paper (if a holiday is close, that could be a theme). When the drawing is complete, staple or glue streamers to the bottom of the paper. Staple the paper into a cylinder. Add yarn to the top, tying a knot in each end so the yarn will hold

Cooking

Yogurt Parfait

Recipe: Vanilla flavored yogurt, pineapple, bananas, and apples

In a small 4 ounce cup, place small amount of yogurt, layer with pineapple, cover with yogurt, layer with bananas, cover with yogurt, layer with apples. Top off with yogurt. .

Mini Sports

Clothes Pin Tag

Each student has 5 clothes pins clipped to the back of their shirts. Create a play area on the grass about 40' by 40'. Players try to capture one another's clothes pins. When player gets one clothes pin, he/she goes down on one knee to put clothes pin on the back of his/her shirt. Players can only touch the clothes pins. Violators will lose one clothes pin to the person they touch.

Traditional Sports

Football

Performing Arts

Line Dance Basics

You will need a copy of the CD with songs such as "Fast As You" or "Can't Touch This".

The Electric Slide:

Grape vine right

Grape vine left

Step back right, left, right, left even with the right foot and clap.

Step forward, left, right, left, right foot even with the left foot and clap.

Step forward left, rock back right, turn ¼ turn to the left by stepping left, right stomp/clap.

Start again.

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.

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Fall Healthy Eats
Focus:	Learn about healthy and quick food alternatives during the fall season by promoting the winter harvest.

Materials:

Please see below in each activity. Activities include food. . Please make sure that all allergies are known.

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 "Fall Healthy Eats" Each student will create a booklet of quick and simple snacks to make that are healthy.

Activities

Introduction Activity: Recipe Booklet

Activity Set Up / Materials

2 Index cards per student	Markers and Crayons
Hole Punches	Yarn or Ribbon

Instructions:

1. The students will create the cover and backing to their recipe booklet.
2. They can name and decorate it how they please.

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

Activities

Smothered Apples

Activity Set Up / Materials

1 Red Delicious* apple per student. *Can be donated by local growers or distributors.	
1 Large dowel per student	2 - 3 Jars of Honey/Peanut Butter/Nutella per class
1 lb of crushed nuts per 5-6 classrooms	1 tub of raisins per 2 classrooms.
1 plate per student	Napkins (brown napkins are the best to wrap uneaten food.
1 plastic butter knife per student	** Butcher paper to cover the tables.

Instructions

1. Cover tables with butcher paper. Pass out plates, napkins, dowels and apples to students.
2. Separate ingredients on table so that students can access it easily. This can be done by putting the nuts, raisins, honey and Nutella in large styrofoam condiment container.
3. Have students stick the dowel into the bottom of the apple.
4. Students will spread Nutella, peanut butter and/or honey over the outside of the apple.

***Activity → Teachable**
Be sure to check for food allergies.

Consult 4 Kids Lesson Plans

5. Students will cover apple with nuts and raisins. Students will record what they did on an index card to be inserted into the booklet. 6. Students will then eat the apples.	
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Mandarin Tepees

Activity Set Up / Materials

1/2 cup of canned mandarins per student 1 sandwich bag per student 1/2 cup of cool whip per student (nonfat/less sugar) Plates can be reused from the last activity.	1 tbsp of Brown Sugar per student 1 sugar cone per student 1/4 cup of diced strawberries
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Instructions

1. Students will reuse plates and ingredients from last activity with additional items.
2. Student will take 1/2 cup of mandarins and brown sugar and combine them in the sandwich bag. Tie the end close. Mash it up. They can bite off a small whole in their bag so use it like a piping bag.
3. Students will cover their sugar cone with cool whip. They can decorate the tepee with the mandarin as well as the other ingredients.
4. Mandarins are in the winter harvest. Students will record what they did on an index card to be inserted into the booklet.

*Activity → Teachable Moment(s) *throughout*

A good source to find more information on the Mandarin is [Harvest of the Month](#).

Mean Green and Purple Thing

Activity Set Up / Materials

1 piece of whole wheat bread to students 1 bunch of grapes per student (winter grapes)	Refill peanut butter for this activity.
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Instructions

1. Students will reuse plates and ingredients from last activity with additional items.
2. Student will create a grape and peanut butter sandwich.
3. Students will record what they did on an index card to be inserted into the booklet.

*Activity → Teachable Moment(s) *throughout*

A good source to find more information on the Grapes is [Harvest of the Month](#).

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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?

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	The First Thanksgiving Mini Golf Challenge
Focus:	Team Building

Materials:

Supplies and Materials for this Fun Friday will vary. They will be used to build mini golf course attractions. Think about some items they may be able to use during construction and purchase them. Other supplies can be found in the after school supply room such as arts and craft supplies. A list of supplies will be delivered to the office by two students per class and need to be distributed quickly.

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 "First Thanksgiving Golf Challenge." Each class will be creating a golf hole that incorporates an event leading up to the First Thanksgiving.

Activities

Planning

1. Each course hole must have a starting point which is no more than 12 feet and no less than 10 feet from the hole.
2. You must use the theme selected during opening.
3. You will have 30 minutes to plan your course hole.
4. You will have 1 hour to construct your course hole.
5. You must turn in a supply list at the completion of the planning time.
6. Your supply list must be able to be found in the supply room.
7. Supplies could include chairs, balls, arts and craft supplies
8. Tape, scissors, markers, staplers and one piece of poster board will be provided for you.

Course Design

1. Each course hole must stay within the boundaries of their designated cones.
2. Each course hole must boast a poster board sign indicating the name of their hole.

Course Theme

1. Crew in Great Britain getting ready to leave. Launch is September 6, 1620
2. They are working hard on the ship. The sail has been less that pleasant.
3. About half way to the new world, they get hit will a terrible storm.
4. The vessel is blown off course and is far north of Virginia, their original destination.
5. They stop at Newfoundland to get fresh water and supplies.
6. They land at Cape Cod, Massachusetts on November 11, 1620.
7. First Thanksgiving

* Theme based on information from http://www.scholastic.com/scholastic_thanksgiving/voyage/journey.htm

Scoring

- Course holes will be judged on the following criteria:
 1. Level of difficulty (construction)
 2. Creativity
 3. Playability (does your course hole reflect the level of difficulty for the par you rolled?)

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4. Theme Reflection
5. Teamwork

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?

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grade
Lesson Title:	Choose Your Game 1
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."

Consult 4 Kids Lesson Plans

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!)

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Collage IV
Focus:	Student Choice, Team Work, Fun

Materials:

Games: Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect 4, Mancala, etc.

Arts and Crafts: fuse beads, fuse bead plastic templates, wax paper, iron and 2 large bath towels

Cooking: graham crackers (3 for each student that could be in this group—120), frosting, sour straws, plastic knives, small plates

Mini Sports: 5 x 8 cards, colored dots, CD Player, CDs

Sports: Volleyball, volleyball net and court

Visual and Performing Arts: Marshmallows (miniature and colored) toothpicks

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 Schedule

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).

- **Board or Card Games**
- **Arts and Crafts**
- **Cooking**
- **Mini Sports**
- **Conventional Sports**
- **Music, Performing Arts, and Art**

Fun Friday Activities

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Board or Card Games

Choice of Checkers, Chess, Old Maid, Bingo, Sorry, Monopoly, Connect Four and any other board game

Arts and Crafts

Fuse Beads

Materials: Purchase a tub of fuse beads and shapes. You will also need an iron and wax paper.

Students select a shape and fill it with fuse beads. When they are finished, place wax paper over the beads, and place the iron on the wax paper, melting the beads into a permanent shape.

Cooking

Frosted Flash Cards

Recipe: Graham crackers, frosting, sour punch straws.

With a plastic knife, spread the frosting on the graham cracker. With the straws, make the numbers to create a flash card (1 + 4, etc.)

Mini Sports

Musical Dots

Create cards with a colored circle or dot in the center. Make 32 dots, 4 of each of 8 different colors. Spread the dots out in the play area. Turn on the music and children move around. When the music stops, the students must be on a dot. Call out one of the colors, and students on that color dot are out.

Traditional Sports

Volleyball

Performing Arts

Design A Bridge

Materials: small marshmallows and toothpicks.

Working together in small groups, students design a bridge that is at least 12" long and will stay up when it spans a space made by separating student desks.

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.

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Sandlot Softball And Other Games
Focus:	Have a fun team building event with students.

Materials:	
5 Bases including pitcher mount	Tennis Racket
1 Rubber Ball (6 inch diameter)	

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 "Sandlot Softball." 4th and 5th grade girls and boys will be competing against the tutors.

Activities	
Sign Creation	
Activity Set Up / Materials	
1 sheet of construction paper per student	Crayons, Markers, Miscellaneous Craft Supplies
Instructions: <ol style="list-style-type: none"> Each student who did not volunteer to play in the game will create a poster supporting the program leaders or the 4th and 5th graders. Students who volunteered to play in the game will be consulting with their team. Classes will clean up and transition to the softball field. It is important to mention the set time in your daily schedule / agenda. 	*Activity → Teachable Moment(s) throughout

Team Strategy	
Activity Set Up / Materials	
None	
Instructions <ol style="list-style-type: none"> One program leader will conduct the team strategy brainstorm for the students who volunteered to play against the program leaders. Get together a batting order (boy, girl) and who will be playing what position and in what inning since some will need to rotate so that they all get a turn. 	*Activity → Teachable

The Game	
Activity Set Up / Materials	
None	

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<p>Instructions</p> <ol style="list-style-type: none"> 1. Walk out and sit in designated safe area to observe the game. 2. Since program leaders will be participating in the game, it is important to make sure that supervision is being covered in the crowd of fans. 3. Designate a few student helpers to help with supervision. Make sure they know to just observe and be courteous when asking students to make good behavior choices. 4. Students are to hold up posters while sitting on their bottoms and cheering for the teams. 5. The game will be 7 innings. 3 strikes and you are out, 3 outs to end your turn, foul ball or tip only counts twice. Pitcher to your own team and it must be high arch and underhand. 	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>Encourage all youth to participate in the theme activity in some way.</p>		
Doogie Delite			
<p>Activity Set Up / Materials</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> 6 blind folds 1 Blue Bucket Scraps of cloth, preferably black - Mix Ingredients and Cloth in the Bucket </td> <td style="width: 50%; border: none;"> 1 8lbs of cheap dog food pint of water 1 pair of gloves per student </td> </tr> </table>		6 blind folds 1 Blue Bucket Scraps of cloth, preferably black - Mix Ingredients and Cloth in the Bucket	1 8lbs of cheap dog food pint of water 1 pair of gloves per student
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<p>Instructions</p> <ol style="list-style-type: none"> 1. Each class will send up one student to represent them. 2. The students will be complete to find as many strips of cloth in the bucket. 3. Each team will get one minute to search while blindfolded and wearing gloves. 4. Students will cheer on their teams. 	<p>*Activity → Teachable Moment(s) <i>throughout</i></p>		
The Jump Rope Challenge			
<p>Activity Set Up / Materials</p> <p>1 Jump Rope per Student</p>			
<p>Instructions</p> <ol style="list-style-type: none"> 1. Each class will send up one student to represent them. 2. The students will be complete to see who can jump rope the longest without messing up. If a student messes up in the first 15 seconds they get a retry. 3. The teams that make it past the 4 minute time limit wins. 4. Students will cheer on their teams. 	<p>*Activity → Teachable Moment(s) <i>throughout</i></p>		
Noodle Chain			
<p>Activity Set Up / Materials</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> 3 spaghetti packs 1 bag of flour Food coloring Make a syrup using sugar, flour and water; mix with the cooked spaghetti noodles. </td> <td style="width: 50%; border: none;"> 1 bag of sugar 12 brown bags </td> </tr> </table>		3 spaghetti packs 1 bag of flour Food coloring Make a syrup using sugar, flour and water; mix with the cooked spaghetti noodles.	1 bag of sugar 12 brown bags
3 spaghetti packs 1 bag of flour Food coloring Make a syrup using sugar, flour and water; mix with the cooked spaghetti noodles.	1 bag of sugar 12 brown bags		

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<p>Instructions</p> <ol style="list-style-type: none"> 1. Each class will send up two students to represent them. 2. The students will be complete to see who can transfer all of their spaghetti from one bag to the other. 3. The team that has the most spaghetti in their bag wins. Even if a team finishes first, other bags will be checked for greater amount. 4. Students will cheer on their teams. 	<p>*Activity → Teachable Moment(s) <i>throughout</i></p>
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Closing

Clean up

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

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?

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Tribal Warfare Games
Focus:	Establish an after school culture of acceptance, tolerance and respect

Materials:

Tribal War Paint

- Variety of Color Tempera Paint
- 1 Bottle of Lotion (4 oz, non-scented) per class
- 15 Wet Wipes per class
- 2 - 3 Dixie Cups
- 2 - 3 Paintbrushes

Prizes (suggestions)

- Participation Prize (enough per student in program)
 - Small Toy
 - Fruit Snack
 - 15 minute free recess coupon (this is given as a class)
- Winning Class Prize (Enough)
 - 45 minutes free recess coupon
 - Goodie Bag with donated items from stakeholders

Warfare Games

- Hula Hoops
- Bean Bags

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 "Tribal Warfare Games" We will be promoting how to work together with one another to complete a challenge. We are also promoting good sportsmanship and how to promote others through encouragement. The big Challenge of the day is to see how long you can go without putting someone down. The best way to do that is saying nothing but positive things.

Preview of Activities

Environment for Fun Friday

This Fun Friday can take place outside and in a multi-purpose room / cafeteria. The area in which the Tribal Warfare Games takes place is the "Tribal Hallowed Grounds."

Initial Thoughts to Consider

This Fun Friday requires set up for each activity. It is preferred to use youth leadership group, available site staff and volunteers to assist with set up. It is important to also designate a one person to lead the set up. As the facilitator it is preferred that you keep the students engaged and the Fun Friday moving forward.

Tribal War Paint (Face Painting)

1. Mix the tempera paints and lotion together in the Dixie cup, using a balanced amount (half and half). This will allow the paint to be applied to the students' face easily. Once paint dries, it will start to crack and peel off, causing irritation to the

Consult 4 Kids Lesson Plans

face. The lotion reduces the drying effect.

2. While mixing the paint and lotion, ask students what kind of design they would like to have on their face. (two stripes under each eye, three horizontal stripes on the forehead, etc)
3. While you (as well as assistant or volunteer) are painting each student's face, reiterate the prior knowledge questions. Ask them to give you more examples. Keep them engaged.
4. Another thing to discuss is how they think they should behave once they are on the "Tribal Hallowed Grounds." What is the appropriate behavior to have? How should they treat others who they are competing against?

Tribal Warfare Games (Tribal Hallowed Grounds)

Tribal Warfare Games can be lead by the Site Coordinator, Lead Tutor, Youth Leadership Group, available site staff and Volunteers.

Facilitator of Tribal Warfare Game:

Today's Tribal Warfare Games' challenge is to complete different tasks with the support of your tribe. Each tribe will be competing against each other for points. The tribe with the most points wins a prize. However, no matter what, all tribes will receive something very special.

Point System:

Each game will have different amounts of points to be earned. As long as students participate, they will receive points. Teams that excel will receive more points. Use a chart with each of the tribe's names to keep score.

During the games, youth caught encouraging others will be given special tickets handed out by their frontline staff (tutor/teacher). These tickets will be entered at the end of the Tribal War Games for a secret prize.

Games:

Choose as many of the following challenges as you need to do during the Tribal Warfare Games. Depending on time, choose a few extra in case the challenges take less time than anticipated. Explain the rules and concept of the game. Make sure students have a clear understanding of the rules by asking follow up questions. Reinforce the agreements by asking them what they need to do in order to make the game extremely fun while still being safe, responsible and respectful. Ask them what a reasonable consequence should be for someone who does not follow the agreements.

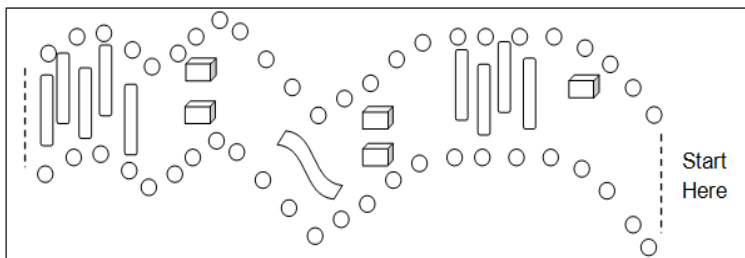
Have students practice the different skills they will need in order to play the game/activity correctly. Role model the skill first so students have an idea of what it is that they will need to do.

Activities

Savage Escape

Activity Set Up

A mini obstacle course will need to be set up using orange cones, pool noodles, crates, balloons and foam knee pads. Use cones to design your escape route. Add pool noodles or other items as obstacles that students must go through. Have students use knee pads if they must go under anything. Any material can be added to the obstacle course. You can have your student leadership group or high school volunteers create their very own obstacle course. Let them be creative.



Instructions:

Students are on the hunt for an escape. Wait, what is that? A key to get out!

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

Consult 4 Kids Lesson Plans

They must balance the key (golf ball) on a metal or plastic spoon and make it through the obstacle course. The first one to make it to the end and back is the winner.

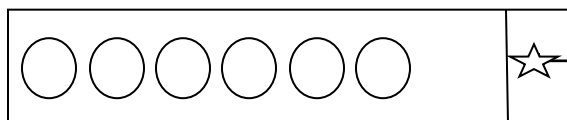
Catapult

Activity Set Up:

Set Up:

Place 6 hula hoops on the ground starting 10 yards away from where students are standing, going back two feet from each hoop. 3 bean bags will be needed.

Ex:



Students Here

*younger youth can move closer

Instructions

Each team will send up two students to participate. Each student will get three chances to "catapult" their bean bag into the "holes." Once the student has catapulted all three bean bags into the holes, tally up the amount of points and add it to their total score.

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

The Cup Challenge

Activity Set Up

Place 30 red cups on each side of the "Tribal Sacred Grounds" with a line in the middle so they know where their sides are. Cups will need to be reset up between each bout.

Ex:



Instructions

Each team will send up 10 students to participate. Only two classes will compete at a time. Try to pair up tribes based off of grade level. If there are an odd number of tribes, older youth can go up against 5 tutors.

The goal of this game is to see how many cups they can turn over on the opponent's side of the court. The rules are you can only turn over or turn up on cup at a time and must brisk walk, not run.

Each tribe will begin with their cups flipped up. Once you signal go, tribes will have one and a half minutes to flip their opponents' cups over. After the minute and a half, the team with the most cups still turned right side up wins. The winning team receives 40 points while the other team receives 15 points.

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

Encourage all youth to participate fully.

Tribal Spirits

Activity Set Up

- None

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<p>Instructions</p> <p>Each class will be given 10 minutes to secretly come up with a tribal handshake, tribal chant or tribal dance to represent their tribe.</p> <p>Once the 10 minutes is up. Each tribe will select a few students to show off their tribal spirit. Everyone will vote on which tribe had the most tribal spirit. First place received 50 points, second place received 40 points, third place received 30 and the remaining tribes receive 15.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Encourage youth to be creative.</p>
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Closing

Clean up

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

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?

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Building a Green Town
Focus:	Team Work and Cooperation

Materials:

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

Cleaned Milk Cartons (at least 15 per class)	Construction Paper (Scraps, full pages)
4 poster boards	Pipe Cleaners
Popsicle Sticks	Tongue Depressors
Paper Plates	Small Dixie Cups
Large Styrofoam Cups	Markers
Tape	Scissors

Opening and Directions

Welcome students. Let them know that today they are going to use their minds as they become wizards and fairies. 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

Students will build a town that runs off green energy. What key buildings do towns have? What do the people do there?

- **Electing Leaders:** Voting for leaders on the project.
- **Brainstorm:** Students will brainstorm and agree on ideas for the town.
- **Construction:** Let the building begin.

Activity Set Up

See below in Construction

Activities

Electing Leaders - The Roles of Each Leader

The town must be built Green. It must be earth friendly. These will be the jobs.

- **Project Leader:** They will be the lead of the entire project. Students will vote who will do this job. They will be responsible to keep in contact with group Leaders. They will be holding the voting session.
- **Group Leaders:** Students will be broken up into committees and students will vote for the leaders of these committees. They will need to be in contact with the Suppliers and the Time Keepers as well as the Project Leader.
- **Suppliers:** In each committee there will be the supplier who makes sure that they have all supplies. They will be in charge of their group supply budget. Group will need to vote.
- **Time Keeper:** There will be a time keeper for each committee as well, that way time is never wasted. Students will also choose who will do this job by voting.
- **Activity Leads:** Everyone else. They will be the people getting things done. They need to keep in contact with the Committee Leaders.

When voting, it is important that it is done in a way that does not promote student conflict. Making them

Consult 4 Kids Lesson Plans

<p>Instructions:</p> <p>Have students vote on each of the leadership positions. It can be done in an unanimous style. It can also be done through election and voting. It is important that this process take no longer than 10 minutes. Giving students more time during the construction phase is best. This way they have more time to interact and work with one another.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Encourage all youth to participate in this activity.</p>
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Brainstorming

There will be 4 different groups in construction minus the leadership group:

- ❖ Transportations: (cars, planes, trains, roads, freeways)
- ❖ Housing/Utilities: (homes, apartments, hotels, motels, power source, water source)
- ❖ Buildings: (hospitals, police stations, fire department, banks, schools, gas stations, grocery stores)
- ❖ Entertainment: (movie theatres, malls, arcades, down town shops)

These are just examples. They are not requirements. Each group will have a supply budget.

<p>Instructions</p> <p>Students will choose a work group under the categories created. Groups should be even.</p> <p>Once they have selected their groups, they will begin to brainstorm how they will create certain items that must be present in their green town. Give them appropriately 15 minutes to discuss as a small group. After the 15 minutes, they will come together as a large group and discuss the entire town and how each group will contribute to the town. This should all be student lead.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>* If you are working with a younger age group, it make be beneficial if the tutor steps in occasionally to help move the process forward. Giving students hits and help along the way will help them reach their ultimate goal of successfully working together and creating an end result.</p> <p>*Guide the brainstorm so that they know they have to live here. Laws of Physic do apply.</p>
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Construction

Instructions

Have supply store set up. One student from each group will come to the store and purchase the supplies. Only one student at the store at a time. They can visit the store as often as they would like. The construction process can take up to 45 minutes to 1 hour.

<p>Instructions</p> <p>Students will begin to create their town. Monitor student activity when they are not at the supply store. Guide youth leaders and take advantage of teaching moments.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Knowing your strengths and talents is an important factor when working in a group. If everyone takes that time to truly understand someone, any obstacle came be overcome and any goal can be met.</p>
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Budget (Example):

K - 1: \$172 (\$43.00/group) **2 - 3:** \$1,720 (\$430.00/group) **4 - 5:** \$17,200 (\$4,300.00/group) **6:** \$172,000 (43,000/group)

Pricing (Example):

Pricing	K - 1	2 - 3	4 - 5	6
Pipe Cleaners	\$1	\$10	\$100	\$1,000
Tongue Depressors	\$3	\$30	\$300	\$3,000
Popsicle Sticks	\$5	\$50	\$500	\$5,000
Small Dixie Cups	\$2.50	\$25	\$250	\$2,500

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Paper Plates	\$6	\$60	\$600	\$6,000
Large Styrofoam Cups	\$8	\$80	\$800	\$8,000
Construction Paper	\$10	\$100	\$1,000	\$10,000
Scrap Paper	Free	Free	Free	Free
Milk Cartoon	\$7.50	\$75	\$750	\$7,500

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 key ideas, since so many people have wonderful ideas. Finding a balance where everyone is happy is the end result of this activity.

Four Step Debrief: 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?

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Collage V
Focus:	Team Work, Fun

Materials:

- A Rope
- 30 blind folds (depending on site size)
- Whistle
- 24 Large pieces of newspaper
- Masking Tape
- One Square of paper per student
- Traffic Jam Key
- 1 ream of card stock
- Makers, crayons or colored pencils
- 2-3 "koosh" or "nerf" balls

Opening and Directions

Welcome students. Let them know that today they are going to use chose which activities they would like to participate in. 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. Each rotation should be about 15 minutes long. Clean up and transition can be anywhere from 2 - 5 minutes.

Activity Set Up

See below in Construction

Activities

Personality Portraits

Material: Card Stock Paper
Markers or Colored Pencils

Directions:

1. Each student will receive a of card stock paper.
2. Have students draw a portrait of them. The catch is that they must draw themselves using the things they like. For example, if they like spaghetti they can draw spaghetti as their hair or dollar signs for their eyes, or a book for a body because they like to read, etc.
3. Have them share their pictures, discussing why they chose the object that they did and what they represent.

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

Encourage youth to fully participate in these Fun Friday activities.

Form A²

Materials: A rope (about 50 feet)
Blindfolds (or bandanas) for each student

Directions:

1. Have students line up in a straight line.
2. Have them put on their blindfolds (Note: At this point you must start watching

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

Consult 4 Kids Lesson Plans

<p>for participant safety—have several “on-lookers” in the room for this exercise.)</p> <p>3. Starting at one end, string the rope through their hands. Ask them to grip the rope lightly and not to pull on the rope for any reason—HOLD IT.</p> <p>4. Give them the following instructions: “Your task during the next 10 minutes is to form yourselves into a perfect square—with equal sides and 90 degree angles. You must keep both hands on the rope at all times. The success of the group is based on the accuracy of your square.”</p> <p>5. After 10 minutes, if they have not already formed a square, ask the group to pick one leader and no one else can talk. Give them more time. If they do not form a square after a few extra minutes, have them remove the blindfolds.</p> <p>6. When the group completes the task, have them remove the blindfolds.</p> <p>7. Lead the students through the following reflection: At the beginning, what one word would you use to describe how you felt? What did you learn about communication when dealing with a difficult challenge? How can you apply this to our club? Ask each student, “What is one thing you would have done differently next time?”</p>	
Alligators and Frogs	
<p><u>Materials:</u> Whistle A dozen paper grocery bags or pieces of newspaper</p> <p><u>Directions:</u> Clear the chairs from the room (or go outside) and explain that the floor is now a pond. Explain the directions. All participants are frogs, and you are an alligator. Spread the dozen bags or paper randomly on the floor. These are the lily pads. The goal of the alligator is to eat the frogs: the goal if the frogs are to escape being eaten.</p> <p><u>Rules</u></p> <ul style="list-style-type: none"> ❖ When the alligator is “snoring: indicated by the alligator blowing the whistle softly, the frogs must swim around the pond. They cannot land on the lily pads. ❖ The alligator, while snoring, also moves around the room, removing a few lily pads. ❖ When the alligator wakes up and the noise stops, the frogs must hop onto a lily pad before the crocodile “eats: them, signified by tagging them on the shoulder. ❖ More than one frog can stand on a single lily pad. Frogs may have one foot on the lily pad and the other foot in the air, but no part of them can be touching the “water.” ❖ Slowly remove the piece of paper, so that the group has to cooperate to survive on the few pieces of paper that remains. ❖ Ask the group what made it possible to not be “eaten.” Ask for examples of solidarity in real life.* 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>* Making connections into real events and situations is important. Spend some time in this discussion.</p>
Stand Up	
<p><u>Materials:</u> None</p> <p><u>Directions:</u> 1. Players sit on the ground back to back with a partner, and link both elbows. The goal is to stand up together, without outside help of any kind. Players should keep both feet flat on the floor and hands may NOT touch the floor. This is a game of cooperation, as one partner cannot succeed without the other.</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p style="text-align: center;">Help youth build relationships through cooperation.</p>

Consult 4 Kids Lesson Plans

<p>2. When partners achieve their goals they may try again to beat their own time or try again with a new partner. 3. After individual sets of partners have succeeded, try it as a group: Form 2 lines of players sitting back to back. This time, link elbows with the person next to you, not behind you. Only the players on both ends of both lines will link elbows with the person behind them. The entire group attempts to stand up together. This is very difficult, and there will probably be more laughing than standing, but it CAN be done.</p>	
Traffic Jam	
<p><u>Materials:</u> Masking Tape // One square of paper per student // Traffic Jam Key (Created)</p> <p><u>Directions:</u> 1. In a straight line on the floor, tape down enough squares for everyone in your group plus one additional square. Split the group in half and place the extra square in the middle. Have both sub-groups face the empty middle square before you begin reading the instructions (It is recommended that you split a group of sixteen or more into two groups and simultaneously solve the problem.)</p> <p>2. Give the following instructions to the students: Your goal is to have each group occupy the squares at the opposite end of the line. There will be four no-breaking rules.</p> <p style="padding-left: 20px;">Individuals may only move in the direction they are currently facing. At no time may they turn around or go backwards.</p> <p style="padding-left: 20px;">A student may step forward only if there is an empty square directly in front of him or her.</p> <p style="padding-left: 20px;">A student may step around a single person if and only if, the non-moving person is facing the opposite direction and there is an empty square directly behind the non-moving person.</p> <p style="padding-left: 20px;">Only one person can move at a time.</p> <p>3. During the activity, you may need to give the following hints to ensure success:</p> <p style="padding-left: 20px;">Can you come up with some ways that can help you stay within the rules? (Not letting two people from the same side by side until they are stepping into their home base.</p> <p style="padding-left: 20px;">Is there a way to restructure the activity without changing the problem that allows for participation from the group? (Horse-shoe shape)</p> <p style="padding-left: 20px;">Have you thought about building a model? (Group could use coins to experiment)</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Work on developing team work.</p>
Pattern Ball	
<p><u>Materials:</u> 2-3 “koosh” or “nerf” balls</p> <p><u>Directions:</u> 1. Ask the group to stand in a circle with about a foot of space between people. 2. Give the rules: Everyone raises one hand</p> <p>Rules</p> <ul style="list-style-type: none"> ❖ The program leader will throw the ball to someone, who will then throw it to someone else. ❖ The person throwing should call out the name (and adjective) of the person 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Work on developing team work.</p>

Consult 4 Kids Lesson Plans

<p>s/he is about to throw it to. This person should not be next to him/her and should still have a hand raised.</p> <ul style="list-style-type: none"> ❖ Once you have caught and thrown the ball, lower your hand. ❖ Remember who threw it to you, and to whom you threw it. You will be repeating the pattern after it is established. <p>3. When the last person has caught the ball, the pattern has been established. Practice the pattern a few times, until it goes smoothly, continuing to use each other's names. You may remind people to keep an eye on the person who throw it to them. Add in additional balls, until the group has three or four balls in the air.</p>	
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Closing

Clean up

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

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?

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Fear Factor I
Focus:	Team Building, Fun

Materials:

Please see below in each activity. Activities vary between physical task as well as task including food. One food requires being cooked prior. A volunteer would be needed for this. Please make sure that all allergies are known.

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 "Fear Factor." Teams will compete to complete tasks that are physical as well as tasks including food.

Activities

Piecing It Together

Activity Set Up / Materials

1 Puzzle* per Student

*It is recommended that the puzzle fit the grade level as well as the assistance on completing the puzzle. 1st grade should have 1 student complete a simple puzzle, a 2nd / 3rd / 4th / 5th grade representative have 2 / 3 / 4 / 5 students complete a moderate / challenging / difficult. (Anything over 100 pieces would be too much for this activity)

Instructions:

1. Each class will send up one student to represent them.
2. The students will complete to see who can build their puzzle the fastest.
3. Students will cheer on their teams.

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

Encourage teams to figure out how to get everyone involved.

Veggie Voyage

Activity Set Up / Materials

Blender

1 gallon of V8 veggie drink

1 - 1 gallon bucket

Cups and Straws

5 cans of mixed veggies

1 sponge ball

Instructions

1. Each class will send up two students to represent them.
2. The students will be complete to make the basket so they can avoid the veggie voyage concoction
3. If they make the basket they get points for their team. If they don't make it but finish their drink they get half points.
4. Students will cheer on their teams.

***Activity → Teachable**

Encourage teams to figure out how to get everyone involved.

Baked Hot Cheetos and Pickles

Consult 4 Kids Lesson Plans

Activity Set Up / Materials	
1 bowl per student 1 Jar of Slices Pickles	1 large bag of baked Hot Cheetos - Mix ingredients in the bowl for each student to eat.
Instructions <ol style="list-style-type: none"> 1. Each class will send up one student to represent them. 2. The students will be complete to finish their bowl of baked Hot Cheetos and pickles. 3. If they make finish their bowl, they get points for their team. 4. Students will cheer on their teams. 	*Activity → Teachable Moment(s) throughout Encourage teams to figure out how to get everyone involved.
Doogie Delite	
Activity Set Up / Materials	
6 blind folds 1 Blue Bucket Scraps of cloth, preferably black - Mix Ingredients and Cloth in the Bucket	1 8lbs of cheap dog food pint of water 1 pair of gloves per student
Instructions <ol style="list-style-type: none"> 1. Each class will send up one student to represent them. 2. The students will be complete to find as many strips of cloth in the bucket. 3. Each team will get one minute to search while blindfolded and wearing gloves. 4. Students will cheer on their teams. 	*Activity → Teachable Moment(s) throughout Encourage teams to figure out how to get everyone involved.
The Jump Rope Challenge	
Activity Set Up / Materials	
1 Jump Rope per Student	
Instructions <ol style="list-style-type: none"> 1. Each class will send up one student to represent them. 2. The students will be complete to see who can jump rope the longest without messing up. If a student messes up in the first 15 seconds they get a retry. 3. The teams that make it past the 4 minute time limit wins. 4. Students will cheer on their teams. 	*Activity → Teachable Moment(s) throughout Encourage teams to figure out how to get everyone involved.
Noodle Chain	
Activity Set Up / Materials	
3 spaghetti packs 1 bag of flour Food coloring Make a syrup using sugar, flour and water; mix with the cooked spaghetti noodles.	1 bag of sugar 12 brown bags
Instructions <ol style="list-style-type: none"> 1. Each class will send up two students to represent them. 2. The students will be complete to see who can transfer all of their spaghetti from one bag to the other. 3. The team that has the most spaghetti in their bag wins. Even if a team finishes 	*Activity → Teachable Moment(s) throughout Encourage teams to figure out how to get everyone involved.

Consult 4 Kids Lesson Plans

<p>first, other bags will be checked for greater amount.</p> <p>4. Students will cheer on their teams.</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.

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?

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Wizards and Fairies
Focus:	Team Work, Cooperation

Materials:

QUANTITY OF MATERIALS DEPENDS ON THE NUMBER OF STUDENTS

Wands

Dowels per student	Ribbons
Markers	Assorted Colors Rhinestone
Feathers	Glue
Scissors	Optional: Metallic color puff paint

Wings

Railroad Board per student	Tissue Paper
Glitter	Glue / Glue Sticks
Scissors	Yarn
Whole punch	

Potions

8 – 10 oz plastic cup per student (preferably clear)	Assortment of Juices and carbonated water
Liquid measuring cups	Permanent Marker

Wizard Hats

Construction Paper	Glue
Scissors	

Floral Crowns

Fake Flowers	Floral Tape
--------------	-------------

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 as they become wizards and fairies. 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.

Activity Set Up

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

1. Have materials laid out for students, refilling during transitions.
2. Spend a few minutes at the beginning of each rotation to go over the expectations and the clean up process.

Consult 4 Kids Lesson Plans

3. Have towels and mop available for any spills.

Activities

Wands

What type of wand do you need? Do you need a steady wooden wand or a shiny magical wand? What is your wand's name? What is it made out of? Does it have a special trick?

Instructions:

Materials will be laid out for students. Each will receive one dowel about 5 – 6 inches in length. Students can create their wand using the materials. They can create cool patterns and special scripts.

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

Listen for the moment in which student learning can be shared.

Wings

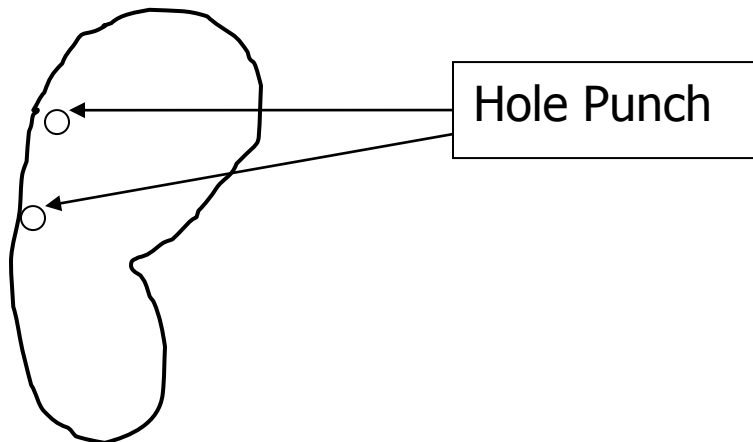
Intro to:

Fairies are thought by a majority of people to have wings and be able to fly.

Instructions

Students will draw their pair of wings on the railroad board. Assist younger student in their process. An easy way to make the wings the same size is to fold the railroad board in half and draw one of the wings. Cut the wing out and trace it on the other half of the railroad board. Cut out the other wing. Have students decorate their wings.

To tie wing to arm, punch two holes in each wing, where the wings meet the back. Tie the yarn through the holes and around the top of their arm. You can braid the yarn before tying it to give more strength as well as make it less irritating around the arm and armpit.



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

Not all youth will want to participate in all activities. However, be careful that you don't make a decision about who should do what.

Potions

Students will create their own potion adding certain ingredients. What will they call their potion? What ability does it have? Is it bitter? Is it sweet? Is it a rare or common potion? How do you use it?

Instructions

Students will take turns adding "ingredients" to their potion. Students will measure the amounts and add it to their cup.

Have them write the name of their potion on the side of their cup.

Keep a mop and towel handy.

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

Encourage full participation.

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Students can share their potions with other students and share out about what their potion does.	
Wizard Hats	
Students will create their own wizard hat. It can incorporate their favorite color, their school logo, their own logo/crest.	
Instructions Have students pick out a base color for their hats. Help them measure their cranium so that you can get a good fit and staple the ends together. They can make it pointed or flat. They can add more detail to the hat.	*Activity → Teachable Moment(s) throughout This is especially fun for older youth.
Floral Crowns	
Pre cut flowers to have stems. Keep additional stems to be able to wrap around the crown of the students head, bonding them together with floral tape.	
Instructions Students will weave the flower and stems into a crown. Student will use the floral tape to bond them together so that they fit comfortably around the students head. Assist younger students in this process.	*Activity → Teachable Moment(s) throughout Encourage youth to participate.

Closing
Clean up <ul style="list-style-type: none"> • Invite the last group of students at an activity to help clean up and return the items for storage • Ask students what they will need to do to be sure to leave the area in better shape than when you got there • Thank students for their help when area is cleaned up
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. <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions: What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings in your work?</p>

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Apollo 11 – Americans Take a Leap
Focus:	Remember an important event in American History.

Materials:

QUANTITY OF MATERIALS DEPENDS ON THE NUMBER OF STUDENTS

Rockets

- | | |
|--|--------------------------------------|
| Aluminum foil roll per class | 2 Paper towel rolls per group |
| Scraps of construction paper | Scissors, glue and crayons per group |
| Other art supplies that may be around the supply room. | |

Outer Space Voyage

- Paper and pencil per group

Opening and Directions

Welcome students. Let them know that today they are going to learn a little the Apollo 11 Mission and how it took American to the moon. If you have an opportunity to show the videos resources provided below. These are not property of Consult 4 Kids.

 Great Video Resources: <http://www.neok12.com/php/watch.php?v=zX664153440f46494344067b&t=Moon> (9 minutes)
<http://www.neok12.com/php/watch.php?v=zX42567103747e765e6c6855&t=Moon> (4 minutes) (Optional)

Preview of Activities

Activities will be done in a classroom setting. Students will begin by starting a KWL chart, building space shuttles and creating their very own space shuttle launch reenactment.

Activity Set Up

Setting up enough area for each group is important. Depending on how large of an area you have to work with and how many students you, section off area for groups to work. It is important to give enough space in-between groups so they have enough room to move around. Music may be a good motivator while outside.

Activities

Brainstorming

Students will begin with a KWL brainstorm.

Know: What do you know about the moon? What do you know about space shuttles? Have they ever seen a space shuttle launch? What do you know about the first moon landing?

Want: What do you want to know about the moon? What do you want to know about the moon landing?

Learned: Use the debriefing strategy to have them share out what they learned from the activities.

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

Engage young people in learning and having fun. Build ability to work as a team.

Space Shuttles

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Students will work in groups of 3 or 4 to create their own space shuttle, just like Apollo 11.	
Instructions Have students form groups of 3 or 4. Have student leaders pass out supplies. Students will work as a group to create their own space shuttle. Ask detailed questions when giving instructions to inspire a new creation of space shuttle.	*Activity → Teachable Moment(s) throughout Focus on team work and relationship building.
Launch Reenactment	
Students will work in the same group to create their very own reenactment.	
The story starts off July 20 th , 1969 at 9:30 AM, 2 minutes to lift off... Command to Shuttle, do you copy? Have groups share out their stories using their space shuttle as a prop. Complete the L: Learned section of your KWL chart.	*Activity → Teachable Moment(s) throughout * For older grades, incorporate spelling words into the story. Give points for usage as well as neatness and grammar.

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

APOLLO 11 Facts

Lunar Module:	<u>Eagle</u>
Command and Service Module:	<u>Columbia</u>
<u>Crew:</u>	Neil Armstrong ,commander Michael Collins, command module pilot Edwin Aldrin, lunar module pilot
<u>Launch:</u>	July 16, 1969 13:32:00 UT (09:32 a.m. EDT) Kennedy Space Center Launch Complex 39A
<u>Landing Site:</u>	<u>Mare Tranquillitatis (Sea of Tranquility)</u> 0.67 N, 23.47 E
Landed on Moon:	July 20, 1969 20:17:40 UT (4:17:40 p.m. EDT)
First step:	02:56:15 UT July 21, 1969 (10:56:15 p.m. EDT July 20, 1969)
EVA duration:	2 hours, 31 minutes
Lunar Surface Traversed:	~250 meters
Moon Rocks Collected:	21.7 kilograms
LM Departed Moon:	July 21, 1969 17:54:01 UT (1:54:01 p.m. EDT)
Returned to Earth:	July 24, 1969 16:50:35 UT (12:50:35 p.m. EDT)
Time on Lunar Surface:	21 hours, 38 minutes, 21 seconds
Mission Duration:	195 hr. 18 min. 35 sec.
Retrieval site:	Pacific Ocean 13° 19'N latitude and 169° 9'W longitude
Retrieval ship:	<i>U.S.S. Hornet</i>
Special Payload:	<ul style="list-style-type: none"> ○ Plaque (commemorates first manned landing) ○ Carried to Moon and returned two large American flags, flags of the 50 states, District of Columbia and U.S. Territories, flags of other nations and that of the United Nations. ○ MEPS (Modularized Equipment Stowage Assembly) containing TV camera to record first steps on Moon and EASEP (Early Apollo Science Equipment Package).

Highlights:

- First men on the Moon, Neil Armstrong and Buzz Aldrin. First return of samples from another planetary body.
- The prime mission objective of Apollo 11 is stated simply: "*Perform a manned lunar landing and return*".
- First return of samples from another planetary body. These first samples were basalts, dark-colored igneous rocks, and they were about 3.7 billion years old.

Plaque affixed to the leg of the lunar landing vehicle signed by President Nixon, Neil A. Armstrong, Michael Collins and Edwin E. Aldrin, Jr. The plaque bears a map of the Earth and this inscription:

HERE MEN FROM THE PLANET EARTH
FIRST SET FOOT UPON THE MOON
JULY 1969 A.D.

WE CAME IN PEACE FOR ALL MANKIND

This resource was created by Smithsonian National Air and Space Museum and can be found at [The Smithsonian Website](http://www.si.edu).

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Earth Gallery
Focus:	Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. Students show creativity about how the Earth looks like to them.

Materials:	
QUANTITY OF MATERIALS DEPENDS ON THE NUMBER OF STUDENTS	
Earth Artist	
Construction Paper – 9 in. x 12. in per Student	Construction Paper Scraps
Watercolor Set per student or per group	Water Cups and Napkins
Markers, Scissors and Pencils	
Recycled Art	
Recycled materials per class i.e. aluminum cans, plastic bottles of all sizes, newspaper, towel rolls, phone books, etc.	
1 Science board per class	Supplies: Scissors, glue, markers, crayons, etc.
Earth Song	
Paper and pencil	

Opening and Directions
<p>Welcome students. Let them know that today they are going to use create an art gallery focused on our planet Earth. Classes will create their masterpieces in their classrooms. Pieces will be hung in the multipurpose room to be displayed for all to see. Students will return to the cafeteria later in the day to find that their art has been hung in the gallery. Once students have gotten a chance to see a majority of the art, they will recite their Earth song they created. Debrief can continue during sign out.</p>

Activity Set Up	
<p>This themed Fun Friday will require a runner staff: staff member, volunteer and 2 – 3 youth leaders. Their responsibility will be to collect the art that has been made and to hang them up in the multipurpose room.</p> <p>Supplies distributed before program or have a runner from each class collect them after opening.</p>	
Activities	
Recycled Art	
<p>Classes will be working together to create an art piece using recyclable materials. The science board can be used as a base or as a canvas.</p>	
<p>Instructions:</p> <p>Have a group brainstorm to think about what you would like to create that has our planet Earth in mind. Ask students to share out a few places that they have been to that were different from where they lived. Ask students to share out pictures that they have seen about Earth. Was it a picture that shows Earth captured in outer space? Was it the aurora in the skies?</p> <p>Collaborate with students on how they would like to create their art piece of Earth. What</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Encourage youth to think outside of the box. They are going to create “liveable” environments in the art work by working collaboratively.</p>

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<p>materials do they do and do not want to use? What will their piece mean or try to convey?</p> <p>Start by have student share artistic talents that they have. How can those be utilized and how can they help others?</p> <p>Begin to create your art work. If metal materials need to be cut, the program leader would be the only one, besides an adult volunteer. Be cautious of cuts.</p> <p>This activity can take up to 45 minutes to complete. It is also important to schedule in time for clean up. Leave art to dry. A runner will pick it up towards the end of the day.</p>	
Solo Piece	
Each student will be creating their own piece of art.	
<p>Instructions</p> <p>Since the Earth has already been discussed, utilize the images of landscapes to show to students. Inspire students to create scenery of Earth. When did this time take place? Have you been there before? Have student volunteers help with distributing materials to the students or groups.</p> <p>This activity can take up to 25 minutes. After clean up has been completed, have students leave their art at their desk and to join you on the carpet in a circle.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>During this project youth will be working alone. Focus is on creativity.</p>
Earth Song	
Class will create a song about Earth	
<p>Instructions</p> <p>Have students decide on a style / genre of music. Will it be a melody like “Oldies” or percussions and guitar rifts like “Rock n Rock”? Encourage students to use cool and unique sounds to create the sounds of instruments and beats. Have students practice song to help memorize it. Let them know that they will be sharing their song in the art gallery.</p> <p>This activity can take up to 30 minutes. During this time runners will be collecting art pieces for the gallery.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>This is a cooperative activity that encourages youth to activate the creative side of the brain.</p>
Art Gallery	
<p>Instructions:</p> <p>Have students sit at their sign out table. Let students know that they will be allowed to walk around freely to view the pieces in the gallery. Be sure to refer back to the agreements and discuss that they may look but not touch.</p>	

Consult 4 Kids Lesson Plans

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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An oxygen-rich and protective atmosphere, moderate temperatures, abundant water, and a varied chemical composition allow earth to support life, the only planet to do so. The slightly oblate planet is composed of rock and metal, which are present in molten form beneath its surface. This photograph, taken by the Apollo 17 spacecraft in 1972, shows Arabia, the African continent, and Antarctica (most of the white area near the bottom).

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Encarta Encyclopedia, Stan Osolinski/Oxford Scientific Films



Encarta Encyclopedia, Allen Russell/ProFiles West

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Encarta Encyclopedia, Anthony Bannister/Oxford Scientific Films



Encarta Encyclopedia, Masao Hayashi-Dung/Photo Researchers, Inc.



Encarta Encyclopedia, John Bova/Photo Researchers, Inc.



Encarta Encyclopedia, Joel Bennett/ALLSTOCK, INC.

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	iFilm
Focus:	Take a look at film, team work, fun

Opening and Directions

Welcome students. Let them know that today they are going to use their minds to create their own movie. Students will be dismissed to do these activities in their after school classroom.

Preview of Activities

Students will build a town that runs off green energy. What key buildings do towns have? What do the people do there?

- **Movie Genres:** Review different styles and genres for movies.
- **Brainstorm:** Students will brainstorm using the Brainstorm Worksheet.
- **Movie Poster:** Let the building begin.
- **Share:** Swap movies with other students.

Activity Set Up

N/A

Activities

Movie Genres – Quick Glance

Instructions:

Read the resource List of Genres to students. Give them example of the different styles of movies. Ask students questions about movies they like that fit in those genres. What is their favorite genre? What is their favorite movie?

This section should take 10 – 15 minutes depending on discussion.

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

Review the different types of movies.

Brainstorming

Students can use the Movie Brainstorming Worksheet to help them create their movie.

What Goes into the Plot?

1. Exposition: is the information needed to understand a story.
2. Complication: is the catalyst that begins the major conflict.
3. Climax: is the turning point in the story that occurs when characters try to resolve the complication.
4. Resolution: is the set of events that bring the story to a close.

Who are the main characters?

1. Are they good people? Are they bad people? What actor would you choose to play the roles?

What must they accomplish?

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

Use the worksheet to help with the brainstorming.

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<p>2. Do they have to save someone? Do they have to get to a certain place by a certain time? Are they trying to win a competition?</p> <p>What are the series of obstacles they must face in order to succeed?</p> <p>3. What series of events will happen to make the journey a memorable one?</p> <p>How will the movie end?</p> <p>4. To be continued...</p> <p>Students will begin to brainstorm. If students need additional paper, please provide lined paper.</p> <p style="text-align: center;">This section should take 30 –4minutes depending on discussion.</p>	
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Movie Poster

<p>Instructions</p> <p>Students will create a movie poster for their movie. Each student will receive 1 piece of construction paper and crayons. It is important to discuss appropriate languages and images.</p> <p>This section should take 20 – 25 minutes depending on discussion.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Encourage youth to be creative.</p>
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Share Out

Have students swap movies a few times until it is time to head to sign out.

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.

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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

Some Popular Film Genres

With all genres, it is important to discuss boundaries for the movies they will be creating. What is age appropriate?

Adventure: A story about a protagonist who journeys to epic or distant places to accomplish something. It can have many other genre elements included within it, because it is a very open genre. The protagonist has a mission and faces obstacles to get to his destination.

Action: A story, similar to Adventure, but the protagonist usually takes a risky turn, which leads to desperate situations (including explosions, fight scenes, daring escapes, etc.). Action and Adventure are usually categorized together (sometimes even as "action-adventure") because they have much in common, and many stories fall under both genres simultaneously (for instance, the James Bond series can be classified as both).

Comedy: A story that tells about a series of funny or comical events, intended to make the audience laugh. It's a very open genre, and thus crosses over with many other genres on a frequent basis.

Documentary: A story that re-tells events rather than creates them. Usually, it is about true historic events.

Fantasy: A story about magic and supernatural forces, rather than technology, though it often is made to include elements of other genres, such as science fiction elements, for instance computers or DNA, if it happens to take place in a modern or future era.

Historical: A story about a real person or event. Often, they are written in a text book format, which may or may not focus on solely that person or event.

Horror: A story that is told to deliberately scare or frighten the audience, through suspense, violence or shock.

Mystery: Although normally associated with the crime genre, the term "mystery fiction" may in certain situations refer to a completely different genre, where the focus is on supernatural mystery (even if no crime is involved).

Romance: Traditionally, a story involving chivalry and adventure. In modern writing, a story about character's relationships or engagements (a story about character development and interpersonal relationships rather than adventures).

Science Fiction: Similar to fantasy, except stories in this genre use scientific understanding to explain the universe that it takes place in. It generally includes or is centered on the presumed effects or ramifications of computers or machines; travel through space, time or alternate universes; alien life-forms; genetic engineering; or other such things. The science or technology used may or may not be very thoroughly elaborated on; stories whose scientific elements are reasonably detailed, well-researched and considered to be relatively plausible given current knowledge and technology are often referred to as hard science fiction.

Thriller: A story that is usually a mix of fear and excitement. It has traits from the suspense genre and often from the action, adventure or mystery genres, but the level of terror makes it borderline horror fiction at times as well. It generally has a dark or serious theme, which also makes it similar to drama.

Resource can be found at [Wikipedia: List of Genres](https://en.wikipedia.org/wiki/List_of_genres)

Consult 4 Kids Lesson Plans

Movie Brainstorming

Title of Movie:

Genre:

Plot:

**Main
Characters:**

**What must they
accomplish?**

**What obstacles
will they face in
order to
succeed?**

**How will the
movie end?**

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Paint the Sidewalk
Focus:	Demonstrate positive character traits through creating murals with soft pastels

Materials:

QUANTITY OF MATERIALS DEPENDS ON THE NUMBER OF STUDENTS

There are two material options for this activity, chalk or soft pastels.

A box per group is a good minimum. A group can be anywhere from 5-7 students.

Baby wipes

Dish towels

Opening and Directions

Welcome students. Let them know that today they are going to use their minds as they become wizards and fairies. 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

Students will pick a cause or a positive character trait that they are passionate about and create a beautiful mural that will express how they feel. Groups can be 5 – 8 students. The supplies for this activity can be given to the school/district by applying to grants that are open to educational programs such as after school. A few examples of foundations that offer these grants are:

[JP Morgan Chase Education and Arts Grants](#)

[Do Something!](#)

*It's important to run this activity by the school principle.

Activity Set Up

Setting up enough area for each group is important. Depending on how large of an area you have to work with and how many students you, section off area for groups to work. It is important to give enough space in-between groups so they have enough room to move around. Music may be a good motivator while outside.

Activities

Brainstorming

Instructions:

Brainstorm with students about causes, movements or character traits that they support. Why do they support that idea? What are some things that they could do to help raise awareness? Are there other students who support the same cause but for a different reason?

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

Encourage youth to fully participate.

Consult 4 Kids Lesson Plans

This part of the activity can take 15 – 30 minutes long.	
Creation	
<p>Once the brainstorming has been completed, students can choose their group. They may want to partner up with students who support the same idea. They can brainstorm together and create their masterpieces.</p> <p>Staff should walk around and check in with group consistently.</p> <p>This activity can take up to 2 hours. Most programs will not have that much time. Encouraging students to work together will help the process. Inspiring students to use different techniques such as blending.</p>	
<p>Instructions</p> <p>Have one student from each group get the box of chalk or soft pastels. Groups will work together to come up with an idea for their painting/mural. Students will spend time completing their art.</p> <p>Each group can share out about their piece.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Encourage youth to fully participate.</p>

Closing
<p>Clean up</p> <ul style="list-style-type: none"> Invite the last group of students at an activity to help clean up and return the items for storage. Ask students what they will need to do to be sure to leave the area in better shape than when you got there. Thank students for their help when area is cleaned up.
<p>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions:</p> <ul style="list-style-type: none"> What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity? <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings in your work?</p>

Consult 4 Kids Lesson Plans

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

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

Opening and Directions

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

Preview of Activities

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

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

Activity Set Up

N/A

Activities

Brainstorming

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

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

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

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

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

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

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

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

Consult 4 Kids Lesson Plans

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

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

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

Closing

<p>Clean up</p> <ul style="list-style-type: none"> • Invite the last group of students at an activity to help clean up and return the items for storage. • Ask students what they will need to do to be sure to leave the area in better shape than when you got there. • Thank students for their help when area is cleaned up.
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<p>Four Step Debrief:</p> <p>This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions:</p> <ul style="list-style-type: none"> What were your key learnings when you participated in this activity? What skills did you need to utilize to participate in this activity? How did you feel when participating in this activity? <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings in your work?</p>

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Some Popular Film Genres

With all genres, it is important to discuss boundaries for the movies they will be creating. What is age appropriate?

Adventure: A story about a protagonist who journeys to epic or distant places to accomplish something. It can have many other genre elements included within it, because it is a very open genre. The protagonist has a mission and faces obstacles to get to his destination.

Action: A story, similar to Adventure, but the protagonist usually takes a risky turn, which leads to desperate situations (including explosions, fight scenes, daring escapes, etc.). Action and Adventure are usually categorized together (sometimes even as "action-adventure") because they have much in common, and many stories fall under both genres simultaneously (for instance, the James Bond series can be classified as both).

Comedy: A story that tells about a series of funny or comical events, intended to make the audience laugh. It's a very open genre, and thus crosses over with many other genres on a frequent basis.

Documentary: A story that re-tells events rather than creates them. Usually, it is about true historic events.

Fantasy: A story about magic and supernatural forces, rather than technology, though it often is made to include elements of other genres, such as science fiction elements, for instance computers or DNA, if it happens to take place in a modern or future era.

Historical: A story about a real person or event. Often, they are written in a text book format, which may or may not focus on solely that person or event.

Horror: A story that is told to deliberately scare or frighten the audience, through suspense, violence or shock.

Mystery: Although normally associated with the crime genre, the term "mystery fiction" may in certain situations refer to a completely different genre, where the focus is on supernatural mystery (even if no crime is involved).

Romance: Traditionally, a story involving chivalry and adventure. In modern writing, a story about character's relationships, or engagements (a story about character development and interpersonal relationships rather than adventures).

Science Fiction: Similar to fantasy, except stories in this genre use scientific understanding to explain the universe that it takes place in. It generally includes or is centered on the presumed effects or ramifications of computers or machines; travel through space, time or alternate universes; alien life-forms; genetic engineering; or other such things. The science or technology used may or may not be very thoroughly elaborated on; stories whose scientific elements are reasonably detailed, well-researched and considered to be relatively plausible given current knowledge and technology are often referred to as hard science fiction.

Thriller: A story that is usually a mix of fear and excitement. It has traits from the suspense genre and often from the action, adventure or mystery genres, but the level of terror makes it borderline horror fiction at times as well. It generally has a dark or serious theme, which also makes it similar to drama.

Resource can be found at [Wikipedia: List of Genres](#)

My Game Will Be Based On...

| Title of Movie: |

Genre:

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Plot:

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

What must the player accomplish?

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

How will the "game" end?

Consult 4 Kids Lesson Plans

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

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

Opening and Directions

Welcome students. Let them know that today they will chose different art stations. Each station has a different style of art. The amount of rotations will depend on the duration of the student choice Fun Friday. Suggested time per rotation, 20 minutes for activity. The recommended location of this Fun Friday is in a cafeteria or multipurpose room. Dismiss students to rotations after they have returned from the restroom and their class meetings. Tutors will need to facilitate each station. Once students are settled into their station, tutors will give directions for the activity they are facilitating. Use an attention getter to end and start each activity. Each rotation should be about 15 minutes long. Clean up and transition can be anywhere from 2 - 5 minutes.

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

Activity Set Up

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

Stations

Water Colors

<p>Material:</p> <p>Water Colors and Paint Brushes</p> <p>Plastic Cups and Water</p> <p>Construction Paper</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Each student will receive a piece of construction paper. 2. Student will close their eyes. Have them think about a beautiful place they have 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Encourage young people to explore this medium. The older they are the more challenging it is for them to explore the arts.</p>
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<p>been that way outside. What did it look like? Was it colorful? Was it mainly one color? How did this place make you feel?</p> <p>3. Students will paint the scenery. Demonstrate a few different brush strokes when painting with water colors. See the different types of brush strokes below.</p> <ul style="list-style-type: none"> ○ Pressure: Brush strokes can be thin and light all the way to thick and heavy depending on how firm or light the hand is when the stroke is made. ○ Amount of Water on the Brush: Depending on how little or how much water is on the brush can change the brightness of the color. ○ Wet Paper: Wetting the paper first before applying the water color paint allows for a different affect. ○ Length of Stroke: The length of the stroke depends on the motion of the arms and wrist. For smaller and curved strokes, use a slight flick of the wrist. ○ Color Blending: Use more than one color to paint an object. Darker colors over lighter colors work well. You can also blend colors by applying two colors as the same time. <p>4. If time permits, let students share out their paintings.</p>	
Molded Animal Friends	
<p>Material: Play dough Butcher Paper (On table)</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Each student will receive a container of play dough. 2. Students will mold the play dough into an animal that they like. 3. To practice different ways of molding the play dough, have students make the various shapes: <ul style="list-style-type: none"> ○ Ball ○ Raindrop ○ Cube ○ Cylinder 4. If time permits, let students share out their molded animals. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Sculpture is one of the fine arts that we don't explore. It is good for eye-hand coordination as well as creating something 3-dimensional.</p>
Sketching Objects	
<p>Material: Construction Paper Pencils</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Each student will receive a piece of construction paper. 2. Students can find one object to sketch. The object can be in the room, in their backpack or something that they remember very well. 3. Students will sketch their object. Demonstrate a few different sketching techniques to get them started. <ul style="list-style-type: none"> ○ Lightly sketch the item first. It is easier to erase light pencils marks. Once you have out lined your shape, draw light connecting lines to have object take shape. ○ When initially drawing the object, just basic shapes to outline where each part of the object will be drawn. ○ Add shading to the picture. Depending on where the light hits the object will 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Learning how to quickly sketch and capture details and really consider the details that you observe is an activity that will help you become more observant.</p>

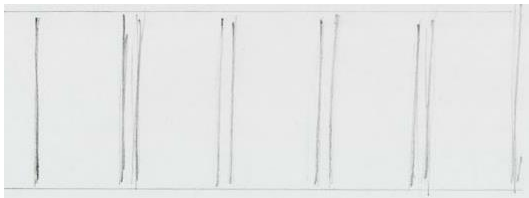

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<p>determine where you will shade. If the light is hitting the object from the left side, the right side will have a shadow.</p> <ul style="list-style-type: none"> ○ Shading can also be done to show where the object is darker. <p>For more information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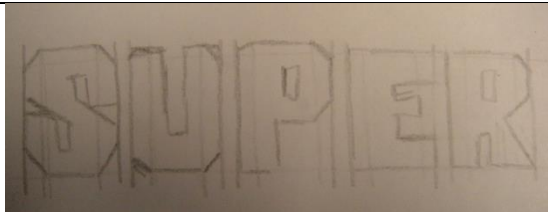
Button Art

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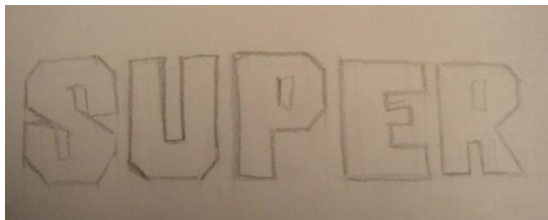
Your Name in 3-D

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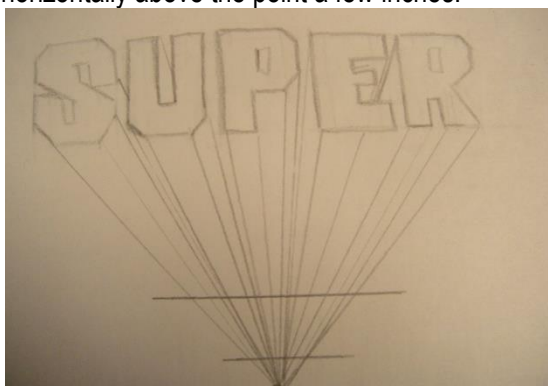
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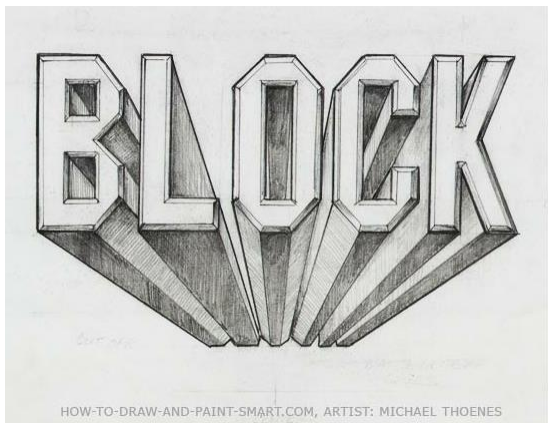
5. Have students erase the light sketch marks and bold their letters.



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



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



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

Sculpting

Students will

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

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

Consult 4 Kids Lesson Plans

Directions:

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

Closing

Clean up

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

Four Step Debrief:

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

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

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

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

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

How did you feel when participating in this activity?

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

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Railroad Board per Group/Class

Coloring Supplies (Crayons, Markers, Pencils)

White Board or Large Post-Its and Expo Marker

Opening and Directions

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

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

Preview of Activities and Set Up

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

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

Background Story

Instructions:

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

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

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

Activities

Activity One – K Chart

Instructions: Ask the students the following questions:

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

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

Coal: Coal is burned to produce electricity and manufacturing.

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

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

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

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

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

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

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

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

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

Activity – Think Tank

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

Instructions:

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

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

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

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

Consult 4 Kids Lesson Plans

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

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

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

Clean up

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

Consult 4 Kids Lesson Plans

Debrief

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

Four Step Debrief:

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.

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Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

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

Activities

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

Native American Museum: American Indians

Activity Set Up / Materials

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

The Ball and Racket Game

Instructions:

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

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

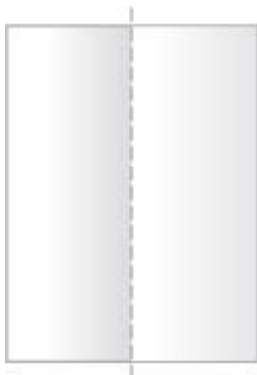
This is a modification of an Indian game that is played with a racket.

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

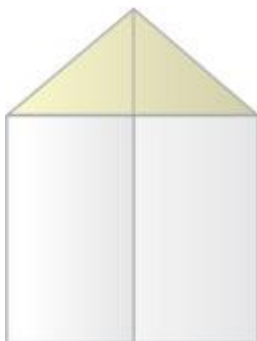
Consult 4 Kids Lesson Plans

- **DIG. 1**



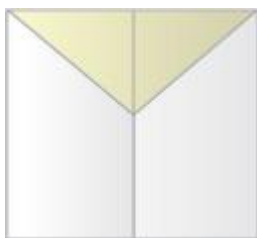
First fold the sheet in half along the line shown in [DIG. 1](#) and then open it out again.

- **DIG. 2**



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

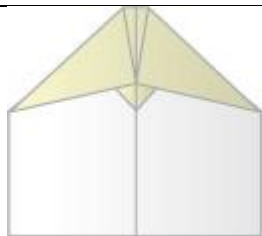
- **DIG. 3**



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

Consult 4 Kids Lesson Plans

- **DIG. 4**



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

- **DIG. 5**



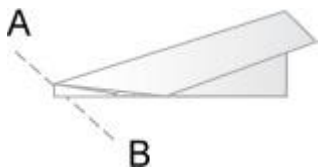
Now fold the small triangle up over the two flaps to give [DIG. 5](#)

- **DIG. 6**



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

- **DIG. 7**



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

- **DIG. 8**



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

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

American History Museum

Activity Set Up / Materials

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

Cooperative Quilt Instructions

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

*Activity → Teachable Moment(s) throughout

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

National Postal Museum: History of the Post Office

Activity Set Up / Materials

3" squares of white construction paper, colored pencils

Make Your Own Stamp Instructions

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



*Activity → Teachable Moment(s) throughout

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

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

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

Great American Cuisine

Activity Set Up / Materials

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

Cinnamon-Sugar Popcorn Instructions

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

Divide students into groups of 3

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

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

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

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

Eat and Enjoy!

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

This is a great snack for students.

Closing

Clean up

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

Debrief

Now that students are all back together. It is time for the most important part of the day. A very good debrief to do for a large activity like this is D.I.G.A.

- Describe: Have students share out about what they did during today's activities.
- Interpret: Ask if they have had any key learning while playing outside. Ask what skills they learned or had to use in order to participate in the games and activities they are playing. How did they feel when participating in the games and activities?
- Generalize: How can you use the skills or your key learning tomorrow at your program?
- Apply: How can you use the skills or your key learning in your future?

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening and Directions

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

Activity Set Up

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

Activities

Introduction Story

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

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

Reaction Discussion

Instructions:

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

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

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

Consult 4 Kids Lesson Plans

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

Where should we go?

Periods of Time

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

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

Group Activities

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

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

Time Machine Controls

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

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

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

Scenery

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

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

Journey Presentation

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

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

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

Rehearsal

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

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

Live Presentation

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

Debrief as a group.

Closing

Clean up

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

Four Step Debrief:

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

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

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

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

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

How did you feel when participating in this activity?

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

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

Periods in Time

Jurassic Period

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

Renaissance

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

America - Cowboys and Native Americans

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

Ancient Greece

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

Ancient Egypt

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

Consult 4 Kids Lesson Plans

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

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

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

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

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

Green Learning

Activity Set Up / Materials
Internet

<p>List of Free Resources:</p> <p>Edutopia - Go Green Database for Resources</p> <p>Curriculum, field trips, green design projects, information/statics, lesson plans, online tools, service learning projects, and resource list.</p> <p>Story Time - 4 stories created by UNEP [1st - 5th grade]</p> <p>The books included in this list are no longer available on http://hqweb.unep.org/.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Check out the Edutopia resource and the other websites listed here. You can find them invaluable.</p>
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Consult 4 Kids Lesson Plans

<p>Books can be downloaded from the Consult 4 Kids website under the Resources page located in the quicklinks.</p> <ul style="list-style-type: none"> - Tina and the Green City - Tessa and the Fishy Mystery - Tore and the Town on Thin Ice - The Adventures of Garbage Gremlin <p>Planet Protectors - EPA Website [1st - 5th]</p> <p>Students learn how to create less trash and waste in the first place. Stories, activity booklets, and coloring book.</p> <p>California Water Conservation Information - CalWater Website [K-6]</p> <p>Water conservation kits, facts and tips, resources, educational materials and local water conservation ordinances.</p> <p>* All areas and states should have a website that has resources provided by their state water company(ies).</p> <p>Mini Course in Greening Your School - Marin Academy Website [K-6]</p> <p>List of ways you can green your school. A video is included.</p> <p>Project Wet - Worldwide Water Education [K-12]</p> <p>Curriculum and Activity Guide for Kindergarten to seniors in high school.</p>	
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Go Green Puppet Show Creation

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

<p>Clean up</p> <ul style="list-style-type: none"> • Invite the last group of students at an activity to help clean up and return the items for storage. • Ask students what they will need to do to be sure to leave the area in better shape than when you got there. • Thank students for their help when area is cleaned up.
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Consult 4 Kids Lesson Plans

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?

Consult 4 Kids Lesson Plans

Tina and the Green City

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

Tessa and the Fishy Mystery

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

Tore and the Town on Thin Ice

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

Week Four: The Adventure of the Garbage Gremlin

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

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

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

Activities

Fun Friday Information

Introduction - Getting to know your group - 30 minutes

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

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

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

Invisible Box - Pantomime - 45 minutes

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

Introduction - Alphabet Review (K-2)

Activity Set Up / Materials

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

Instructions:

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

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

Modification of lesson:
 This activity can be modified for

Consult 4 Kids Lesson Plans

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

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

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

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

Lizard Tail (K-6)

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

Closing

<p>Clean up</p> <ul style="list-style-type: none"> • Invite the last group of students at an activity to help clean up and return the items for storage. • Ask students what they will need to do to be sure to leave the area in better shape than when you got there. • Thank students for their help when area is cleaned up.
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Debrief

Now that students are all back together it is time for the most important part of the day. A very good debrief to do for a large activity like this is D.I.G.A.

- Describe: Have students share out about what they did during today's activities.
- Interpret: Ask if they have had any key learning while playing outside. Ask what skills they learned or had to use in order to participate in the games and activities they are playing. How did they feel when participating in the games and activities?
- Generalize: How can you use the skills or your key learning tomorrow at your program?
- Apply: How can you use the skills or your key learning in your future?

Consult 4 Kids Lesson Plans

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

Materials:	1 Passport Booklet per student	See materials and supplies list in Country 411 Packet
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Opening
<p>During snack or when the entire program is together in one facility, welcome students to the afterschool program. Give the following information about what they will be doing on this special Fun Friday.</p> <p><u>The Story:</u> 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.</p>

Activities	
<u>Fun Friday Information</u>	
<u>Suggested Time Frames</u>	
Fun Friday Overview - 10 minutes	
Let's Get Ready - 15 minutes	
Rotation # 1 - 35 minutes	
Clean Up / Transition - 7 minutes	
Rotation # 2 - 35 minutes	
Debrief / Share Out- 20 minutes	
Clean Up - 10 minutes	
Let's Get Ready	
<p>Instructions:</p> <ol style="list-style-type: none"> Before dismissing students to select a station, ask them a few questions to get them present for the Fun Friday activity. Have students think about the countries that they can travel to. <ul style="list-style-type: none"> – What items will they need to pack in order to be prepared for the trip? – What type of clothing should they pack? – What items can they purchase there? Have students think about the flight they will be taking. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>This activity can be done as a class or as a collective group.</p>

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

Closing
Clean up <ul style="list-style-type: none"> • Invite the last group of students at an activity to help clean up and return the items for storage • Ask students what they will need to do to be sure to leave the area in better shape than when you got there • Thank students for their help when area is cleaned up
Debrief <p>Now that students are all back together. It is time for the most important part of the day. A very good debrief to do for a large activity like this is D.I.G.A.</p> <ul style="list-style-type: none"> ▪ Describe: Have students share out about what they did during today's activities. ▪ Interpret: Ask if they have had any key learning while playing outside. Ask what skills they learned or had to use in order to participate in the games and activities they are playing. How did they feel when participating in the games and activities? ▪ Generalize: How can you use the skills or your key learning tomorrow at your program? ▪ Apply: How can you use the skills or your key learning in your future?

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Country 411 Packet - Canada

Students will need passport packet, pencils and crayons.

Activity #1 French and Canadian English Phrases

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

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

Activity #2 Cuisine - Recipe card

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

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

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

Activity #3 Canadian Flag

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

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

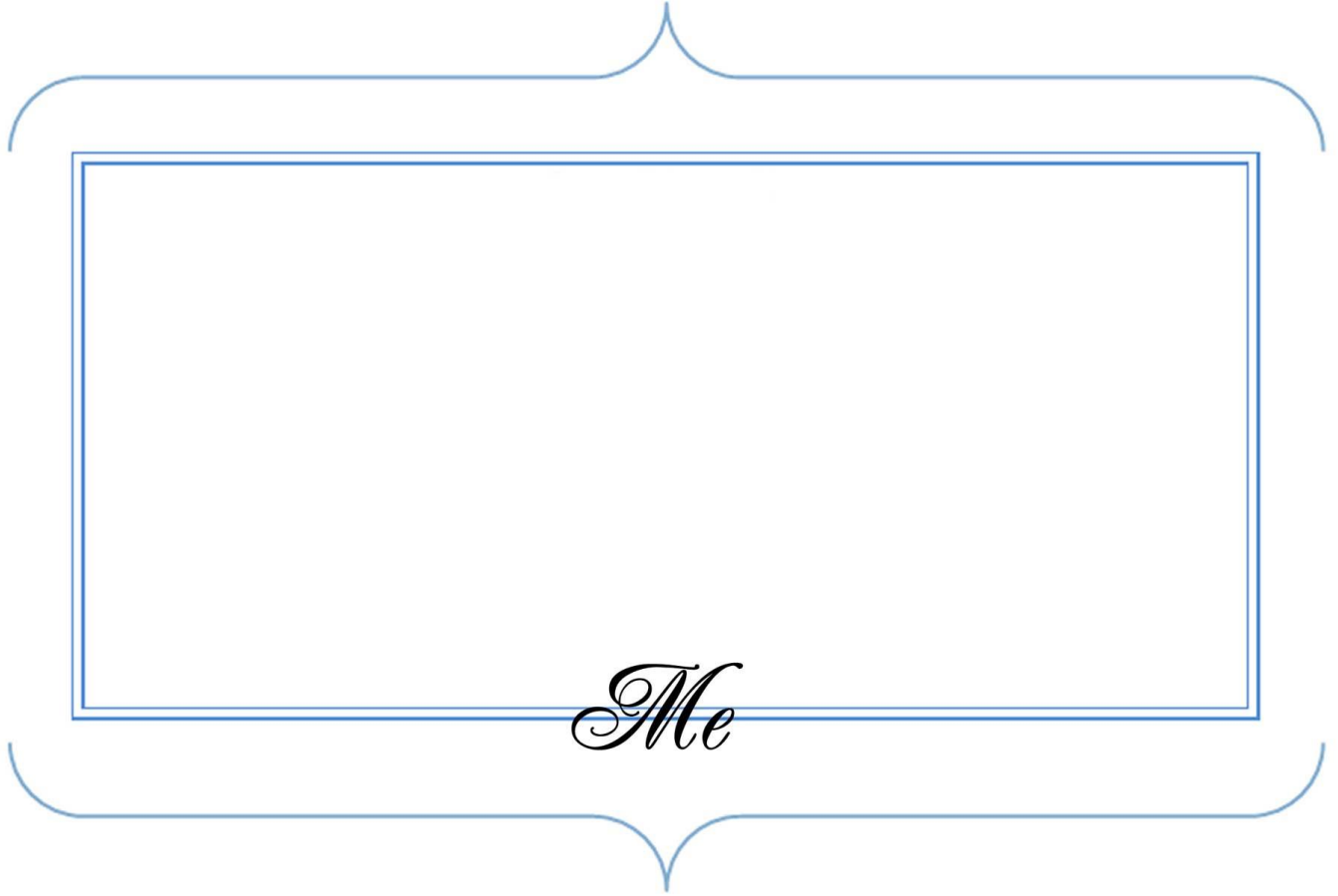
There is no real defined fashion in Canada. Canada does not have a national or traditional dress. Since it is cold in the winter time, parkas, leggings, long john (thermal wear), scarves, mitten, etc. are worn. You know, all these items are used to keep you warm. It gets below freezing in the winter.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

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

Activity #5 Art

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

My Passport



Traveler:

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Country:

Phrases:

Your Experience:



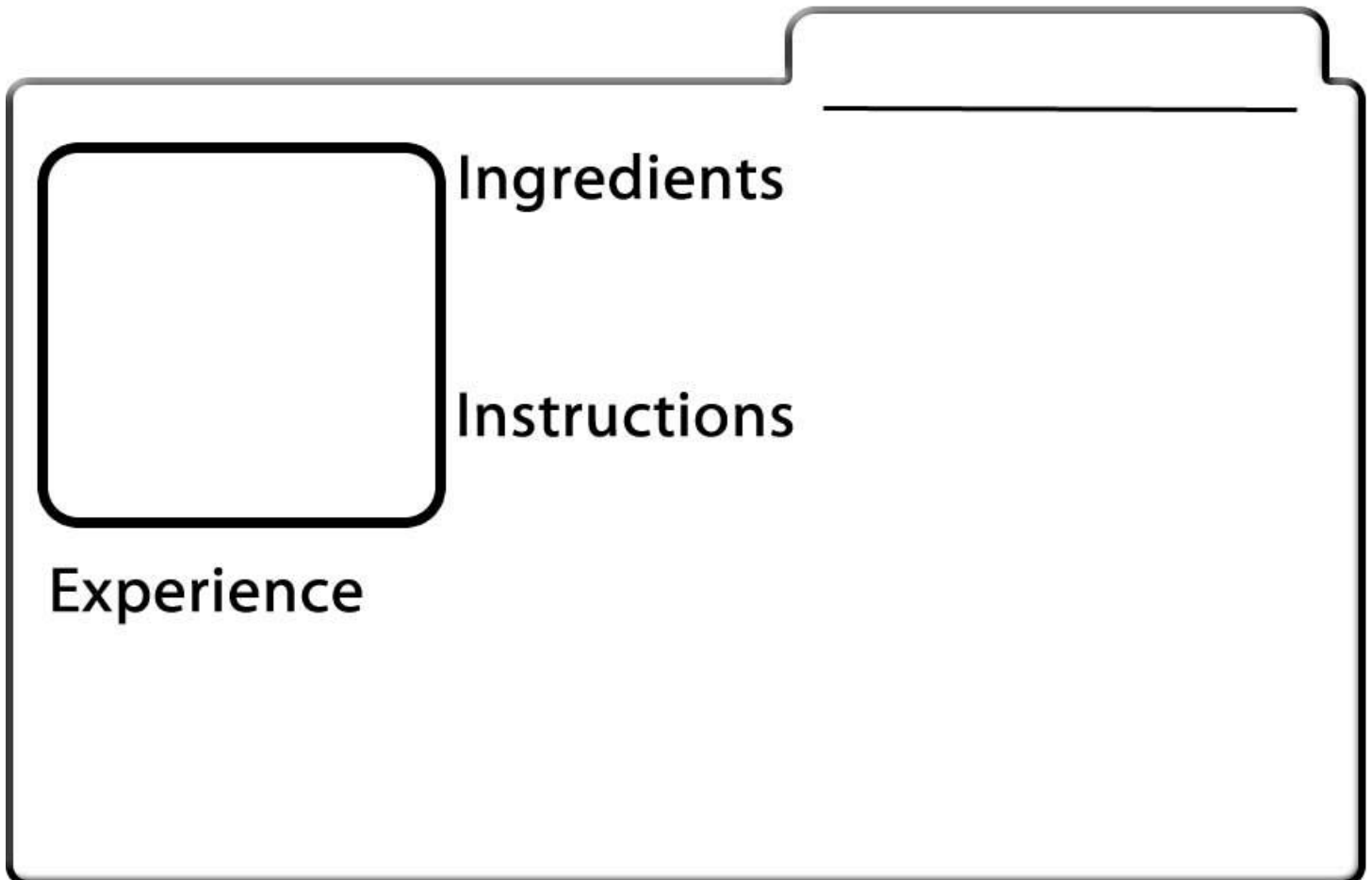
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Country:

Phrases:

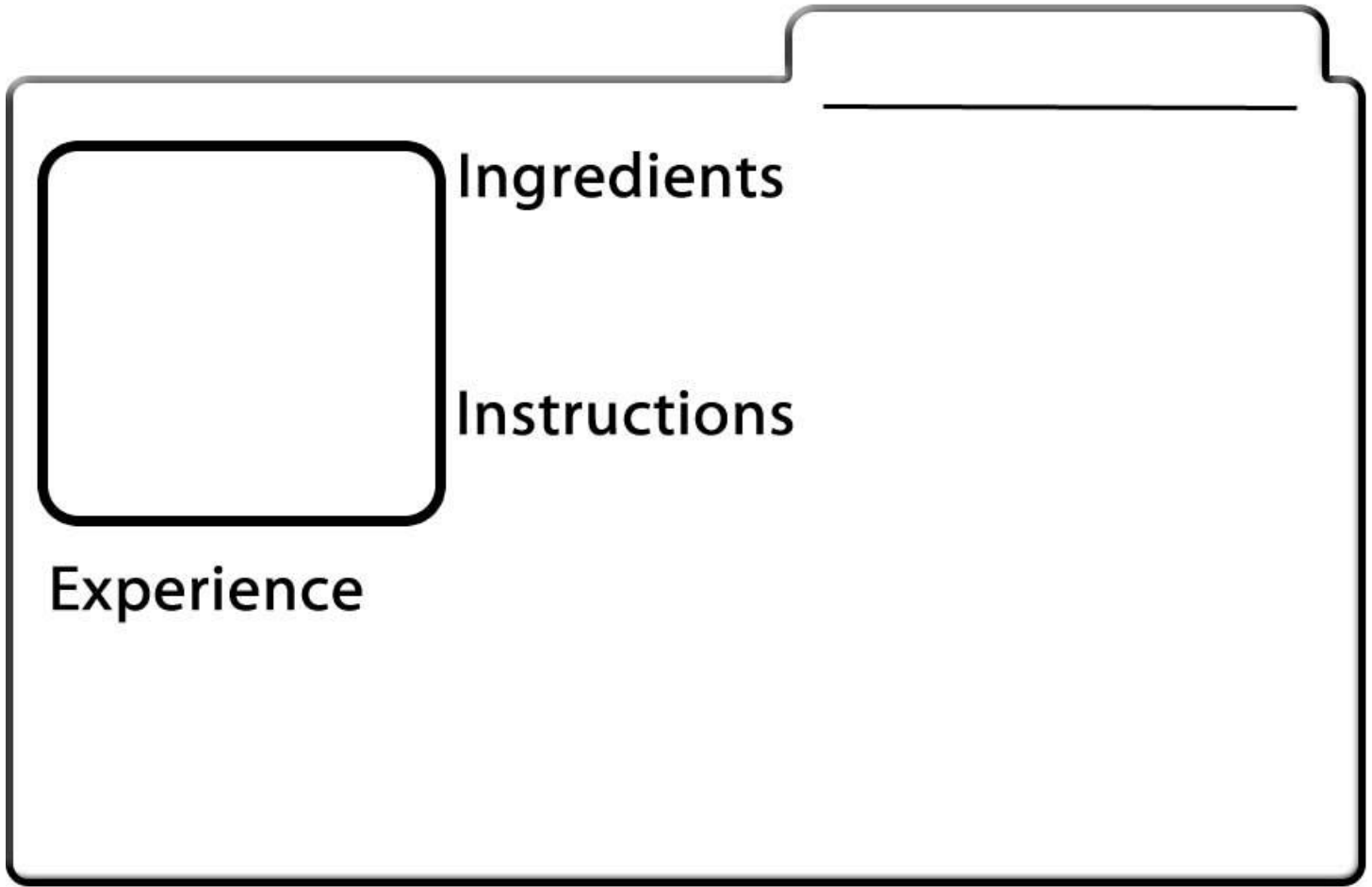
Your Experience:



Ingredients

Instructions

Experience

A large rectangular box with a black border, designed as a lesson plan template. It features a tab on the top right and a rounded rectangular box on the left side. The text 'Ingredients', 'Instructions', and 'Experience' is positioned to the right of the rounded box. A horizontal line is drawn across the top of the main box, just below the tab.

Ingredients

Instructions

Experience

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My Style

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My Style

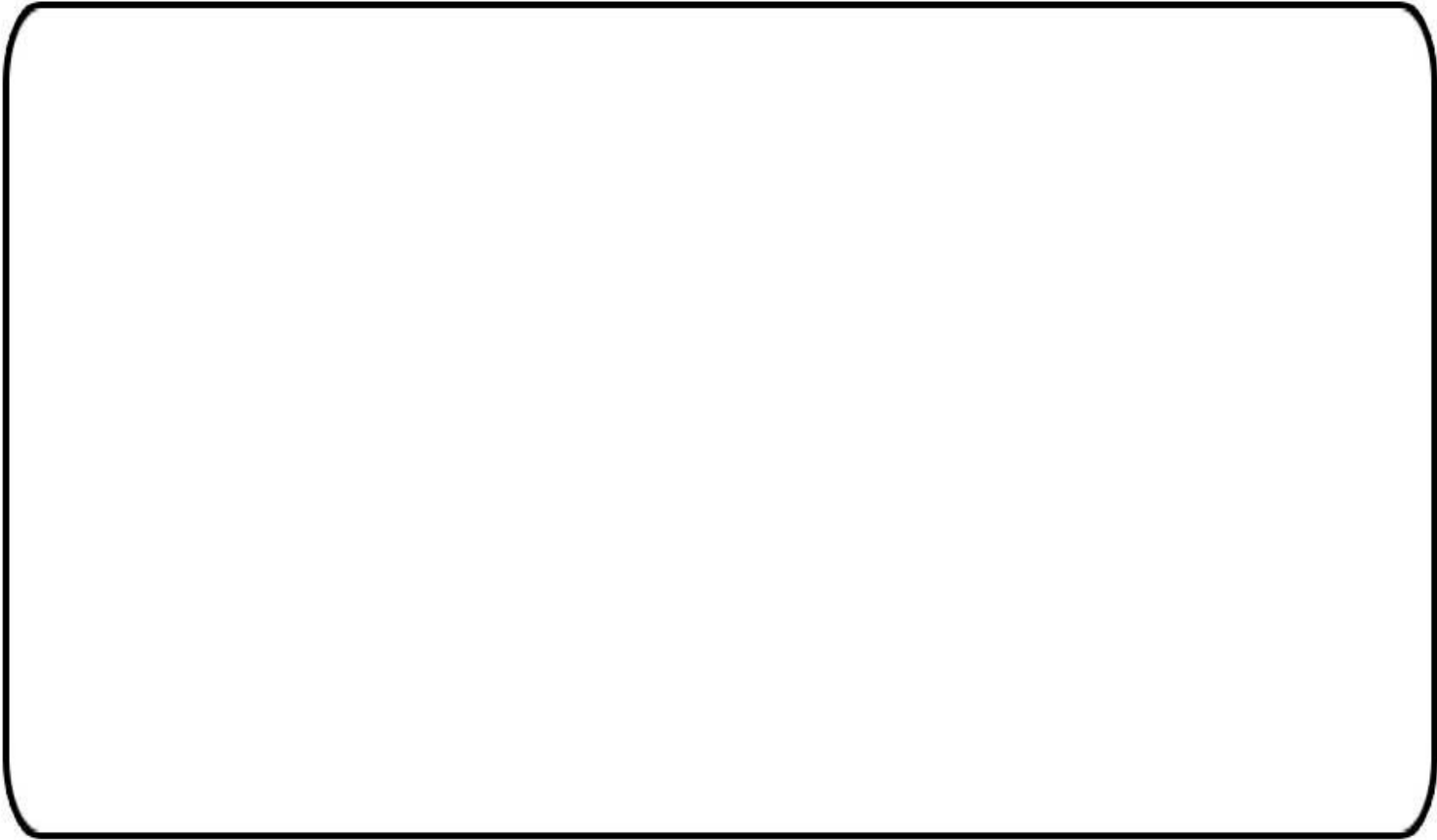
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Art:

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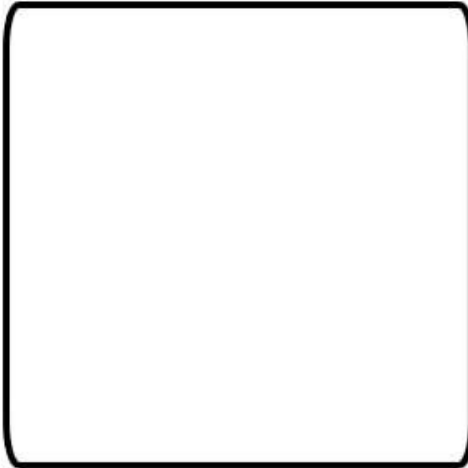
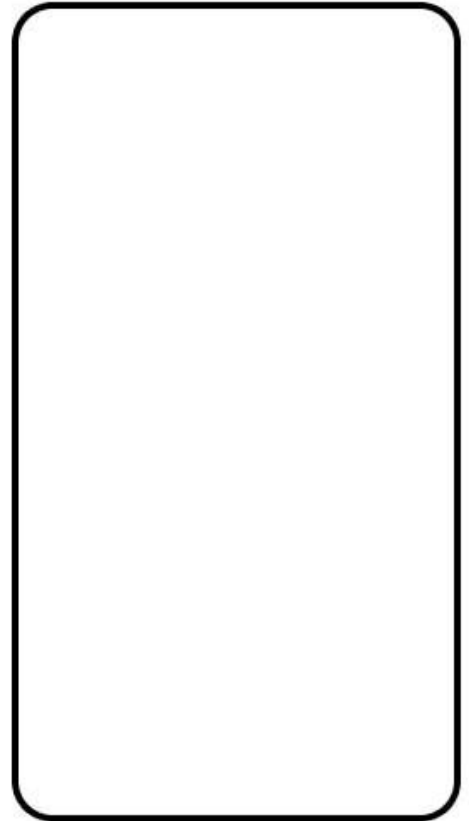
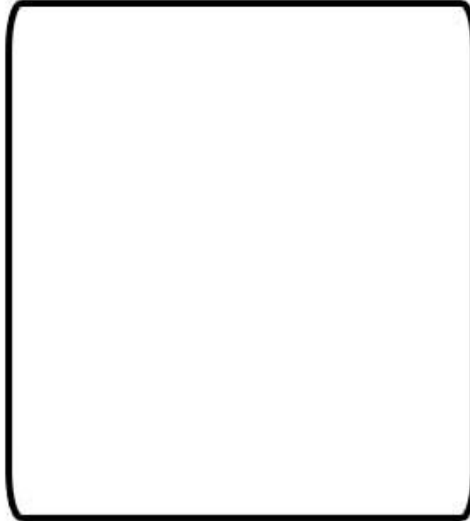
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Art:



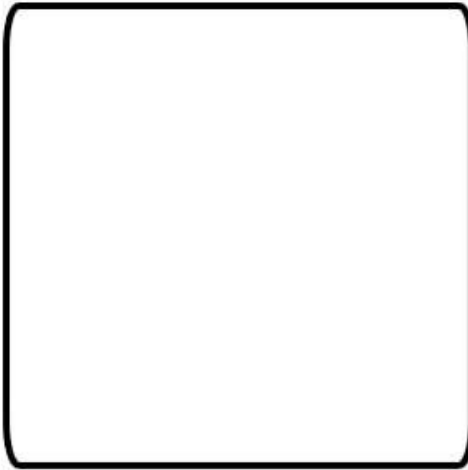
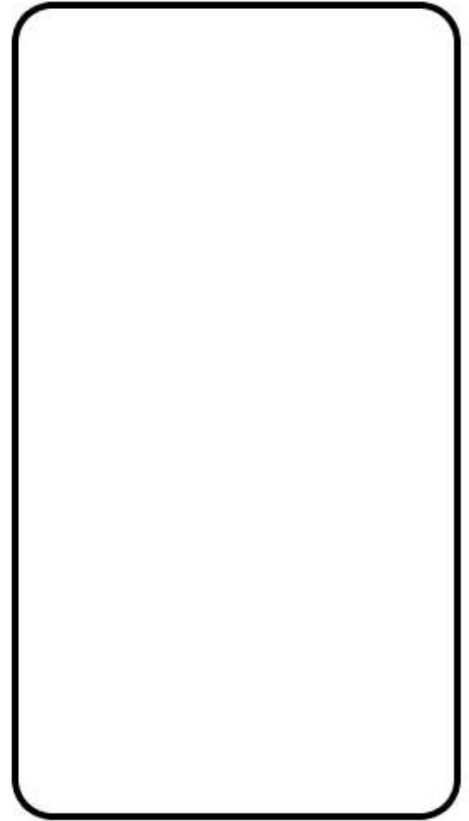
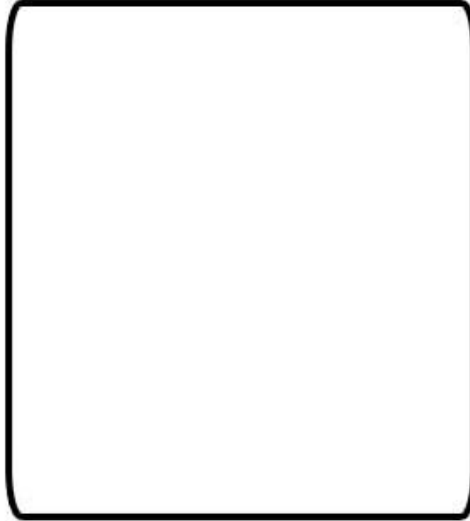
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Pop Culture:



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Pop Culture:



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Component	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Food Challenge
Focus:	Let's play with food.

Materials:

See below in activities

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.

Today's awesome Fun Friday is all about food—and all of the things you might want to do with food other than simply eat it. Raise your hand if you like food? Keep your hand raised if you like fruits, keep them raised if you like meat, keep them raised if you like vegetables! Today you will compete for points as well as eat some dirt! Who's ready?!

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 five different activities. If you need to duplicate activities because you have more than 5 teams, that is okay. Come up with your own point system. Tally the points at the end to find out who the winner is.

Activities

Spaghetti-Marshmallow Tower – (Points)

Activity Set Up / Materials

Divide the team into groups of 4-5 students (some students from each grade level in each group)

Materials:

20 pieces of spaghetti for each group	1 large marshmallow for each group
1 yard of string for each group	1 yard of masking tape for each group

Challenge:

Using only the materials listed above build the tallest, free-standing tower that you can build.

The marshmallow must remain whole and must be on the top of the structure
Other than the marshmallow, you may use as much or as little of the other materials as you would like.

When time is called (you will have 15-20 minutes) all group members must back away from the structure and the leader will measure the height of each of the structures. Record the height of the tallest structure for the team (this will be compared to the other teams).

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

Encourage youth to participate fully in the Fun Friday challenge.

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Egg and Spoon Race – (Points)	
<p>Activity Set Up</p> <p>Divide the team into 2 groups—equal size with students from all grade levels balanced in the 2 groups.</p> <p>Materials</p> <p>Plastic spoon for each group member Hard Boiled or plastic egg for each group</p>	
<p>Challenge:</p> <p>Using cones designate a start and a finish line. Have all group members line up behind the start line.</p> <p>One at a time, the group member will hold the spoon in his/her hand, place the egg in the spoon, and move as quickly as possible to the finish line and back, passing the egg to his/her group member. Next group member does the same thing, down to touch the finish line and then back to pass the egg to his/her next group member.</p> <p>When everyone in the group is finished taking the egg to the finish line and back, the entire group links arms and hurries to the finish line to win the race.</p> <p>Note: If the egg drops, player must pick up the egg, count to 10, and then continue with the relay.</p> <p>Leader keeps the time it takes for both groups to finish, adds the two times together, and this becomes the time for the team. Points are awarded when you compare all of the teams' times. Go in reverse order, the shortest time wins 10 points, and then move down 1-2 points for each place.</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>Encourage youth to participate fully in the Fun Friday challenge.</p>
Worm Dirt Cake – (No Points)	
<p>Activity Set Up</p> <p>Divide team into partners (probably older and younger will make the project work best)</p> <p>Materials</p> <p>Cup of chocolate pudding for each student 3 Gummy Worms for each student 1 Oreo for each student Clear 8 ounce plastic cup Plastic spoon Plastic baggie</p>	
<p>Directions:</p> <ol style="list-style-type: none"> 1. Place the Oreo into the baggie and crush (pound with your hand or squish in between your hands). 2. Place the Gummy Worms in the bottom of the clear plastic cup. 3. Cover the Gummy Worms with chocolate pudding (use spoon to scoop it out). 4. Sprinkle the crushed Oreo on top. <p>Teach students the song below. If you don't know the tune, this can be done as a rap, as long as students provide the beat.</p> <p>Nobody Likes Me (Guess I'll Go Eat Worms) Lyrics</p> <p style="padding-left: 40px;">Nobody likes me, everybody hates me,</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>Students should enjoy this activity. Be sure they wash hands.</p>

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I think I'll go eat worms!
 Big fat juicy ones,
 Eensie weensy squeensy ones,
 See how they wiggle and squirm!

Down goes the first one, down goes the second one,
 Oh how they wiggle and squirm!
 Up comes the first one, up comes the second one,
 Oh how they wiggle and squirm!

I bite off the heads, and suck out the juice,
 And throw the skins away!
 Nobody knows how fat I grow,
 On worms three times a day!

Nobody likes me, everybody hates me,
 I think I'll go eat worms!
 Big fat juicy ones,
 Eensie weensy squeensy ones,
 See how they wiggle and squirm!

When song is over, have students eat the Worm Dirt Cake.

Fruit and Vegetable Prints – (No Points)

Activity Set Up

Table cloth or butcher paper to cover the tables

Clean the fruits and vegetables. Wash and towel dry.

Prepare the fruits and vegetables by cutting or trimming them. Here are some suggestions:

Apples and pears- cut lengthwise in half; **Bananas**- cut in half; **Oranges and lemons**- cut crosswise in half;
Corn- cut in half and insert a stick to make a handle; **Bell peppers**- slice crosswise in half, remove the seeds; **Broccoli and cauliflower** - separate into individual florets; **Mushrooms**- slice button or any round mushrooms lengthwise in half;
Potatoes and carrots- slice into quarters, wedges or cut into specific shapes such as a flower or star; **Chinese cabbage**- trim off the base, we are going to use this part for painting.

Materials

Staff

Fruits (apples, pears, oranges, bananas, lemons)
 Vegetables (broccoli, cauliflower, bell peppers, potatoes, carrots, corn, mushrooms, Chinese cabbage)
 Knife
 Chopping board

Students

Poster paint
 Plastic plates or trays and cups of water
 Construction paper

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<p>Instructions</p> <p>Use fruits and vegetables to create exciting prints on paper or fabric. Make fun random prints or combine them to create interesting images.</p> <ol style="list-style-type: none"> 1. Pass out construction paper, one to each student. 2. Pour paint into small plates, doing multiple plates for each color so that students can share the paints. 3. Pass out cut foods to the students. Let them choose a few designs. 4. Have students create a picture by pressing the food into the paint, making sure that they bottom of the food is evenly covered, and pressing it onto the construction paper. 5. Promote using different colors and different fruits and vegetables. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Use student leaders to distribute supplies.</p> <p>Modification of Lesson: Reuse the same food for each rotation by dipping the food in water and placing it on a paper towel.</p>
<p>Eat a Donut Relay – (Points)</p>	
<p>Activity Set Up</p> <p>Divide team into 3 groups</p> <p>Materials</p> <p>1 small donut per student</p>	
<p>Instructions</p> <p>Members of the group line up, approximately 2 feet apart. Each group member has his/her donut on the string.</p> <p>When leader says go, the end person moves to the front, holds the end of the string, dangling the donut in space.</p> <p>Player number 1 has to eat his/her donut off of the string.</p> <p>When he/she is finished, then he/she holds the string of the next person's donut in the same way, allowing the person to eat the donut off of the string. Play continues until all youth have eaten the donut off of the string.</p> <p>Note: If the donut falls to the ground uneaten, the team does not get a point for that donut. If the donut is ½ eaten or more, the group gets a point for that donut. The total number of points (adding all of the groups together) is the team's total number of points.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>You can use bagels, pretzels, or other food if you want.</p>

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Closing

Clean up

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

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?

Consult 4 Kids Lesson Plans



Component	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Healthy Routine
Focus:	Students will learn how to live a healthy lifestyle that includes healthy choices and promotes wellness.

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

Opening

Welcome students to today's Fun Friday. Let them know that this Fun Friday we will explore what it means to be well and truly healthy.

Activities

Healthy Routine

Healthy Brainstorm - 15 minutes
 Healthy Choices - 25 minutes
 Pre-Work Out Stretching - 10 minutes
 Let's Do Some Work - 25 minutes
 Cool Down - 10 minutes
 Yoga / Relaxation - 20 minutes
 Positive Self Image - 30 minutes
 Healthy Snacks - 15 minutes

Healthy Brainstorm

Activity Set Up / Materials
 White board and dry erase marker

- Instructions:**
1. Have students meet in a circle, sitting "criss-cross, apple sauce" on the floor.
 2. Ask students what they think it means to be healthy. Write their answers on the board.
 3. Here are some examples of what is considered healthy: positive attitude, low fat and salt consumption, watching the how many calories you eat, making positive food choices, relaxing, exercising regularly, stretching to promote flexibility, going to the doctor's for a regular check up, and drinking at least 8 glasses of water a day.

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

Take all answers and write them on the board. Remember that all responses are important.

Healthy Choices

Consult 4 Kids Lesson Plans

<p>Activity Set Up / Materials Depends on the activity chosen.</p>	
<p>Instructions</p> <ol style="list-style-type: none"> 1. There are many activities that can be done to work with students on what it means to make a healthy choice. Below are a few ideas for activities that can be done with youth to promote healthy choices. 2. Matching Game: Print out pictures of healthy foods and pictures of unhealthy foods, two pictures per item. Cut them out and glue them on index cards. Choose at least 15 foods per category, 30 total. That means you will have 60 cards. Have students find the pairs. If they find a pair, they must decide if it's a healthy choice or an unhealthy choice. 3. T Chart: Print out pictures of healthy foods and pictures of unhealthy foods. Create a T chart on the board. Show each picture and have students discuss why it is a healthy choice or an unhealthy choice. Place the picture of the food on the correct side of the T chart. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Making healthy choices is a learned activity This will reinforce the skills.</p>
<p>Pre-Workout Stretches</p>	
<p>Activity Set Up / Materials This activity needs to be done in a place where students can spread out.</p>	
<p>Instructions</p> <p>Begin by having students stand arm length away from each other. This will promote safety. Demonstrate each of the following stretches for the students and have them do each one for 15 second.</p> <ul style="list-style-type: none"> • Right Arm Circles • Left Arm Circles • Knee Circles (Have students place their hands on their knees with feet together while circling their knees) • Jumping Jacks • Jump Rope • Knee Highs • Neck Rotations (Left, Center, Right) • Across the Body Arm Stretch (Right) • Across the Body Arm Stretch (Left) <p>It is important to stretch before being physically active. Nice dynamic stretching can lower the risk of injury. Warming up the body allows for the body to be more flexible and sustainable to active movement. This will need to be conveyed to the students.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Modification of Lesson: Have butcher paper already posted where you would like the group to work.</p>
<p>Let's Do Some Work</p>	
<p>Activity Set Up / Materials This activity needs to be done in a place where students can spread out. A TV or projector with screen may also be required.</p>	
<p>Instructions</p>	<p>*Activity → Teachable</p>

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 1. Since there are so many exercise routines that are out there for youth and adults, it is better to let the professionals lead this activity. Choose something upbeat and modern. 2. Using a TV or projector, play an exercise DVD. Many exercises can also be found online for free. 3. Have water accessible during this workout period. Students should workout for at least 25 minutes. 4. Most exercises have a cool down period. If not, move on to the Cool Down section. 	<p style="text-align: center;">Moment(s) <i>throughout</i></p> <p>Encourage youth to talk about how they might do this workout at home.</p>
<p>Cool Down</p>	
<p>Activity Set Up / Materials</p> <p>N/A</p>	
<p>Instructions</p> <ol style="list-style-type: none"> 1. Ask two volunteers to become leaders. (One will be at the front of the line and the other at the end.) 2. Students form a line between the leaders, facing toward one and following that leader. 3. The leader moves around and does cool down stretches: <ul style="list-style-type: none"> • Sit on your bottom with your legs spread open. Inhale and extend arms up. Exhale and reach over to your right side. Repeat for left side and for the middle. It's important not to let your legs bounce. We don't want to hurt ourselves. • While still sitting on your bottom with legs out in front of you, clasp your hands behind your lower back and stretch. Lift your chest towards the sky. • Stand up. Take a big inhale in, circling your arms up towards the sky. Exhale and circle your arms back down to your side. • Take your right arm and reach behind you. Lift your left foot to mean your right hand. Hold at the ankle and feel the thigh stretching. Repeat for other side. • Repeat this 3 times: Take a big inhale in, circling your arms up towards the sky. Exhale and circle your arms back down to your side. 4. Repeat several times, reversing the leader to make the activity more lively. 	<p style="text-align: center;">*Activity → Teachable Moment(s) <i>throughout</i></p> <p>Remind students that just like it is important to warm up prior to working out it is equally important to cool down when the activity is over.</p>
<p>Yoga / Relaxation</p>	
<p>Activity Set Up / Materials</p> <p>This activity needs to be done in a place where students can spread out. A TV or projector with screen may also be required.</p>	
<p>Instructions</p> <ol style="list-style-type: none"> 1. Just like before with the Workout session, do the yoga relaxation section in the same manner. 	<p style="text-align: center;">*Activity → Teachable Moment(s) <i>throughout</i></p>

Consult 4 Kids Lesson Plans

<p>2. Soothing music can also be found. A great artist for soothing music is All India Radio. A majority of their music is youth appropriate. Many of their songs are instrumental.</p>	
Positive Self Image	
Activity Set Up / Materials	
Construction Paper (per student)	Glue, Scissors
Old Magazines (fitness / healthy / life style)	Coloring Utensils (Crayons, Pencils, Markers)
<ol style="list-style-type: none"> 1. Have students think about all the healthy things they did today. 2. Students will create a portrait of themselves on the construction paper. They will fill the void area of the portrait with magazine clippings of what they think it means to them to be healthy. 3. Let students work on this activity for a while. Let them do a lot of reflecting. 4. Give students 5 minutes at the end of the activity to share out their portraits. 	<p>*Activity → Teachable Moment(s) throughout</p>
Healthy Snacks	
Activity Set Up / Materials	
A variety of fruits, vegetables, nuts and spreads (almond butter, peanut butter) Plates, Napkins and Plastic Utensils. * A buffet style set up will work well.	
<ol style="list-style-type: none"> 1. Students will create their own healthy snacks. 2. Let 5 - 6 students go to the buffet at a time. 3. If you already have a particular snack that you want them to make, you can do that as well. 4. Students like to eat the foods they like so a buffet style set up may work out best. 5. Have students create goofy names for the snacks they create. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Modification of Lesson:</p>
Closing	
Clean up	
<ul style="list-style-type: none"> • Invite the last group of students at an activity to help clean up and return the items for storage. • Ask students what they will need to do to be sure to leave the area in better shape than when you got there. • Thank students for their help when area is cleaned up. 	
Debrief	
<p>Now that students are all back together it is time for the most important part of the day. A very good debrief to do for a large activity like this is D.I.G.A.</p> <ul style="list-style-type: none"> ▪ Describe: Have students share out about what they did during today's activities. ▪ Interpret: Ask if they have had any key learning while playing outside. Ask what skills they learned or had to use in order to participate in the games and activities they are playing. How did they feel when participating in the games and activities? ▪ Generalize: How can you use the skills or your key learning tomorrow at your program? ▪ Apply: How can you use the skills or your key learning in your future? 	

Consult 4 Kids Lesson Plans

Component	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Secret Agent
Focus:	Students will work together and become secret agents. They will be problem solving, observing details, and using strategies to make conclusions.











<p>Materials:</p> <p>See below in activities</p>

Opening
<p>During snack or when the entire program is together in one facility, welcome students to the afterschool program. Give the following information about what they will be doing on this special Fun Friday.</p> <p>Welcome to today's Fun Friday event! Today you will be going through Secret Agent School. You will master the skills it takes to be a Secret Agent.</p> <p>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 five different activities If you need to duplicate activities because you have more than 5 teams, that is okay.</p>

Activities	
<ul style="list-style-type: none"> – Finger Print Art – Coin and Texture Rubbings – Scavenger Hunt – Solve the "Crime" – What's That Flavor? 	
Finger Print Art	
<p>Materials: Construction Paper per Student Child Proof Ink Pads (1 for each 4 students)</p> <p style="text-align: right;">Felt Tip Pens Crayons, markers, coloring pencils and/or watercolors</p>	
<p>Instructions:</p> <p>Use childproof ink pad... washable. Put your finger the ink ... then press it onto a piece of drawing paper.</p> <p>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.</p> <p>HINT: For the dots... dip in paint with the end of paint brush... dot the end into the paint...</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Remember that all fingerprints are different.</p>

Consult 4 Kids Lesson Plans

then onto the monkey for his eyes.

1.		2.		3.	
4.		5.		6.	
7.		8.		9.	
10.					

Coin and Texture Rubbings

Materials

Construction Paper per Student
Coins

Crayons or Colored Pencils
Other objects that is textured (leaves, wood, etc)

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 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.

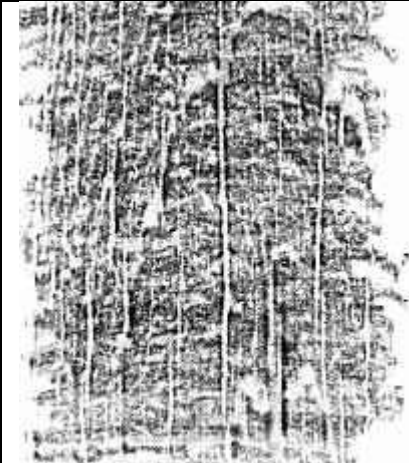
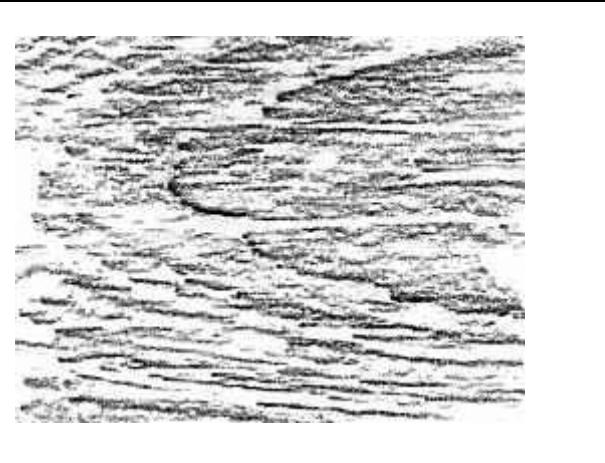


***Activity → Teachable Moment(s) throughout**

Encourage youth to find other items with texture to do rubbings of.

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

Consult 4 Kids Lesson Plans

		
<p>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.</p>		
<h3>Scavenger Hunt</h3>		
<p>Materials Stack of old newspapers Red pen, crayon, marker or colored pencil</p>		
<p>Directions:</p> <p>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.</p> <ul style="list-style-type: none"> • picture of a swimming pool • picture of an athlete • picture of a famous person • ad for shoes • picture of a smiling face • ad for a dentist • picture of sports equipment • picture of a winner • picture of a loser • picture of weather 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Remember that part of the fun of a Scavenger Hunt is looking for all of the items and having them be just challenging enough and just easy enough to be interesting.</p>	
<h3>Solve the "Crime"</h3>		
<p>Activity Set Up / Materials Depending on what "Crime" students will be solving</p>		
<p>Instructions</p> <p>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."</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>Remind students that this is like CSI.</p>	

Consult 4 Kids Lesson Plans

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 That Flavor?

Activity Set Up / Materials

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

Instructions

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.

Let group see what the correct flavor is.

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

If you don't want to use yogurt, then use different flavors of drinks.

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?

Consult 4 Kids Lesson Plans

Component	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	We're in the Band
Focus:	Everyone loves to feel they are a part of something. A band is a great place for creativity. Let's make music together.

Materials:

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

Band Name and Logo Creation: Scratch Paper and Pencils, 1 Railroad board per band, markers

Song Writing: Scratch Paper and Pencils

Band Look: Scrap fabric or felt, combs, hair spray, costume make-up (optional), and other glamour accessories that can be found like costume jewelry.

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.

Raise your hand if you would like to be famous like Justin Bieber, Selena Gomez or Lady Gaga? Keep it raised if you want to travel to different locations, performing for fans who love your music. Raise your hand if you love music? Raise your hand if you have ever wanted to write a song. What would you write about? (Select a few students to share out what they would sing about.) Today you are getting the opportunity to be in the BAND! We are going to play Band Roulette.

For this Fun Friday, students will be separated into groups of 10, varying in age. A good way to have students get into groups of 10 randomly is to play Band Roulette. Depending on the amount of students you have in your program, divide by 10 to get the number of spots you will need. Once you have designated the spots, dismiss students to pick a spot. Once students have picked a spot, have them move to another spot. The catch is that they cannot pick a new spot with any of the same people that are in their current spot. Repeat this a few more times for students to get mixed.

Give instructions for Band Roulette. Demonstrate and check for understanding before beginning. Once students have gotten to their final spot, have them introduce themselves to one another and share something cool or they like. Let them chit chat for about 7 minutes. Use an attention getter before beginning to give instruction about what they will be responsible for as a new band.

Band Responsibilities

- Band Name and Logo: The band will be responsible for agreeing on a band name and creating their band logo.
- Hit Song: The band will be responsible for writing a song. This includes the lyrics and the music.
- Gig Time: The band will be responsible for 1 gig.

Band Name and Logo

Activity Set Up / Materials

Scratch Paper and Pencils

1 Railroad Board and Markers per Band

Consult 4 Kids Lesson Plans

<p>Instructions:</p> <p>What goes into a name? Have students brainstorm different names for bands. What style of music does the band play? What name suits the band well? What name would stand out to the audience/listener?</p> <p>Once students have agreed upon a band name, it's time for the logo. Does the logo correspond with the style of music? Give students scratch paper to doodle their logo ideas. Have them share the ideas with their other band members. Have them work together to tweak their favorite idea so that everyone likes the logo. Once they have agreed upon rough draft, give them a railroad board and markers to create their logo poster. They will need to take this with them when they perform at their gig. Allot for about 10-15 minutes for this activity.</p>	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>Have staff walking around to each of the band to assist with discussions. It's important to make sure that younger students give their input and that they take ownership and even lead certain discussions.</p>
<p>Song Writing</p>	
<p>Activity Set Up / Materials</p> <p>Scratch Paper and Pencils</p>	
<p>Instructions</p> <p>Students will now begin the song writing process. Ask the students the following questions as a group then allow them time to discuss amongst themselves.</p> <ol style="list-style-type: none"> 1. What genre of music will you choose? Country, alternative rock, hip-hop, classic rock, dance, techno, rap, metal, blue grass, pop? 2. What will your song be about; something that happened in your life, someone you care about, things that you like to do, anthem for fun, a topic or issue you are passionate about, going to school, or a dream you wish to fulfill? 3. Who will be singing? Who will be the instruments? Who will be the beat box? 4. Think about the message your song will send. Is it a positive message? <p>Let students brainstorm for about 5 minutes. Once students have agreed upon the song they want to write, let them create the lyrics and music. The song should be longer than 2 minutes and under 4 ½ minutes. Give about 20-25 minutes for them to create their song.</p>	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>Make it a challenge by having each student include 1 word to the song. It must be a recent vocabulary word or have a list per grade of words that they must include. This list can be compiled by using the vocabulary words that they are learning / learned in instructional day.</p>
<p>Rehearsal and Get Geared Up</p>	
<p>Activity Set Up / Materials</p> <p>Scrap fabric or felt, combs, hair spray, costume make-up (optional), and other glamour accessories that can be found like costume jewelry.</p>	
<p>Instructions</p> <p>Students will rehearse the song that they have created. Let them spend about 15 minutes rehearsing so that they may work through the kinks of their performance.</p> <p>Before instructing students to start their rehearsal, ask them this question, How will you performance stand out from the rest?</p> <p>After the 15 minutes, students have the choice to glam up and get ready for their gig or continue to rehearse for an additional 15 minutes.</p>	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>Remind students that the more they practice the better the performance.</p>

Consult 4 Kids Lesson Plans

Performance – Big Time Gig

Activity Set Up / Materials

N/A

Instructions

Welcome students to the [school name] Music Festival. Get them pumped up for the show! Students should be excited to share and hear music created by the bands. Students will come up one band at a time and perform their song. Make sure they bring up their poster. The students or you can introduce the bands. Promote clapping and cheering at the end of each performance. Use an attention getter before introducing the next band.

*Activity → Teachable Moment(s) *throughout*

Encourage youth to cheer for one another.

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?

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

Consult 4 Kids Lesson Plans

<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	*Activity → Teachable
<ol style="list-style-type: none"> 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. 	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	*Activity → Teachable Moment(s) throughout
<ol style="list-style-type: none"> 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. 	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	*Activity → Teachable Moment(s) throughout
<ol style="list-style-type: none"> 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. 	Encourage participation

Consult 4 Kids Lesson Plans

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>



Consult 4 Kids Lesson Plans

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 consists of moose, deer, 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.*

Consult 4 Kids Lesson Plans



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 breathe 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.

Consult 4 Kids Lesson Plans

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.

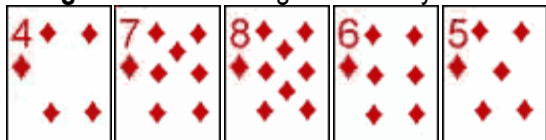
Once that hand is over, the person to the left of the dealer becomes the new dealer.

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.



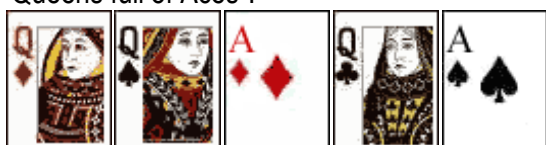
Straight Flush - A straight of entirely one suit.



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.



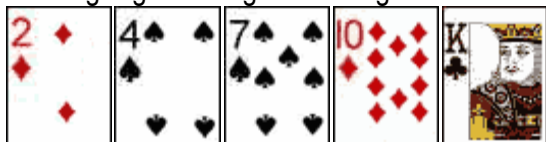
Two Pair - Two cards of the same rank and another two cards of the same rank. The example below would be called "Jacks and Twos".



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.)

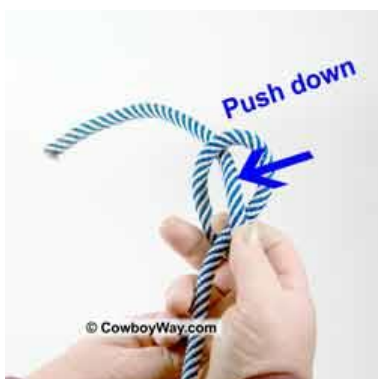
How To Tie A Honda (Reference: <http://cowboyway.com/HowTo/TieAHonda.htm>)



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.

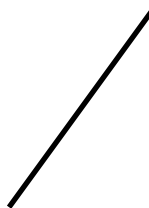
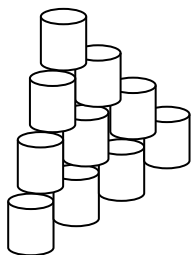
This will be a relay race to see how many times each group can successfully rope/ lasso the object. The teams will have 5 minutes. Each person on the team will standing in a single file line behind the line. They will each get a lariat. When the time begins, the first student will swing their lasso in 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

Consult 4 Kids Lesson Plans

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 cans. The teams will have only their 6 gummy bears each as their ammo. Each person on the team will stand 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.

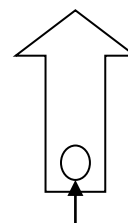
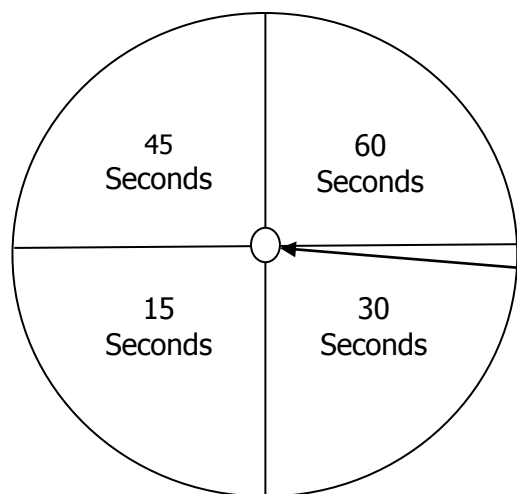
You may want to put a seasoned and trusted program leader in charge of this station so that students are being monitored well during this activity.

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.



Insert brad here

Consult 4 Kids Lesson Plans

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.



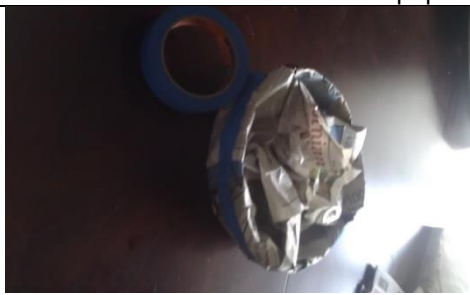
Stagger newspaper on top of each other



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.)


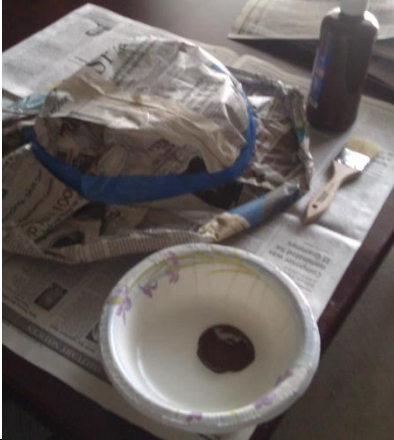


Remove the bowl and lay the hat right side up. Bend the front part of the hat into a V.



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.

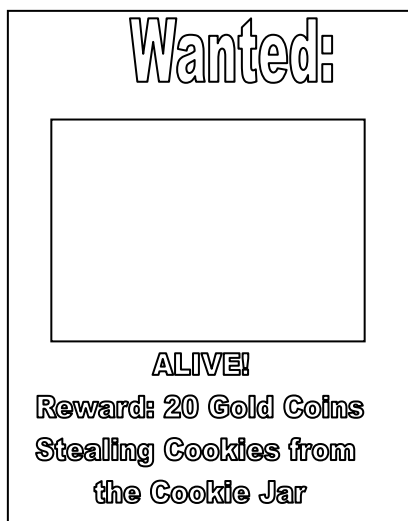
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<p>This is what the hat should look like once the sides have been rolled.</p>	<p>Have students paint their hat with brown tempera paint. Also, have students write their name under the bill since they will be leaving the hats out to dry before picking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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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>

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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 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?

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

Materials: 5 red rubber balls (dodge balls)

Opening
State the objective To engage students in physical activities to encourage being physical healthy by playing for at least 60 minutes.
Prior Knowledge 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?
Activity Set Up 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")	
Instruction / Demonstration ("I do" – "We do")	<p>*Activity → Teachable Moment(s) throughout</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"> • Step One: Divide the teams into two teams; make the teams equal if possible. • Step Two: Explain the rules of the game. • Step Three: 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. • Step Four: Students will play for 4 quarters, 8 minutes each. Have them take a break between each quarter. • Step Five: 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. 	
Students practice ("You do")	
<ul style="list-style-type: none"> • Step One: Students will start each quarter at their end of the court facing the 	

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

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grade
Lesson Title:	Farm Day
Focus:	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>	
<u>Animal Trivia</u>	
<p>Instructions:</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"> 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) 2. I eat more than seven times my own weight each year. (Horse) 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) 4. If a female horse and a male donkey have an offspring it is called a _____. (Mule) 5. I can get sunburned, just like humans can. I'm the only barn animal who can. (Pig) 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) 7. I produce white, brown, green and blue eggs depending on where I live. (Chicken) 8. My coat is made of fleece. (Goat) 9. I have webbed feet, designed for swimming. (Duck) 10. I was the first bird domesticated by man. (Goose) 11. I can lay over 225 eggs a year. (Hen) 12. I can't look up. (Pig) 13. I have rectangular pupils. (Goat) 14. I am known to eat tired. (Goat) 15. I am a rodent who can be raised on the farm. (Rabbit) 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>* Working together to create agreements to live by is a great way to coexist together in a healthy, productive way.</p>
<u>The Farm Life: Interactive Story</u>	
<p>Instructions</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 their favorite things to do? Have students volunteer to share their stories with the groups.</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p style="text-align: center;">Encourage participation</p>
<u>Maze-tatics</u>	
<p>Instructions</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;">*Activity → Teachable Moment(s) throughout</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?

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Science Fiction Art
Focus:	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)

Consult 4 Kids Lesson Plans

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.

Consult 4 Kids Lesson Plans

Component:	Fun Friday
Grade Level:	K-5 Grades
Lesson Title:	Spy Kids
Focus:	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

Consult 4 Kids Lesson Plans

Activities

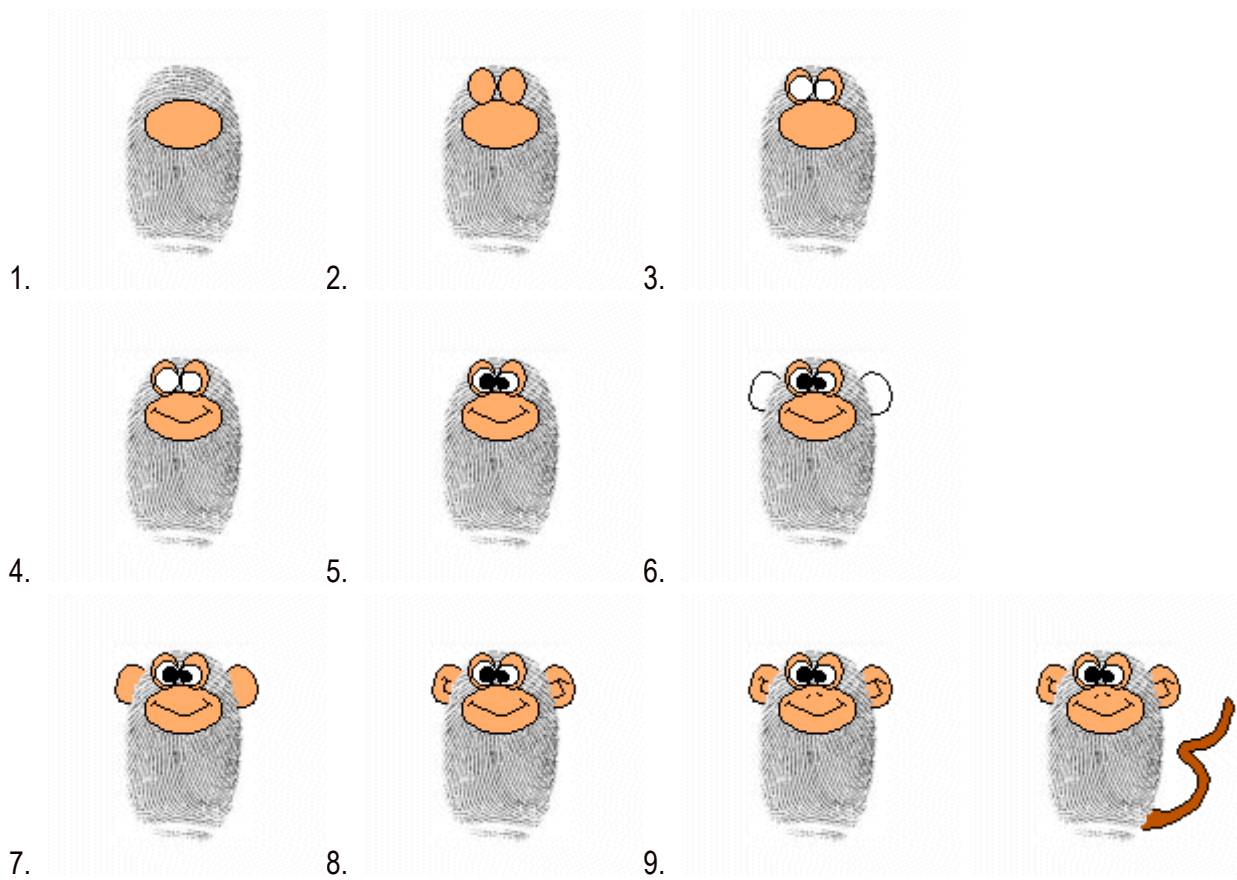
Fingerprint Art

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

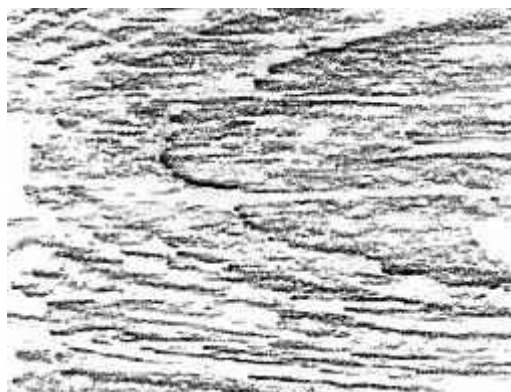
Consult 4 Kids Lesson Plans

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.

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."

Consult 4 Kids Lesson Plans

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!)

Consult 4 Kids Lesson Plans

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:

Consult 4 Kids Lesson Plans

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?

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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.

Consult 4 Kids Lesson Plans

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.

Consult 4 Kids Lesson Plans

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?