

4<sup>th</sup>-8<sup>th</sup>

**Getting to Know You activities for Staff**

**Week 3: August 13<sup>th</sup>-17<sup>th</sup>**

***(Feel free to plug in the below activities into your schedule)***

***\*Activities should be performed daily***

**Academic Hour Activities**

- **\*Review group expectations**
- **\*Review line order and seating chart**
- **\*Practice transitions**
- Personality Trivia
- Soft Lock Down
- The Body Map
- Nickname chronicals
- Hard Lockdown
- You Belong
- Tell a Story

**Enrichment Activities**

- Superhero Teams Relay Run
- Draw Off
- Shopping Trip
- Road Trip
- Thumbprint Arm Circles

**SPARKS**

- **\*Stretch your body**
- **Shake it up**
- **Partner Ball Exchange**
- **Boulder Runner**
- **Name Game**
- **Meet me in the middle**

**No Homework Activities**

- What have you learned in school so far? (Power write)
- 10 Words from dictionary; write definition; include word in sentence
- Write 3 word problems
- Draw your classroom; label people and favorite subject
- Read favorite book (ask PF for books if needed)

## Personality Trivia

**Grades:** 4<sup>th</sup>-8<sup>th</sup>

**Objective:** To increase students awareness of each other. To find out student likes.

**Materials:** 3"x5" index cards on which you have written 3 randomly selected numbers between 1-44 in the top left-hand corner: 1 card per student, copies of the S20 personality trivia questionnaire (a sheet with 2 questionnaires is on the next page).

**Procedure:**

1. Hand each student an index card and a questionnaire.
2. Students write the answers to the three questions that correspond to the numbers on the questionnaire. For instance, if a student has numbers 9, 10 and 15 written on the card, these are the questions he/she should answer. The student then signs the back of the card when completed and turns in it to the teacher.

**Variation:** Duplicate the questions on a sheet for each student, who picks a partner. Within a set time period, students are to answer as many of the questions as possible and exchange partners. You can also set up teams of four to six student.

1. Now make another questionnaire based on answers on the index cards. Type these questions onto one page. For example, if a student has answered that his/her favorite actor Jennifer Lawrence, the question on the questionnaire would read" Which student's favorite actor is Jennifer Lawrence?
2. Pass out the new questionnaire to students for them to complete. Students could also work in teams.



## Personality Trivia

1. Favorite toy as a child?
2. Your middle name?
3. Where born?
4. Favorite toy/activity now?
5. Name of street living on?
6. Father's first name?
7. Childhood nickname?
8. Names of pets?
9. Favorite possession?
10. Favorite TV show?
11. Favorite food?
12. Favorite drink?
13. Favorite animal?
14. Favorite song?
15. Favorite actor?
16. Favorite radio station?
17. Favorite color?
18. Favorite car?
19. Favorite sport?
20. Best school subject?
21. Favorite place?
22. Favorite person?
23. Favorite season?
24. Favorite hobby?
25. Favorite rock group?
26. Favorite male singer?
27. Favorite female singer?
28. Favorite sports star?
29. Favorite flower?
30. Things you like to do most?
31. Life's ambition?
32. Favorite book?
33. Favorite board game?
34. Favorite ice cream flavor?
35. Favorite pizza topping?
36. Favorite candy?
37. Favorite day of the week?
38. Favorite name?
39. Favorite amusement park?
40. Favorite chips?
41. Favorite holiday?
42. Favorite football team?
43. Favorite month?
44. Favorite age?

Name

Date

## Personality Trivia

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2. Your middle name?
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38. Favorite name?
39. Favorite amusement park?
40. Favorite chips?
41. Favorite holiday?
42. Favorite football team?

## “Soft Lockdown” Safety Process

**Purpose:** To teach students what to do during a Soft lockdown.

**Time:** 20 – 30 minutes

**Ages:** All ages

**Materials:** Map of School

**Prep:** Determine where your designated meeting places are based on current location.

**Procedure:**

1. Explain to students that the signal for a soft lockdown is voice signal “soft lockdown” or whistle signal.
  - When students hear this signal you will freeze/stop what you are doing and become absolutely quiet.
  - If outside, staff will direct students to line up and walk to an inside location.
  - If inside or once inside:
    - Staff will lock doors and windows
    - Close blinds
    - Contact PF with status
    - Students will continue with an inside activity.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Practice walking to the designated meeting place if outside.
4. Practice locking doors and windows, closing blinds.
5. Staff should take attendance at meeting place and contact program facilitator updating them of status of students. (ex. Blue group all 18 student accounted)
6. Once you hear the all clear. Staff will proceed back to their original activity.
7. Review with students:
  - What did we do well
  - What do we need to practice again
  - Why do we practice this? (to be safe)
8. If you need additional practice, do so that day and follow up with another practice within the week.

# Body Map

## LEARNING CONCEPTS

- Self-awareness
- Group development
- Understanding others

Grade: 6-8

( 45 MINUTES OR MORE )

This activity gives teens an opportunity to visually express the qualities that make them unique and the outlook they bring to the group. With the help of a partner, they'll create a blank outline of their body. Then, in response to prompting questions, they'll individually fill in their body outlines with responses to the

questions using pictures, symbols, quotes, phrases, and so forth. The activity typically results in a lot of sharing. For this reason, it is best used after your group has had a chance to get to know each other, even just a little. Time permitting, you may want to allot two meeting periods.

### GOALS

Participants will:

- share their abilities and skills with others
- gain awareness of what others bring to the group
- recognize and appreciate individual group members' interests, expectations, and communication styles

### MATERIALS NEEDED

- Markers or crayons
- Banner paper
- Scissors
- Masking tape
- Handout: "Body Map Questions"

- *Optional*—Handout: "Body Map Template" (page 18), 17" x 22" copier paper

### GETTING READY

Depending upon the size of your group and the time you have available, allot two 45-minute meetings for this activity—one to complete the body maps and the other for everyone to share and discuss what they depicted. Scheduling two meeting times prevents participants from feeling rushed through either part and encourages others in the group to ask questions of their peers.

Prior to meeting with the group, write the "Body Map Questions" (page 17) on the board or on a large sheet of banner paper. Hang the paper where all participants will be able to read it. Posting the questions, rather than simply reading them aloud,

## Teambuilding with Teens

helps visual learners understand what is being asked and allows individual students to move at their own pace. If you prefer, make copies of the "Body Map Questions" handout and give one to each pair of teens to share as they work on their body maps.

Cut sheets of banner paper large enough for body tracing, one sheet per teen; gather enough markers or crayons for all participants.

If you have a limited area, you may choose to have teens create smaller body maps. If so, photocopy the "Body Map Template" handout for all participants to use instead of the larger banner paper. With this option, make copies on 17" x 22"

paper (set the copy ratio at 200%) to allow sufficient space for writing.

## ACCOMMODATIONS

If your group has teens with limited physical mobility, getting on the ground for body tracing may be difficult or impossible. In these cases, have a partner or helper draw an outline that reflects the proportional size of the person—with or without wheelchair or other assisting device—if the teen agrees to this. You may also choose to use the "Body Map Template" handout rather than banner paper.

## Activity

With students working in pairs, have each person trace the partner's outline on a large sheet of banner paper. (There is no need for participants to touch one another; if necessary, remind teens to maintain respectful boundaries.) While they are being traced, encourage students to lie with their arms and legs clearly identifiable. This creates a body map with larger areas to write or draw in when responding to the "Body Map Questions." This should take about 5 minutes.

Once everyone's outline is complete, ask students to look at and read the posted questions. Then say:

**Starting from the top of your body map, write words or draw pictures or symbols that express your response to each question. Write or draw each response in the area of the body map that the question refers to. For example, for the questions next to the word "Brain" you'll write or draw your responses on the head.**

Encourage students who are drawing pictures to use symbols that everyone in the group will understand. Tell teens they will have 25 minutes to complete their body maps.

## Talk About It

When the body maps are completed, bring the group together and use the remaining 15 minutes to share and discuss what each person has expressed. As each teen presents his or her body map, tape it to the wall so everyone can see it as the person explains it. As teens

describe and share what they have written or drawn, encourage the group to ask questions. Also take time to conduct the discussion questions that follow. If your group is large, you may need additional time to complete this part of the activity. Or, you may want to divide your group into smaller groups of two or three and have the small groups share their body maps with one another before bringing the group together as a whole to discuss questions like these related to your group's experience:

- **Was this activity difficult or easy to do? What made it difficult (or easy)?**
- **As a group, how can you use what you've learned about each other? How will this information help you work as a team and develop your individual leadership skills?**
- **So that others in the group can better understand your personality or ways you can contribute, what else would you like to share about yourself that you didn't include on your body map?**
- **How does your body map relate to the goals you have as a leader? As a member of this team? As a member of other groups you're part of?**

## Wrapping Up

At the end of the session, and if space allows, hang all the maps around the room so others can view and read them when the group gathers again. If space doesn't allow, teens may take the body maps home.



## Body Map Questions

On your body map, write words or draw symbols that express your response to each of the following questions. Write or draw each response in the area of the body map that the question refers to. For example, for the questions next to the word “Brain,” write or draw on the head; for “Skin” questions, use the area around the outline of the body.

### **Brain:**

How do I remember information? What’s the best way for people to give me messages that I’ll remember?

What topics do I really like talking or learning about?

### **Eyes:**

When people first meet or see me, what do I want them to learn about me?

What is a talent I have that others may not be aware of?

### **Mouth:**

When or where am I comfortable expressing my beliefs, ideas, or feelings? What helps me feel comfortable doing this?

How do I communicate my opinions?

### **Ears:**

How do I prefer to have people tell me things or give me constructive criticism?

How do I respond when others give me feedback I don’t agree with?

If my life were a song, what song would it be?

### **Hands:**

In what ways do I enjoy helping others?

In what ways do I sometimes need help from others (although I may not ask)?

### **Heart:**

The things I value most (such as people, places, or beliefs) are . . .

If something has upset me, how do I respond and how do I want others to treat me?

The most rewarding experience I’ve had in my life so far is . . .

### **Legs:**

What issues are important to me? What do I want to stand up and work for?

If I could take a trip (away from places I know best), where would my legs go?

### **Feet:**

What tasks or hobbies do I eagerly do and jump into with both feet?

What tasks do I dislike doing and prefer to walk away from?

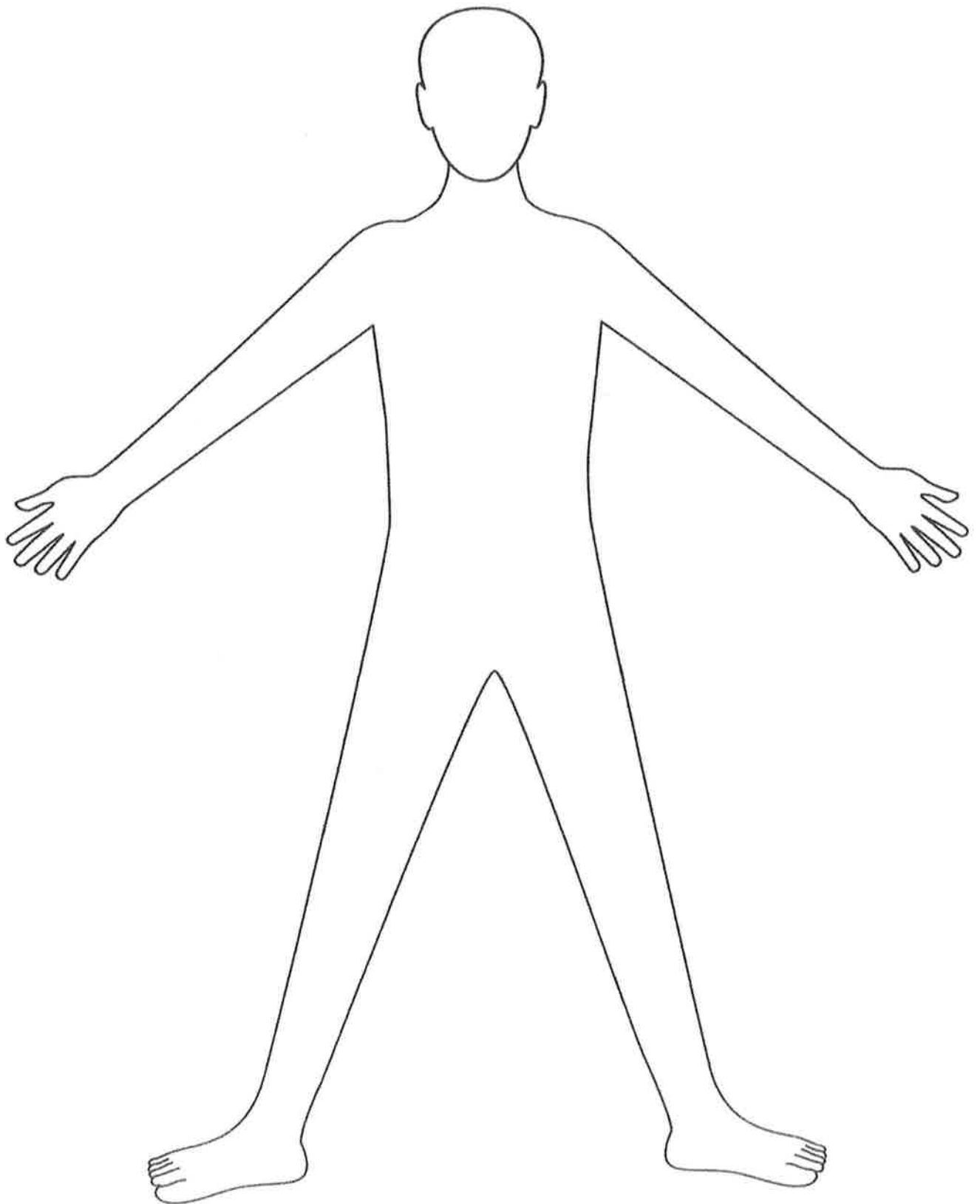
### **Skin:**

What keeps me going when I’m feeling down?

What stresses me out? How do I deal with stress and stressful situations?

How do I make decisions? Do I rely on my heart, gut, head? Something else?

# Body Map Template





# Nicknames Chronicles

**Grade:** 3<sup>rd</sup> – 8<sup>th</sup>

## **TIME**

10 minutes

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**THE GAME** Divide the group into teams of two or three people. Invite players to share one of their nicknames with their small groups, and share a story behind their nickname. If some players don't have nicknames, or if they don't want to share their nicknames, invite them to create their own positive nicknames for themselves. If people want to, invite them to share their nicknames with the large group.

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## **GOING DEEPER**

- What are some favorite nicknames that you heard today?
- Why do we give nicknames to one another?
- Is it ever wrong to use someone's nickname?
- How can you be sensitive about the names you call one another?

## “Hard Lockdown” Safety Process

**Purpose:** To teach students what to do during a hard lockdown.

**Time:** 20 – 30 minutes

**Ages:** All ages

**Materials:** Map of School

**Prep:** Determine where your designated meeting places are based on current location.

**Procedure:**

1. Explain to students that the signal for a hard lockdown is voice signal “hard lockdown” or whistle signal.
  - When students hear this signal you will freeze/stop what you are doing and become absolutely quiet.
  - If outside, staff will direct students to line up and walk to the nearest safe location.
  - If inside or once inside:
    - Staff will lock doors and windows
    - Close blinds
    - Contact PF with status
    - Students will be quiet. Hiding out of view of doors and windows
      - If inside cafeteria/mpr, student should not be hiding under desks. They should be in an area where they can escape if room is breached.
2. Have students practice responding by freezing and becoming quiet / 3x or until they can respond immediately to the signal.
3. Practice walking to the designated meeting place if outside.
4. Practice locking doors and windows, close blinds, and remaining quiet.
5. Staff should take attendance at meeting place and contact program facilitator updating them of status of students. (ex. Blue group all 18 student accounted)
6. Once you hear the all clear. Staff will proceed back to their original activity.
7. Review with students:
  - What did we do well
  - What do we need to practice again
  - What is the difference between soft and hard lockdown
  - Why do we practice this? (to be safe)
8. If you need additional practice, do so that day and follow up with another practice within the week.

## YOU BELONG!

**TIME** 15–20 minutes

**THE GAME** Ask players to form groups as quickly as call out the different criteria:

- › Form a group of two players; now four; now six.
- › Form a group of six people wearing athletic shoes (or a particular shoe color).
- › Form a group of people in which at least one person has red socks (or no socks).
- › Form a group of people wearing red shirts, white shirts, and blue shirts (or another color pattern at your discretion).
- › Find a person who shares your birthday month (or birthday to us!).
- › Form a group of three, each with the same eye color (for variety, make it each with a different eye color).
- › Form groups of morning people and late night people.

Do this several times. Keep the pace fast!

### GOING DEEPER

- › What other groupings would be interesting to try?
- › What new information, if any, did you learn about yourself or others in the group?
- › Why is it important to recognize the wide range of experiences that exist within our group? Any group?

**ASSET CATEGORIES** Social Competencies, Positive Identity

# Tell-a-Story

**Grade:** 4<sup>th</sup> – 8<sup>th</sup>

**Time:** 10 – 15 minutes

**Benefits:** Language development  
Quick thinking  
Concentration

**Directions:** Children sit in a circle.

One child starts to tell a story. After two or three sentences, he or she stops and the next child has to continue the story, again only using two or three sentences.

Continue the story until everyone has had a turn.

This is not cumulative, you do not repeat what the previous child has said, only add to their story.

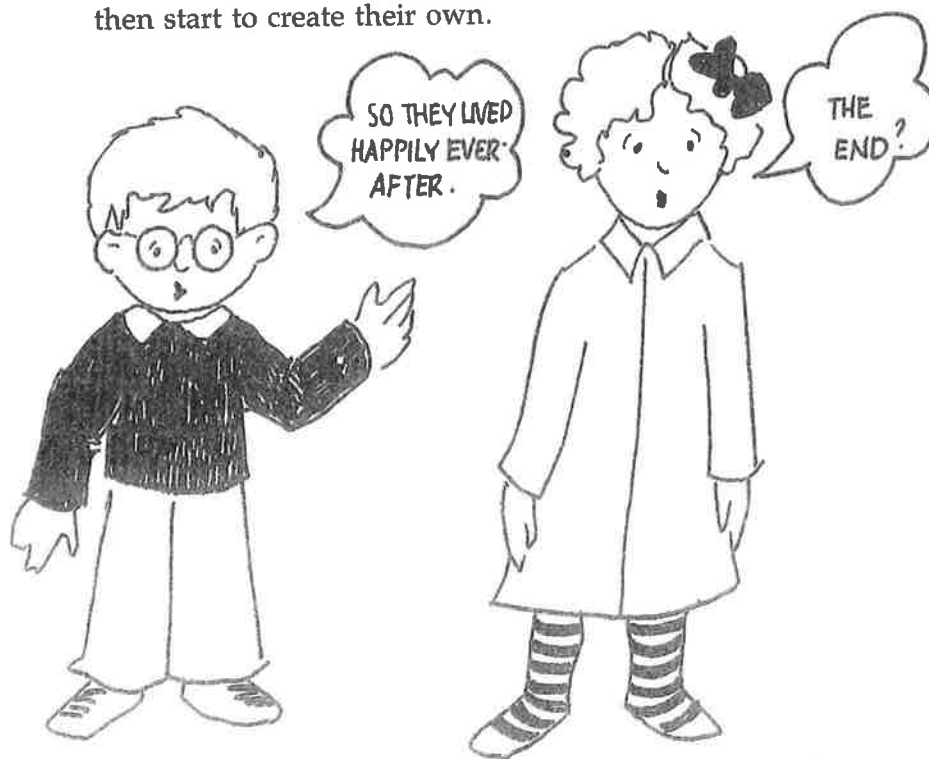
*Variation:*

Instead of going around the circle and having each child take a turn with the story, have the teacher point to different children and they have to continue the story.

If you do not take turns in order, the children have to pay attention more and think faster if they are called on.

**Comments:** It is easier for the smaller children if you tell them to tell a story about something they have already done, maybe describe a field trip they went on, or retell a well-known story.

Once the little ones get used to the idea of adding onto a story, they can then start to create their own.



# Superhero Teams Relay Run

**Grade:** K – 8<sup>th</sup>

## **TIME**

10 minutes

## **SUPPLIES**

- Masking tape

**PREP** Create a starting line and a finish line with masking tape.

**THE GAME** Break players into teams of four players. Have teams line up behind one of the lines. Tell players that each of their teams is made up of superheroes—Flash, Spider-Man, Superman, and the Hulk—in that order (the order they're lined up in). Each team has exactly the same superheroes—some are here from parallel universes! You're trying to find the team of superheroes that belong to *this* universe. The only way to do that is to put all the superheroes to a test of strength, speed, and endurance.

1. On “Go,” the first person in each line, Flash, must run as fast as he can to the other line and back to tag Spider-Man.
2. When the second person in each line (Spider-Man) is tagged, she must walk on all fours (i.e., “crawl” up the walls) to the other line and back as fast as possible to tag Superman.
3. Superman, the third person in line, then spreads his arms out to fly across and back to tag the fourth in line—the Hulk.
4. The Hulk should then jump the distance across and back.

Repeat instructions superhero by superhero—ask the first person in each line to raise his hand; ask who he is (Flash); then ask how he is going to race across and back. Repeat the process with each position in line to make sure players understand how they are going to do their leg of the race. Declare the winning team *this* universe's superheroes.

## **GOING DEEPER**

- If you could be any superhero at all, who would you be? Why?
- What is something you have to be strong to do in everyday life?
- What is something you like to be fast at doing (homework, chores, running, etc.)?
- What is something in your life that takes endurance? (If you need to give a definition, you might say, “Endurance is the choice to stick to something over time—even if it's difficult.”)
- How can you give superhero effort at school? At home?
- What does a superhero look like for you in your real life? This person might not have superpowers, but he or she might have characteristics that are super-admirable. Who comes to mind?

# Draw-off

**Grade:** 3<sup>rd</sup> – 8<sup>th</sup>

## TIME

5–15 minutes

## SUPPLIES

- (1/4 sheets of paper)
- Pencils or crayons

**THE GAME** Divide participants into small teams of four to six (or do this as an individual event for one on one). Give each team a letter or number (the letter B or the number 10, for example) as a base. Each team should write the letter or number down on a piece of paper and try to create as many pictures as it can using that letter or number as a starting point. What pictures do team members see when they look at their letter or number? Give teams two minutes to create as many pictures as they can. For example, the letter B turned sideways might become part of a pair of glasses or the eyes on an owl, or scales on a monster's back, or even the pant legs of a boy. Have the teams draw all the pictures they can imagine.

When time is up, have each team show one of its pictures. Continue taking turns until all the pictures have been shown or as long as the group's attention stays focused. Determine the Crowd Favorite, the Most Complex, the Smallest Picture, the Most Use of Color, and whatever categories you can come up with to acknowledge something from each team.

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**NOTE** If you want to add a competitive element, set the rule that a team is out if it shows a picture that's already been shown or when it runs out of pictures. The last team with a picture to show wins (the team that did the most original pictures).

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## GOING DEEPER

- What was your favorite picture, yours or another's? What was it about that particular picture that you liked?
- This activity required a lot of creativity. Why is it important to practice being creative?
- Creativity is something that helps you as a child and as an adult. How does creativity make it more fun to be a kid? How do adults get to practice creativity?
- What is something creative that you enjoy doing with other people?
- How does it feel to have people say nice things about what they like about your work?
- Do we take time to say nice things about and to each other every day?

# Shopping Trip

**Grade:** 4<sup>th</sup> – 8<sup>th</sup>

**Time:** 15 – 30 minutes

**Materials:** None

**Benefits:** Concentration  
Memory retention

**Directions:** Have children sit in a circle.

Talk about going to the food store and have children name some of the foods you might find at the store.

After several minutes of talking about foods, start the game. (This is a cumulative activity so everyone has to pay attention to what is being said.)

*Game:*

Teacher: I went to the store and bought some bananas.

First child, on teacher's right: I went to the store and bought some bananas and candy.

Second child: I went to the store and bought some bananas, candy, and hot dogs.

Third child: I went to the store and bought some bananas, candy, hot dogs, and ice cream.

Keep going around the circle until everyone has had a turn.

*Variation 1:*

To make the game more difficult, use the letters of the alphabet. Foods must follow that order: apples, broccoli, corn, doughnuts, eggs, flour, etc.

*Variation 2:*

Only name foods from specific categories, such as fruits or vegetables.

Older children could learn the four major food groups: (1) meats, poultry, and fish; (2) cereals and grains; (3) milk and dairy products; (4) fruits and vegetables.

**Comments:** This is the type of game that children can play by themselves, in small groups, once they learn the rules.

# Road Trip

## Family Dynamics When Everything Goes Wrong

**Grade:** 4<sup>th</sup> – 8<sup>th</sup>

**Time:** 20 – 25 minutes

### Players: 6

- 2 adults
- 3 siblings
- 1 truck driver

### Props and Costumes

Optional: You can use actual props (towel, garbage bag) or just pretend.

### The Skit

A family is on a three-day road trip when their car breaks down and they find themselves stranded in the middle of nowhere with no phone reception! While they wait for help, they have to deal with everyone's complaints. Players take turns introducing elements that make the situation more difficult (bad weather, lack of food, people refusing to help) and offering helpful suggestions. The skit is over when a truck driver stops to offer them a tow.

### Coaching

Encourage problem solving after challenges have been introduced: "It's raining really hard." "Well, let's stay in the car." "But I have to go to the bathroom." "Here, put this garbage bag on and go outside." "But I'll get mud in the car." "You can wipe your feet off with this towel." In addition, play it for comedy—how many things can go wrong? After the skit has lasted a few minutes, pick someone to send in as the truck driver.

### Discussion

1. How prepared was the family for this trip? Did they have food? Games? Patience?
2. What was funny because it was ridiculous?
3. What was funny because it was realistic?

### Add an Asset

*Asset 2: Positive family communication.* Would your family have remained calm in this situation? How would your own reaction have affected their attitudes?

*Asset 32: Planning and decision making.* Would planning ahead have helped the family? Could it have made a difference in the way they handled the situation? How?



# Thumbprint Art Circles

**Grade:** 4<sup>th</sup> – 8<sup>th</sup>

## **TIME**

8–15 minutes

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## **SUPPLIES**

- Ink pads with washable ink
- Paper or index cards
- Markers

You will need access to a sink so that children can wash their hands.

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**THE GAME** Give each of the players a card or sheet of paper and ask them to make a thumbprint in the middle of it using the ink pads. Challenge each person to create a character or object out of the thumbprint by using markers or additional thumbprints. For example, show a picture of a thumbprint with a smiley face drawn on it. When players are done, gather all the pieces together where everyone can see them. Start a story circle using the thumbprint art, and have players weave their individual pieces of art into one big story.

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**NOTE** There are books and online resources with lots of thumbprint art ideas, including animals and shapes, as well as different color inks. Use those if desired to help inspire ideas for what children can do to make thumbprint art. Tiles and scrap wood pieces can also be used as interesting mediums for creating art to take home to mount for display.

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## **GOING DEEPER**

- What are some other things you would like to create from your thumbprint?
- You made one little mark and it led to something big and beautiful. You can live your life the very same way. You can leave a mark on others by what you do and how you act. What is one thing you can do to make someone's day better? To make the world a better place?
- How can your behavior at home, in school, or in the community show that you are leaving a good "mark" of character?
- What do we want our "mark" to be as a group? What difference can we make together?
- What do we want others to say about us as a group? What's the mark of character we want others to see when they watch us?
- What mark of art will you create this week?

## Ready

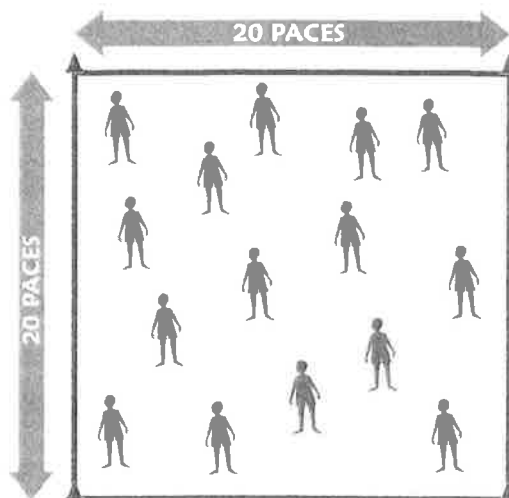
- None

## Set

- Scatter participants throughout area.

## GO!

1. Today's activity is *Stretch Your Body* where, you guessed it... you stretch your body!
2. On signal, follow my lead for each stretch. As you become more familiar with the proper way to stretch, you can do these more on your own.
3. You will start with your neck and work your way down.
  - **Neck** – Keep your shoulders down and drop your head to 1 side. Hold. Repeat to other side.
  - **Upper Back** – Give yourself a big hug. Hold. Switch top hands.
  - **Pectorals** – Grab your hands behind you and lean forward. Gently pull your hands upward. Hold.
  - **Quadriceps** – With your R hand, grab your R ankle behind you. Keep your R knee pointed down and pull your ankle gently toward your backside. Hold. Repeat to other side.
  - **Hamstrings** – Sit and keep one knee straight. Bend the other so your foot comes in and touches the straight knee. Reach toward your toes. Hold. Repeat to other side.
  - **Hip Flexors** – While in a deep lunge, pull your back hip toward the floor. Keep forward foot ahead of knee. Hold. Repeat to other side.
  - **Shins** – Curl 1 foot under itself and apply gentle downward pressure. Hold. Repeat to other side.
  - **Calves** – On your hands and feet in a big “V,” bend 1 knee while pressing the opposite heel toward the floor. Hold. Repeat to other side.
4. **Skill It!**
  - Hold your stretch gently; don't bounce.
5. **Challenges**
  - Can you take the stretch a little farther?
  - Can you name the muscle group you are stretching?
6. **Fitness Focus**
  - Which component of fitness does this improve?



ASAP

## Safety First

- Take each stretch to the “feel good” point; not to pain.

# **SPARK ICEBREAKERS**

## ***Shake It Up***

### **Ready**

- None

### **Set**

- Stand in circle formation with all participants facing in.

### **GO!**

1. Our icebreaker today is *Shake It Up*. You will practice shaking hands properly, learn many names, and a little something about each of your partners.
2. Before we start, let's be sure we all know how to shake hands properly.  
(*Demonstrate the dos and don'ts of shaking hands in your community.*)
3. On signal, find a person and introduce yourself. To do this, shake hands and share your name as well as an activity or a hobby you enjoy (e.g., "Hi. I'm Joe and I love to rock climb.") Keep your name and activity the same throughout.
4. Then, move to another person and repeat. This time, share not only your name and activity, but also the name and activity of the last person you shook hands with (e.g., "Hi. I'm Joe and I love to rock climb. And that young lady over there, she's Sue and she likes to golf.") You're thereby introducing them to someone they may not meet personally.
5. Continue until the signal. Always share your name and activity first, followed by the information on the last person you met.
6. **Challenges**
  - How many people can you meet?
  - At the end, how many can you remember (names and activities)?
7. **Think About...**
  - Learning to shake hands properly is a lifetime skill. Where would this be helpful?

### **Teaching Tip...**

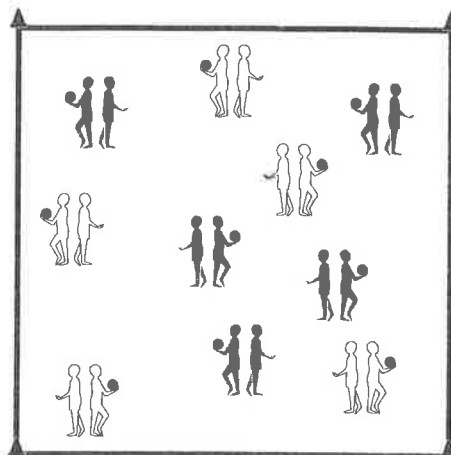
When teaching this to students, demo the dos and don'ts in a non-threatening way so they don't feel bad if they've not been doing it properly before today. Also show the difference between shaking hands of friends vs. those of adults they may be meeting for the first time.

## Ready

- 4 cones (for boundaries)
- 1 foam ball or other manipulative per 2 players

## Set

- Create a large (30X30 paces) activity area.
- Form pairs standing back-to-back and scatter in area; each pair with a ball.



## GO!

1. Today's activity is *Partner Ball Exchange* where you work with a partner to pass the ball back and forth in the following ways:
2. **Twist and Turn** – On signal, pass the ball to your partner by twisting to 1 side. Use both hands to pass and to receive. Partner receives ball, then twists in opposite direction and hands it back to you on the other side. The ball will “orbit” your waists. Continue until stop signal.
3. **Bend and Stretch** – Take 1 small step apart. On signal, partner with the ball bends down and passes ball between legs and receiver bends down to receive it between their legs. Again, use both hands for passing and receiving, even if you could do it with just 1. Then stretch overhead to pass it back to your partner who receives it overhead. Continue until stop signal.
4. When you hear “Switch!” change your passing direction. (*Give the signal randomly every 5-10 seconds.*)
5. **Skill-it!**
  - Keep your feet anchored to 1 spot. Twist at your waist, keep hips facing forward.
  - If you drop the ball, simply pick it up and continue.
6. **Challenges**
  - In 30 seconds, how many times can the ball come back to the partner who started?
  - Reverse directions. Can you beat your old record?
7. **Fitness Focus** (*Discuss during a cool-down, while leading a stretch.*)
  - How did having a partner help you build strength?
  - Can you think of any other partner activities that also help build strength?

## Safety First

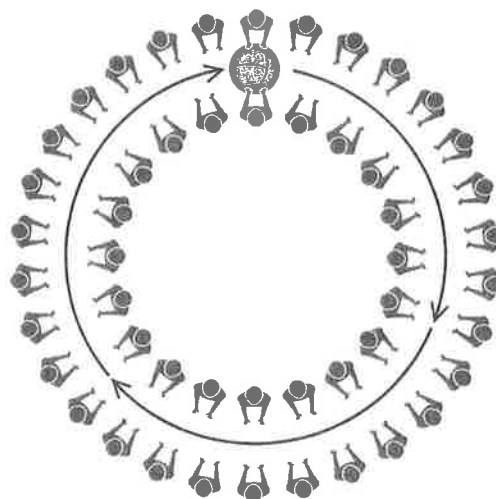
- Keep a safe distance from your partner so you don't bonk backsides.

## Ready

- 1 Kin-Ball® (36" or larger)
- Music and player (optional)

## Set

- Arrange players to form 1 large outer circle and a smaller inner circle. Players in both circles face each other.
- Place ball in the pathway between the circles; pathway should be about the same size as the ball.



## GO!

1. Today's activity is *Boulder Runner* where you push the ball around the circle trying to catch up to a runner starting on the opposite side of the circle.
2. Before we do it with a runner, let's practice moving the ball around the circle. Start slowly, and then get faster as you get the hang of it.
3. Now that we can move it around the pathway, I need a volunteer to be the Boulder Runner who starts opposite the ball.
4. On signal, we will move the ball to chase the Runner. Runner and ball may change directions at any time.
5. We catch the Runner when the ball touches any part of the Runner. When caught, Runner chooses another player to take their place.
6. **Skill-it!**
  - Keep your hands up and open. Meet the ball with palms and fingers ready.
  - Work together.
7. **Challenges**
  - How quickly can you tag the Boulder Runner?
8. **Move More** (*Discuss during a cool-down, while leading a stretch.*)
  - Did you feel safe playing this activity? Why or why not?

## Safety First

- Runner, be aware of where the ball is.
- Don't try this with real boulders!

# Name Game

## Ready

- Large 30x30 pace activity area
- 2 hula hoops
- 1 piece of equipment per 3 students using a variety of equipment such as foam balls, beanbags, rag balls, etc.)

## Set

- Students form a large circle inside the activity area.
- Spread out the 4 hula hoops around the outside of the circle 10 paces behind the students and place the equipment in each hoop

## Go

1. Today we are going to play the Name Game, where the objective is to learn each other's names. We will also practice safety and courtesy.
2. How quickly can we create a large circle?
3. We'll go around the circle (*point*). On your turn, step forward, say your name, and "act out" your favorite sport or activity.
4. After you say your name, everyone in the group says your name and does the sport move you did. Let's practice; I'll go first. (Go around circle 1X)
5. Now we're ready to share equipment. Here's a foam ball. Say someone's name; make sure you have her/his attention. If you do, roll the ball to that person.
6. The person receiving the ball says, "Thank you, \_\_\_\_\_", and the passer says, "You're welcome."
7. When you show you can give/receive objects safely, I'll add more to our game (*continue adding balls = Roll. Introduce beanbags = Toss. Introduce bat or hockey stick = Walk outside of circle and hand off.*)
8. Let's see how many names we learned.
9. We'll go back around the circle, and this time, instead of saying your name, step forward, and the group says your name and tries to remember your favorite activity.

## Cool-Down/Closure

10. Let's stretch together and discuss what we learned. Who will share (e.g., names, always get someone's attention before passing, look to pass to everyone, how to handle equipment safely, to be courteous)?

## Ready

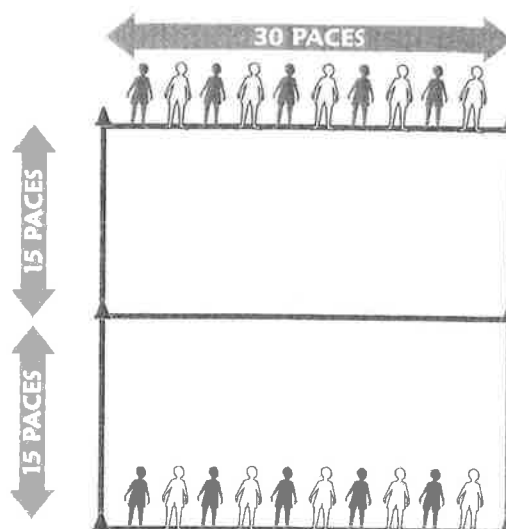
- 6 cones (for boundaries)
- Music and player (optional)

## Set

- Create a large (30X30 paces) activity area with 2 cones forming a midline.
- Pair players and have them face-off on opposite endlines.

## GO!

1. Today's activity is *Meet Me in the Middle* where you and your partner will meet in the middle and do activities I call. You will add new activities each round.
2. On signal, jog to meet your partner in the middle and do the task I call, then return to your original line.
3. Each time you meet, I will add a new task to the old tasks. Always do the 1<sup>st</sup> task 1<sup>st</sup>, then add the 2<sup>nd</sup>, the 3<sup>rd</sup>, and so on until you have sequenced them all.
4. Sequence Example
  - High-five R hands
  - High-five L hands
  - 2 perfect push-ups
  - Jumping high-ten
  - Jump 360° turn
  - Do si do
  - Create your own move
5. **Challenges**
  - It is not a race. How many can you sequence without forgetting any?
  - Can you add your own twist to the tasks to make them more vigorous?
6. **Fitness Focus**
  - How could you make this more aerobic?
  - How could you make it improve muscular endurance?



## Safety First

- Be gentle with your high-fives. They should be friendly, not hurting.

# NO HOMEWORK?

## **1. POWER-WRITE** and illustrate a story about:

- Your day
- Your family
- What you want to be when you grow up
- Where you live
- Describe your favorite meal
- If you could wave a magic wand, what would you make happen?

## **2. Read a book to a younger student**

*Ask 3 on the surface questions and 3 under the surface questions*

Write the questions and answers and illustrate them, together

## **3. Write a book report** Title, author, setting, characters, summarize what happened, if there was a problem - how was it resolved?

- Write the book report by yourself
- Write the book report with a younger student
- Create an advertisement or comic strip about your book

## **4. Write a report about your favorite animal**

Name, physical description, where it lives, what it eats, is it used for anything by humans and why you like it.

## **5. Quick Draw:** Have Staff time you for 5 minutes while you draw a picture. Now write a 5 paragraph story about your picture. Use Power Write to help you organize your thoughts.

## **6. Draw a map of:**

- Your house and label each room
- Your neighborhood and label the places
- The school and label each room

## **7. Design an advertisement or brochure about your STEP Up program.**

Include all the staff, the teachers and students. Your finished product should showcase the best points of your program and convince the reader to send their children to the STEP UP program at your school.

## **8. Write 3 word problems each for:**

- Subtraction
- Addition
- Multiplication
- Division



# POWER WRITE

- Brainstorm topics.
- Write words or sentence on line 1 and all line 2s.
- Elaborate on 2s by writing on line 3.
- Write your ideas out on 1<sup>st</sup> draft, writing complete sentences.
- Edit with the staff-look at spelling, sentence construction, does it make sense?
- Write a final copy and illustrate.

1 \_\_\_\_\_  
TOPIC SENTENCE

2 \_\_\_\_\_  
Detail

3 \_\_\_\_\_  
Expanding the detail

2 \_\_\_\_\_  
Detail

3 \_\_\_\_\_  
Expanding the detail

2 \_\_\_\_\_  
Detail

3 \_\_\_\_\_  
Expanding the detail

1 \_\_\_\_\_  
Conclusion-Restate the topic

Older students can add line 4 to each section. One Power Write can be one paragraph for a multi-paragraph paper.