

More
AWESOME
Activities



Written By Arden Martenz

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More Awesome Activities

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ANIMAL FARM

Objective:

To give students an opportunity to affirm behavior patterns they like or to try out new behaviors they would like to adopt

Materials Needed:

For the leader:

- Board/chart paper to write on

For each student:

- Animal Farm* (page 40 or CD)
- Pencil

Pre-Presentation Preparation:

- ▶ Print a copy of *Animal Farm* for each student.

Give each student a copy of *Animal Farm* and a pencil. Then say:

Look at all of the animals on our list. Choose the one you like best and write the name of your selected animal on the line at the top of the Animal Farm page. Then complete each sentence. Draw a picture of the animal you chose at the bottom of the Animal Farm page.

Presentation:

Introduce the activity by saying:

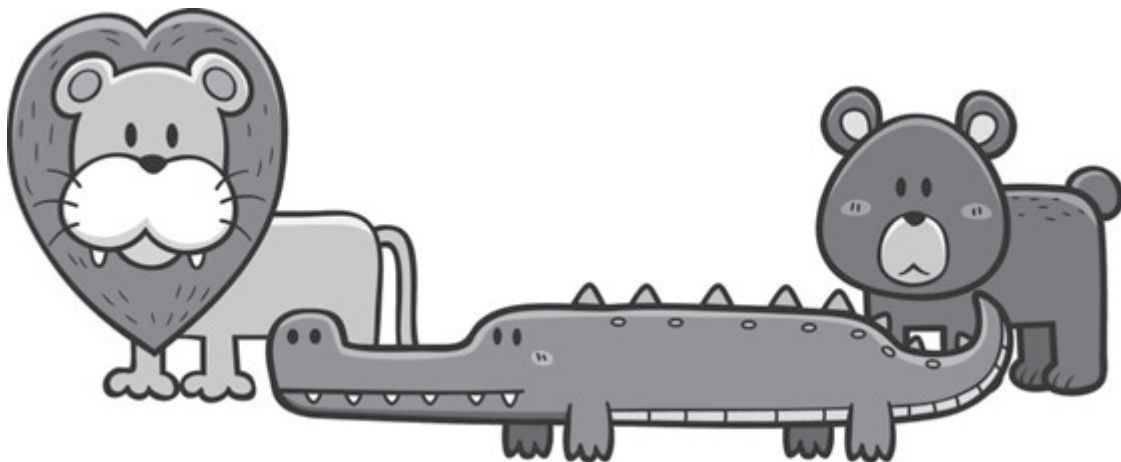
Today we are going to think about animals. Let's see how many animals you can name. Think of the animal you like best, tell it to the class, and I will write it on the board/chart paper.

Tell the students how much time they have to complete the activity sheet.

Have the students share their completed *Animal Farm* activity sheets with the group/class.

Write the students' selections on the board/chart paper.

Optional: Ask for volunteers to role-play for the group/class the actions listed on their activity sheets.

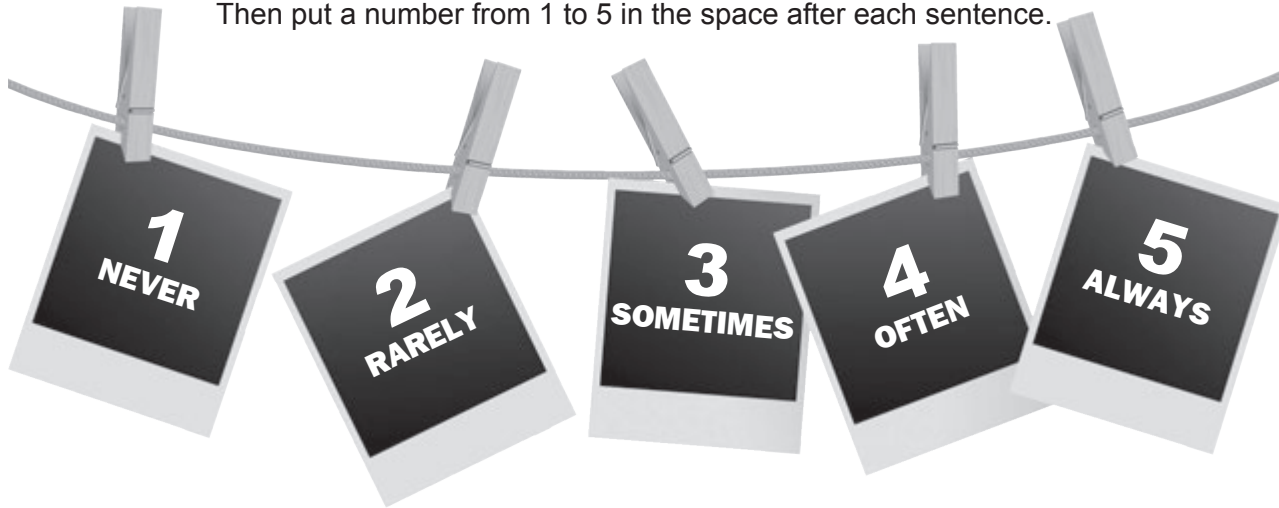


Name _____

Date _____

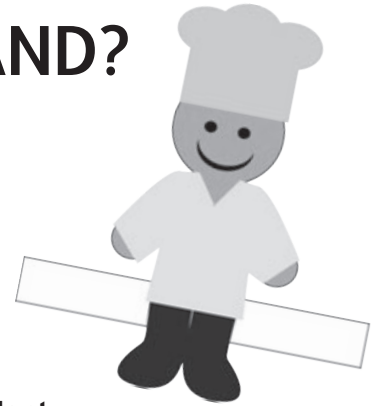
I AM

Decide how each sentence applies to you.
Then put a number from 1 to 5 in the space after each sentence.



1	My clothes and belongings are neat.	
2	I appreciate when people tell me what they believe I could improve upon.	
3	I do not enjoy riding on roller coasters.	
4	I have difficulty getting along with and making friends.	
5	I always feel I can do better.	
6	Most of my friends have problems either at home, school, or both.	
7	I dislike arguments and go out of my way to avoid them.	
8	I am careless.	
9	I do not enjoy swimming.	
10	I expect people to do what they promise.	
11	I often say, "I told you so."	
12	In a conversation, I like to have the "last word."	
13	Others can easily hurt my feelings.	
14	I would not like my friends to change what I planned for us all to do.	
15	I like to be busy and may be involved with two or more things at a time.	
16	People like me, but think I am easily influenced.	
17	I do not like myself or my friends to make mistakes.	
18	Others blame me for things I am not involved in.	
19	I do not like to waste time. I always like to have something to do.	
20	I like to have my work noticed by my friends and adults.	

WHO'S ON MY HAND?



Objective:

To have the students participate in a career education art activity

Materials Needed:

For the leader:

- Board/chart paper to write on
- Career Finger Puppet Sample* (page 68 or CD)
- Various colors of construction paper
- Scissors
- Glue sticks

For each student:

- Career Finger Puppet Pattern* (page 69 or CD)
- Crayons/markers
- Pencil

Pre-Presentation Preparation:

- ▶ Select an occupation that would qualify for this activity and illustrate the worker on the board/chart paper. Or display the *Career Finger Puppet Sample* PDF on an interactive white board.
- ▶ Make a sample finger puppet that matches the illustration on the board/chart paper or print and cut out the sample on page 68.
- ▶ Print a copy of the *Career Finger Puppet Pattern* on medium-weight paper for each student.
- ▶ Gather any other necessary materials.

they do. Who can name some workers who wear special clothes or uniforms?

After the students have answered the question, point to the illustration on the board/chart paper and show your sample finger puppet. Explain, if necessary, how the puppet was made. Then say:

Today you are each going to create a career finger puppet using the pattern I gave you as a guide. Using construction paper, design special clothing or a uniform for a career of your choice. Then cut out each piece of clothing and glue it to the pattern. After you have glued everything in place, draw a face on your finger puppet, then cut it out.

Presentation:

Give each student a *Career Finger Puppet Pattern*, a pencil, and crayons/markers. Place glue sticks, scissors, and various colors of construction paper on a table.

Introduce the activity by saying:

Think about people in the working world who wear special clothing or uniforms and how what they wear tells us the type of work

When everyone has finished, you will each present your puppet to the group/class and describe the kind of work it performs.

If necessary help the students cut out their completed puppets. Then glue the tabs together so the puppet fits the student's finger.

Have the students present their puppets to the class.

Optional: Have several students role-play a presentation involving several jobs using their finger puppets.

INDOOR AND OUTDOOR JOBS

Name _____

Date _____

Look at the jobs listed below. Is each job performed indoors or outdoors?
Write the name of each of the jobs on the correct door.

Secretary
Dog Walker
Farmer
Judge

Pilot
Rancher
Librarian
Dentist

Doctor
Chef
Taxi Driver
Life Guard

JOBS PERFORMED INDOORS

JOBS PERFORMED OUTDOORS



BE ENCOURAGING



Objective:

To teach students encouraging ways to talk with others

Materials Needed:

For the leader:

- Board/chart paper to write on
- D & E Statements* (page 101 or CD)

For each student:

- Two 3 x 5 index cards
- Marker

Pre-Presentation Preparation:

- ▶ Draw two columns on the board/chart paper. Label one column *E* and the other *D*.
- ▶ Print a copy of *D & E Statements* for the leader.
- ▶ Gather any other necessary materials.

Read each set of statements, tallying and writing the totals on the board/chart paper.

Then ask:

Why do you think E was chosen more times than D?

How would you feel if someone gave you an E message?

How would you feel if someone gave you a D message?

Presentation:

Give each student two 3 x 5 index cards and a marker. Then say:

Mark one card with a large E and the other with a large D.

Explain that:

E stands for Encouraging. Encouraging statements help us feel good and inspire us to do well. D stands for Discouraging. Discouraging statements can hurt a person's feelings and discourage someone from doing something.

Continue the lesson by saying:

I am going to say two statements. Listen to what I say, then choose the statement you would like someone to say to you. When you have made your choice, hold up either your E or D card. I will count the number of E's and D's held up for each statement, then write the total for each on the board/chart paper.

Conclude the lesson by saying:

Today you have learned about two ways to communicate with other people. Hold up the card that shows the way you want to communicate.

RESOLVE CONFLICTS PEACEABLY

Objective:

To have students be more aware of their behaviors and how, if necessary, to change them.

Materials Needed:

For the leader: None

For each student:

- Can You Resolve Conflicts Peaceably?* (page 139 or CD)
- Pencil

Pre-Presentation Preparation:

- ▶ Print a copy of *Can You Resolve Conflicts Peaceably?* for each student.

Presentation:

Give each student a copy of *Can You Resolve Conflicts Peaceably?* and a pencil.

Then say:

Look at your activity sheet. Answer each question as honestly as you can. Your papers are for your own use and will not be collected. When you have completed your activity sheet, count the number of times you answered Often, Seldom, and Never. Write the total for each at the bottom of the page. Then we will discuss each question. After we discuss a question, look at your answer. Do you still agree with what you chose? If not, you may change it on your activity sheet.

Have the students complete their activity sheets.

Then discuss the following information for each question, allowing the students to change their answers if they do not agree with their original choices.

1. To solve conflicts peaceably, you must view yourself as the equal of others. You may be more knowledgeable, but age does not make a person's opinions less valuable than yours. Tell yourself that you believe you know more about the situation but are willing to listen, without spoken or silent criticism, to the other person.
2. To solve a conflict peaceably means not placing blame. Each person has a side. Tell yourself that you believe you are right, but are willing to listen to the other person's viewpoint.
3. Finding fault with the person with whom you are arguing usually means you feel that your position or reputation is being threatened. Be aware of what is going on inside of you, and do not get caught in this trap. Remember that you are as worthwhile as the person who is disagreeing with you.
4. Without cooperation, conflicts cannot be resolved peaceably. If you give in because you do not want to argue, you may feel resentful. Even if the argument has stopped, the conflict might continue. State your feelings about the conflict.

MIKE'S WASTEBASKET

It was early Saturday morning and Ben had come over to see if Mike was going to go to the baseball park. The answer was “no,” because Mike had to finish a social studies report. This definitely did not make Mike happy. He had started the report earlier in the week, but didn't like what he wrote, so he tore it up and threw the paper away. He looked at the torn-up pieces of paper in the wastebasket. Then he started to think: “No ... I am definitely not going to take the paper out of the trash to see if I can salvage my report. Besides, it would probably take me longer to tape the pieces together than to write the report again. Anyway, I can remember most of what I wrote.” He thought for a few more minutes, then wondered: “Was Ben right when he told me it was stupid to throw away all my hard work? That was possible ... but then what if my research was wrong? It might be better to just start over.” Mike had spent hours doing research, and now all of his work was lying in the wastebasket. He thought: “It couldn't all be wrong. But how will I know which parts are correct and which are wrong?” Just then Mike's mother told him they were going to the store in an hour. If he wanted to work on his report, he had to start right then.

FINISH THE STORY BY TELLING WHAT MIKE DID.



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UNDERSTANDING FEELINGS

Objective:

To have students identify and realize the importance of feelings

Materials Needed:

For the leader: None

For each student group:

- Experiencing Feelings* (pages 180-182 or CD)
- Pencil

Pre-Presentation Preparation:

- ▶ Print a copy of *Experiencing Feelings* for each student group.
- ▶ Gather any other necessary materials.

Divide the students into groups. Give each group a copy of *Experiencing Feelings* and a pencil. Tell the students how much time they have to complete the worksheet. When the allotted time has elapsed, have each group share its sentences with the class. After each group's presentation, have the class contribute additional ideas for completing the sentences.

Presentation:

Introduce the activity by saying:

Today, we are going to concentrate on feelings and what might make different people, animals, and objects feel certain emotions.

*I am going to divide you into groups. Each group will be given a copy of the *Experiencing Feelings* worksheet. Each worksheet focuses on one emotion, such as happy or excited, and has five sentences to complete. It will be your group's task to decide what could make an animal, a person, or an object—if it could feel emotions—experience that emotion.*

Select one member of your group to fill in the worksheet. Remember to work together to decide how to complete each sentence. When I call time, each group will share its ideas with the group/class.

Conclude the activity by asking the students:

Why is it important to know about and understand different feelings?

What other feelings could we have learned about today?



BLAST OFF TO SUCCESS!

Objective:

To teach students to select a goal and identify the steps required to achieve that goal

Materials Needed:

For the leader: None

For each student:

- Blast Off to Success!* (page 217 or CD)
- Crayons/markers
- Pencil

Pre-Presentation Preparation:

- ▶ Print a copy of *Blast Off to Success!* for each student.
- ▶ Gather the other necessary materials.

Give the students time to complete the task. Then say:

Now think of four steps you must take to reach your goal and write one step on each planet. For example, to learn to ride your bike you needed to:

1. *Find a safe place to practice.*
2. *Learn to balance on the bike.*
3. *Learn to pedal.*
4. *Learn to use your brakes.*

Presentation:

Introduce the activity by asking the students:

What is a goal?

Allow time for the students to answer the question, then say:

A goal is something you would like to accomplish, like learning to ride a bike. There was a time when you did not know how to ride a bike, but you wanted to learn. Learning to ride your bike was your goal.

Give each student a copy of *Blast Off to Success!*, crayons/markers, and a pencil. Then say:

Look at your Blast Off to Success! activity sheet. Do you see the planet Earth? Today you are to think of something you would like to do or learn to do this year, then write your goal on the planet Earth.

When you have completed your activity sheet, use your crayons to add more planets, stars, and space creatures to your activity sheet.

Tell the students how much time they have to complete the activity sheet. When the allotted time has elapsed, have each student who wishes to do so show and explain his/her work.

Then ask the following questions:

Why did you select your goal?

Do you think the steps you chose will help you reach your goal?

Allow the students to ask any questions they may have about goal-setting. Tell the students to hang the activity sheet at home where they can see it daily as a reminder to work on their goals.

IDENTIFYING FEELINGS

Objective:

To help students identify and understand their feelings

Materials Needed:

For the leader:

- Song about selected feeling and music player
or
- Story about selected feeling

For each student:

- Clay or paper and finger paints

Pre-Presentation Preparation:

- ▶ Gather the necessary materials.

Decide on the emotion to be examined and on how to get the student to begin thinking about that feeling. This can be achieved by:

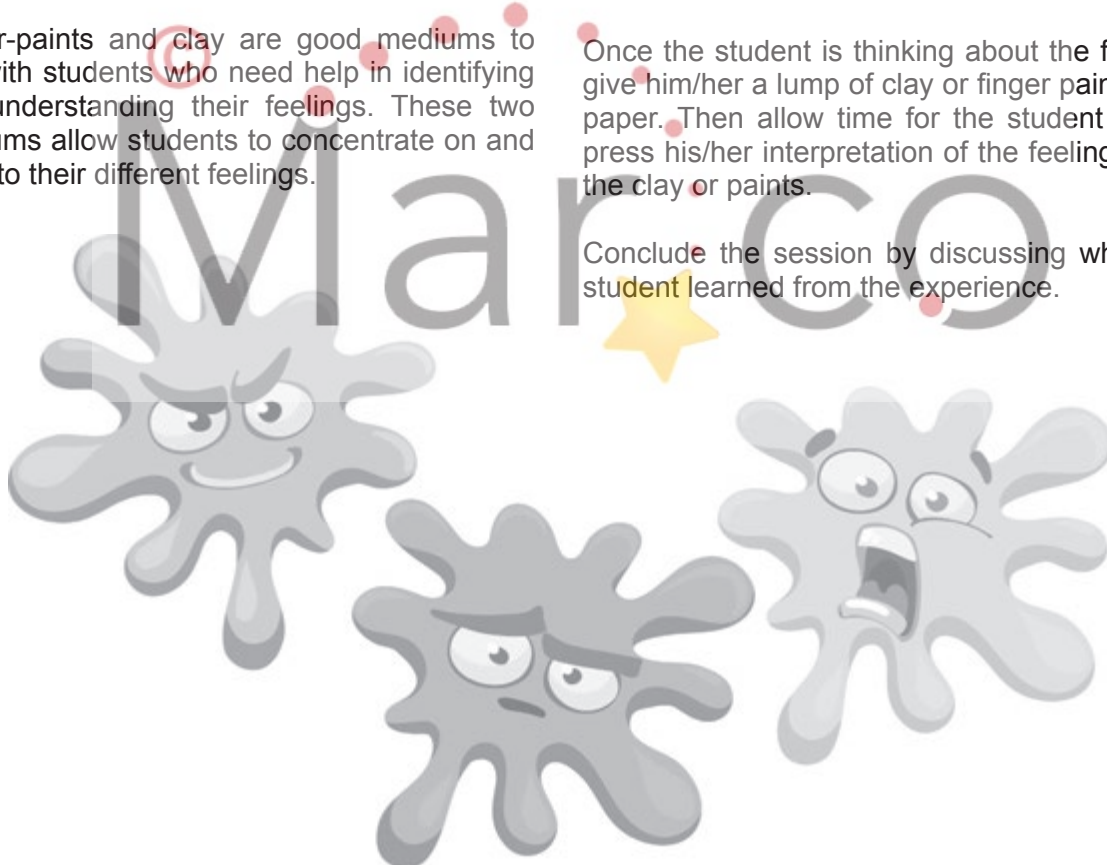
- ▶ playing a song featuring the feeling.
- ▶ reading a story focusing on the feeling.
- ▶ talking to the student about the feeling.

Presentation:

Finger-paints and clay are good mediums to use with students who need help in identifying and understanding their feelings. These two mediums allow students to concentrate on and react to their different feelings.

Once the student is thinking about the feeling, give him/her a lump of clay or finger paints and paper. Then allow time for the student to express his/her interpretation of the feeling using the clay or paints.

Conclude the session by discussing what the student learned from the experience.



CELL PHONE MANNERS

Objective:

To identify behaviors related to cell phone use

Materials Needed:

For the leader: None

For each student:

- Paper
- Pencil

Pre-Presentation Preparation:

- ▶ Gather the necessary materials.

Presentation:

Introduce the lesson by saying:

Today we are going to talk about cell phone manners. In today's world, almost everyone has a cell phone. In fact, they are so common that users often do not respect or consider others when using the phone. Have you ever been doing something with a friend when, suddenly, he or she starts texting or talking with someone else? That's rude! But it happens a lot, so today's lesson is about cell phone manners.

Give each student a piece of paper and pencil. Then say:

I am going to name several places where you might receive a phone call or text. Think about the situation, then write how you believe you should react. We will discuss your ideas.

Read each of the following situations to the class/group:

- ▶ You are in class and your phone rings.
- ▶ You are on the playground playing kick-ball and you receive a text message.

- ▶ You are at home doing your homework and you receive a text message.
- ▶ You are riding in the car with your parents and your phone rings.
- ▶ You are eating dinner at home with your family and your phone rings.
- ▶ You are eating dinner in a restaurant with your family and you receive a text message.
- ▶ You are watching a movie on television and your phone rings.

Discuss each situation. When a student gives his/her answer, ask the class to raise their hands if they agree with the answer given. Note the number of students who agree and have those students who don't agree explain why.

Conclude the lesson by asking:

Which calls or texts should you always answer or read? (parents and other adults who may have important information)

If the call is one that you need to answer, and you don't want to be disturbed or disturb others, how should you answer the call?

If the call is one that you need to answer and you are with other people, what should you say to the people you are with?

Remember, cell phones have many good benefits, but it is up to the caller and the receiver to respect others when using the phone.

THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

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Marco

The logo for Marco features the word "Marco" in a grey, sans-serif font. Above the letters, a series of red dots forms a curved path that starts above the 'M', goes up and over the 'a', and then curves down towards the 'o'. A yellow five-pointed star is positioned below the 'r' and 'c'.

COOL IDEAS FOR CHILLIN' OUT

Circle the ideas you think would help you calm down when you are angry.



Write About Your Anger



Read a Good Book



Do a Jigsaw Puzzle



Drink a Glass of Water



**Think Before You Act!
Count to 10**



Get Some Exercise



Listen to Music



**Relax
Take Deep Breaths**



Walk or Run Away

COOPERATION

MEANS ...

Working
Together
As A
Team



Getting
Along
With
Each
Other



Respecting
Everyone's
Opinion



Sharing
Ideas
&
Taking
Turns



WHAT KIND OF A FRIEND AM I?

Name _____

Date _____

Think about how you behave. Below is a list of friendly behaviors.
Read each one and put an **X** next to those behaviors that describe how you act.

I am a friend who:

_____ *likes being with other people and having fun.*

_____ *tries to understand how other people feel.*

_____ *enjoys playing sports and other games.*

_____ *tries my best to be nice and kind.*

_____ *other friends can count on to do what I say.*

_____ *forgives others when they make a mistake.*

_____ *helps other people whenever I am able.*

_____ *thinks about other people.*

_____ *tells the truth.*

_____ *can keep a secret.*

_____ *shares.*

Looking at my answers, I would say I am:

_____ *a great friend.*

_____ *a pretty good friend.*

_____ *not a very good friend.*



TEXTING TIPS

Keep text messages short.

Never text one friend when you are spending time with another.

Never text BAD NEWS.

RESPECT OTHERS!

Don't text everywhere. Put your phone away in class, at restaurants, at the movies ...

Never text when you are ANGRY.

Never text GOSSIP.

Don't text things that are private or confidential.

Never text while doing something that requires your full attention.



R esponsibility TEST

**Do you know what it means to
BE RESPONSIBLE?**

Take the *Responsibility Test* and see!

	YES	NO
1. Responsible students never make mistakes.	<input type="checkbox"/>	<input type="checkbox"/>
2. Irresponsible is the opposite of responsible.	<input type="checkbox"/>	<input type="checkbox"/>
3. Responsible students complete assignments and homework on time.	<input type="checkbox"/>	<input type="checkbox"/>
4. Responsible students always get A's in school.	<input type="checkbox"/>	<input type="checkbox"/>
5. Having a neat desk is an example of being responsible.	<input type="checkbox"/>	<input type="checkbox"/>
6. Being responsible means never forgetting to do things.	<input type="checkbox"/>	<input type="checkbox"/>
7. Being responsible is always easy.	<input type="checkbox"/>	<input type="checkbox"/>
8. Grades have a better chance of being improved if a student is responsible.	<input type="checkbox"/>	<input type="checkbox"/>
9. Correcting mistakes on an assignment is a responsible behavior.	<input type="checkbox"/>	<input type="checkbox"/>
10. Texting on your cell phone when the teacher is speaking is a responsible behavior.	<input type="checkbox"/>	<input type="checkbox"/>
11. Telling an assignment to an absent fellow student is a responsible behavior.	<input type="checkbox"/>	<input type="checkbox"/>
12. Telling the truth in most cases is a responsible behavior.	<input type="checkbox"/>	<input type="checkbox"/>
13. Looking at a fellow student's paper for answers is a responsible behavior.	<input type="checkbox"/>	<input type="checkbox"/>
14. Being responsible means admitting when you do something wrong.	<input type="checkbox"/>	<input type="checkbox"/>
15. Helping a friend is an example of being responsible.	<input type="checkbox"/>	<input type="checkbox"/>

CONCENTRATE

**WHEN YOU CONCENTRATE, YOU FINISH YOUR WORK FASTER AND BETTER.
THE BEST WAYS TO CONCENTRATE ARE:**

HAVE A STUDY PLAN

The best place to study is usually your own room.

Be sure you have good lighting.

Be prepared! Have everything you need before starting to study.

Having to get up and find something you need affects your ability to concentrate.

BACKGROUND NOISES

Turn off the radio and television to reduce distractions.

Turn off your cellphone, unless your parents want you to leave it on.

Eliminate household noises.

The right kind of music can help you relax your mind so you can concentrate better when studying.

Listening to something not related to your work may affect your ability to concentrate.

CHOOSE THE BEST TIME OF DAY TO CONCENTRATE

Use this time as your regular study time.

Doing schoolwork when you are distracted by other things affects your ability to concentrate.

MAKE A SCHEDULE

Schedule a time to study each subject and to complete assigned work.

Do your hardest subject/assignment first.

Scheduling difficult subjects/assignments last when your brain is not as sharp affects your ability to concentrate.

TAKE A BREAK

When your body feels tired, take a short break.

Working when you are tired may affect your ability to concentrate.