



INSTRUCTOR'S GUIDE

Your Daily After-School Schedule

NOVEMBER, WEEK 4

"We must find time to stop and thank the people who make a difference in our lives."

-John F. Kennedy

Part of the **AMSkids Program**

Today's Tasks

1. List daily priorities and make necessary contacts.
2. Pick up necessary supplies for the week.
3. Maintain brochure racks in local businesses.

Arrival – 3:30 Snack/Change Clothes/Restroom Break

3:30 – 3:50 Learning Activity

Read the story.

Weekly Stories: The Bald Huntsman

A man who had lost all his hair took to wearing a wig and one day he went out hunting. It was blowing rather hard at the time, and he hadn't gone far before a gust of wind caught his hat and carried it off, and his wig too, much to the amusement of the hunt. But he quite entered into the joke, and said, "Ah, well! the hair that wig is made of didn't stick to the head on which it grew; so it's no wonder it won't stick to mine."

Moral of the Story: You are what you've got.

Questions for Discussion:

1. What connection does the moral have to the actual story?
2. What is one way you can use the moral in Martial Arts class?
3. What is one way you can use the moral at school?
4. What is one way you can use the moral at home?

3:55 – 4:15 Physical Activity**Army Dodgeball**

Objective: Students will develop their strategic skills in a game of dodgeball war.

Materials: Multiple soft plush or rubber balls, and martial arts equipment for defense and blocking.

1. Divide the students into teams of two on each side of the room, like a typical game of dodgeball.
2. Place the martial arts equipment (wavemasters and pads) on both sides for the students to block with.
3. When a student is hit, they're out and must lie down.

4:15 – 5:00 Martial Arts Class**5:00 – Pick-Up Worksheets/Homework**

Today's Tasks

1. List daily priorities and make necessary contacts.
2. Replace and maintain road signs.

Arrival – 3:30 Snack/Change Clothes/Restroom Break

3:30 – 3:50 Learning Activity

One of These Things is Not Like the Others

Objective: Students will develop their general knowledge and ability to think quickly.

Materials: Paper, pencils, dry erase board, and markers.

1. Instruct your students to sit in a circle, meditation-style. Explain that being unique and original means thinking in unique ways, unlike anybody else. Tell your students that they are all going to get one minute to write down all of the things they can think of in a given category. For example, different kinds of fruit. For each item you come up with that is not on any other student's list you get a point. The person who comes up with the most kinds of fruit that nobody else thought of wins.
2. Pass out a piece of paper to each student.
3. Start the timer and when one minute is up, have your students put their pencils down.
4. Go around the room and have each student call out their list. If they call out an item that someone else has on their list, all students with that item on their list must cross it off.
5. Write the most unusual answers on the chalk or whiteboard.
6. Congratulate your students on stretching their minds and being original.
7. The following are some ideas for your lists: Fruits, vegetables, animals, birds, colors.
8. If you want to make it more challenging, you can have students list only the items that start with "A;" for example, foods that start with the letter A.

3:50 – 4:15 Physical Activity**Shark Attack!**

Objective: Students will develop their listening skills.

Materials: Tape.

1. Tape a five-foot-by-five-foot square in the middle of your room. This will be the lifeguard station.
2. Ask your students two skill-testing questions. The first two to answer will become your shark and lifeguard.
3. Instruct the remaining students in your class to line up in rows of five, facing the wall. Explain to your students that using your potential is not only about making yourself better. There are some jobs where using your potential or being lazy can be the difference between life and death. Ask your students to give you some examples of jobs where it is very important that you use your potential; examples might be soldier, police officer, fireman, doctor. A Level 1 example might be: If you are in a burning building and the fireman who comes to rescue you is slow getting into the building, you might die. A Level 2 example might be: If your doctor is lazy and doesn't use her potential, you might not get the health care you need and die. A Level 3 example might be: If you are innocent of a crime and your lawyer doesn't make a convincing case, you might go to prison.
4. Explain to your students that being a lifeguard is another job where you need to use your potential all the time or people will be in danger. Explain that they are all out for a day at the beach. Only the lifeguard can see the shark in the water, so it is very important that he communicates to the swimmers as soon as the shark is near. It is equally important that the swimmers hear the lifeguard. When the lifeguard sees the shark he will yell, "Everybody out of the water!" and all the swimmers must run to his lifeguard station for safety.
5. Instruct the lifeguard to get into the station facing the wall opposite the swimmers are facing.
6. Whisper a buzzword to the shark and the lifeguard (something uncommon like "rutabaga"). You will say a bunch of words out loud. When you say the buzzword, the shark can run and try to "eat" the swimmers, and the lifeguard must yell, "Everybody out of the water!" The swimmers can't move until they hear the lifeguard. The shark can't move until he hears the buzzword.
7. Instruct the shark to stand about five feet in front of the lifeguard station, facing the swimmers.
8. Every time you say a word, the shark will take a step backward. Be sure to mix in words that sound like the buzz word (if your buzz word is "rutabaga", throw in words like rhubarb, roof, root). If the lifeguard yells to the swimmers before the right word is called, the shark will attack from a much closer distance and "eat" more swimmers. If the shark attacks before the right word is called, he will get caught in a fishing net. When "everybody out of the water!" is called, any swimmers who don't make it to the lifeguard station will be eaten.
9. After the first round, have the first two students to make it the lifeguard station be the new lifeguard and shark.

4:15 – 5:00 Martial Arts Class/Demo Team Practice**5:00 – Pick-Up Worksheets/Homework**

Today's Tasks

1. List daily priorities and make necessary contacts.
2. Look for new brochure locations.

Arrival – 3:30 Snack/Change Clothes/Bathroom Break

3:30 – 3:50 Physical Activity

Fantasy Ball

Objective: Students will learn the importance of keeping a positive attitude in order to move ahead.

Materials: Soft ball (foam football, rubber ball, tennis ball, etc.).

1. Divide your students into two teams of equal athletic ability.
2. Set up an end zone (goal) at both ends of your gym. Explain the rules of touch football to your students: One team will start out on offense, the other team on defense. The quarterback must throw the ball to their receivers to move the ball down the "field." Any missed pass or dropped pass counts as a used "down." Each team has three downs before they give up possession of the ball to the other team. Play begins with the defensive team throwing the ball from their end zone to the other team's end zone. The offensive player who catches the ball runs towards the opposite end zone, while the opposing team tries to tag him with two hands. If he is tagged, the play stops where he was tagged. From here, the ball is "snapped" to the quarterback. The player defending the quarterback must count to ten before he can tag her. If the quarterback is tagged, the down advances but play resumes from where the quarterback was tagged, not from where the ball was snapped. Each time a team gets the ball in the end zone, they score a touchdown (worth one point).
3. Use a coin toss or rock/paper/scissors to determine which team starts on offense.
4. Be sure to rotate quarterbacks on every possession so everybody gets a chance to play.

3:55 – 4:15 Learning Activity**Two of a Kind**

Materials: None.

1. Instruct your students to sit in a circle, meditation-style.
2. Read one of the clue phrases below to the group. Explain that the answers all contain consecutive double letters.
3. Select a student to go first. If he can identify the word, announce the next phrase for the student to his left. However, if the first student is incorrect the student to his left must attempt to identify the double letter word. Do NOT repeat the phrase; this will help students concentrate.

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|---|--------------|
| 1. A storm with wind and snow is a _____. | Blizzard |
| 2. A space with nothing in it, not even air, is a _____. | Vacuum |
| 3. A sport in which touchdowns are scored is _____. | Football |
| 4. Mental ability is _____. | Intelligence |
| 5. To draw absentmindedly is to _____. | Doodle |
| 6. A pirate is a _____. | Buccaneer |
| 7. A winged insect that is usually brightly colored is a _____. | Butterfly |
| 8. An animal with a long neck is a _____. | Giraffe |
| 9. Part of a word pronounced as a unit is a _____. | Syllable |
| 10. Earth's natural satellite is the _____. | Moon |
| 11. Not guilty is _____. | Innocent |
| 12. A flock of geese is a _____. | Gaggle |

4:15 – 5:00 Martial Arts Class/Demo Team Practice**5:00 – Pick-Up Worksheets/Homework**

Holiday! Enjoy time

me with your family!

Today's Tasks

1. List daily priorities and make necessary contacts.
2. Inventory supplies for daily operation, preview next week's activities, and create a shopping list.
3. Inventory pro-shop supplies such as uniforms and order more, if necessary.

Arrival – 3:30 **Snack/Change Clothes/Bathroom Break**

3:30 – 3:50 **Learning Activity**

Brain Bowl

Objective: Students will develop their knowledge of martial arts.

Materials: Mixing bowl, paper.

1. Write a series of martial arts-related questions that pertain to the latest techniques and philosophies you've been working on. Fold the paper so you can't see the questions and put them into the mixing bowl.
2. Instruct your students to form two lines at one end of the gym, facing you. Set the bowl in the middle of the room.
3. Explain that they are going to be playing Brain Bowl, a trivia game that will test their smarts. They will have to answer a series of trivia questions as fast as they can while trying to finish before the other group.
4. Instruct the first two students in each line to stand up. Explain that they must run to the bowl, pick out a question, and read it out loud to their team. After the question has been read out loud, each team has until the reader from the other team gets back to his group to answer the question. For example: The Group 1 reader runs back to his group; Group 2 must answer their question by the time he gets to his group. If one or the other group fails to answer their question in time, they don't get a point. The reader of the question then returns to the back of the line and the next student runs to the bowl, reads a question, then runs back.
5. When all of the questions are finished, tally up the points and congratulate your winners.

3:50 – 4:15 Physical Activity**River Safari**

Objective: Students will learn how to focus their determination while performing a physical challenge.

Materials: Tape, Fun Noodles.

1. Layout a path with a piece of tape approximately 40 feet long. This line should have turns and curves in it, as it will be the “tight rope” that your students will have to walk across in the River Safari obstacle course.
2. Explain to your students that determination is a simple concept to understand, but hard to master. Everybody reaches a point where they want to quit, and that’s okay. Pushing your limits is easier when you have a personal reason for doing it. In today’s activity, you are going to push the limits to save your friend who has been kidnapped by a pack of wild dogs. The dogs have taken him across a dangerous river to their den, and your students must cross the river and rescue their friend.
3. Divide your students into two equal groups. Have your first group line up at the starting point on your obstacle course. These students will be rescuers. Give each of your other students a Fun Noodle and line them up along the obstacle course. They will be the turbulent waters that are threatening to toss the brave rescuers into the river.
4. When you say go, have your first student set out across the river. If they step off the line, they will get washed away in the river and fail in their rescue. If they fail, they have to go back to the end of the line and start again. If they make it across, their rescue is complete and they will take over one spot with a Fun Noodle, and one of the Fun Noodle people will join the line to become a rescuer. Continue until every student has had a chance to be both a river current and rescuer.

4:15 – 5:00 Martial Arts Class**5:00 – Pick-Up Worksheet/Homework**

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If you have any questions or concerns feel free to contact us.
We're always glad to address any concerns or comments you might have.

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