AMSKIDS
After School & Summer Camp Programs



INSTRUCTOR'S GUIDE

Your Daily After-School Schedule

DECEMBER, WEEK 3

"If we have no peace, it is because we have forgotten that we belong to each other."

–Mother Teresa

Part of the **AMSkids Program**

Day 1

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 – 8:30 Physical Activity

Body Slam

Objective: Students will learn how to help others succeed by supporting a partner in team sports.

Materials: Laundry hamper or garbage bin that can be used as a basketball hoop, a basketball or ball of similar size that will bounce, masking tape.

1. Instruct your students to sit in a semicircle in front of your basket.
2. Explain to your students that desire is the root of all success. Your students are gladiators competing in a gladiator tournament. Each student will get a chance to slam three balls before time runs out.
3. Pick a student to be your first gladiator in the competition.
4. Show your students the boundaries of play surrounding the basket. You can use cones or tape to mark out a space approximately ten feet by ten feet.
5. Hand each of your other students a target pad and have them stand in front of the basket. Inform your first competitor that their goal is to get past the blockers and dunk the ball three times. They will have 30 seconds each to accomplish this.
6. On your command, have your first student start.
7. Continue until all students have gone.
8. When time is up, congratulate your students on doing such a great job by having the desire to achieve their goal. Discuss why they need desire to get through the blockers, and for older students, discuss how the blockers represent obstacles that come between us and our goals.

8:30 – 9 Learning Activity

Million-Dollar Words

Objective: Students will learn how passionate words can be of value.

Materials: Dry-erase board, markers

1. Instruct your students to sit in front of the dry-erase board. Explain to them that passionate words are valuable because they can give you the energy to do something very challenging, or they can encourage other people to try hard and not give up.
2. Explain that today's game is called Million-Dollar Words. You're going to put a bunch of words on the board and your students will have to guess the value of the words. Explain that some words don't have any value at all because they are negative or lack energy. Some words have a little bit of value, but not much, because they are mediocre words.
3. Reveal the list of words to your students. Write each student's name on the board and leave some space next to it to write their score.
4. Ask your students a skill-testing question related to the martial arts. The first student to answer correctly gets to go first. Explain to them that you will point to a word, and they will tell you if it's a Million-Dollar Word or not. If the student is correct, give them $1 million (for pretend, of course). If they are wrong, give them -$1 million. If they are right, but the word is not a $1 million dollar word, give them the value of the word (if it is zero then give them zero, if it is $100, give them $100).

5. When time is up, tally up the scores and see who is the best at using passionate words! Encourage all of your students to use these passionate words all week long.

Happy	Maximize	Amazing	Ecstatic
Thrilled	Average	Fantastic	Terrific
Bored	Proud	Wonderful	Stinky
Okay	Ultimate	Garbage	Phenomenal
Scared	Poor	Pretty cool	Healthy
Magnificent	Brave	Good	Great

9 – 9:30 Physical Activity

Object Tag

Objective: Students will develop their reflexes and reaction time.

Materials: Tape, pack of gum or a colored piece of paper.

1. Create two goal lines out of tape at opposite ends of your training area. Each line should be approximately ten feet long. Divide the class into two teams. Obtain a small object that can be hidden inside a closed hand like a colored piece of paper, a roll of Lifesavers, or a pack of gum, etc.
2. One team will huddle up behind their goal line. In their huddle, they secretly give the small object to one person to carry. The other team is on the opposite side of the room behind their goal line, waiting. On your command, the team with the object breaks their huddle and sprints for the far end of the room. Each team member ought to pretend he has the object. The other team approaches them from the opposite side, attempting to tag the player with the "real" object. If a player gets tagged, she must stop and show her hands to reveal whether she has the object or not.
3. If the player with the object can successfully run across to the other side of the room without being tagged, his team scores a point. If he gets tagged, no point is scored and the other team then attempts to run across the room.

9:30 – 10 Learning Activity

Martial Arts Goal

Objective: Students will learn how to set goals for themselves within martial arts and get the motivation to achieve them.

Materials: Paper, pencil or pen, envelope.

1. Explain to your students to write three goals they want to achieve in martial arts. They can be to get a Black Belt, to get a Red Belt, to do 50 push-ups, or to do a flying side kick. Anything as long as it's something they haven't achieved yet and something they can achieve.
2. Tell your students to fold the paper when they are done and place it inside their envelope and seal it.
3. Let them know that in one year, you are going to send their letters to their house so they can see if they have achieved their goals or if they're still working toward them.
4. Make sure you have their addresses and keep the envelopes somewhere safe.

10 – 10:15 Morning Snack/Bathroom Break

Day 1

10:15 – 10:45 Physical Activity

Sensei Bowling

Objective: Students will develop their reaction time and their ability to defend.

Materials: Bouncy ball minimum size of a basketball, maximum size of a yoga ball.

1. Instruct your students to stand on the mat and spread out into the middle of the room.
2. Choose the student who has been the best behaved to be your partner.
3. The students are the bowling pins and the (Instructor, Master, Sensei etc.) and the chosen student are on either side of the students acting as the bowlers.
4. As the instructor, you will start out by rolling the bouncy ball across the room toward your partner (the chosen student). The student on the other side will proceed to do the same toward you. Every student hit by the bouncy ball on the way and back is knocked out and must sit on the far end of the mat so that the rest of the participants have room to run out of the way and play the game.
5. The last child standing can become your next partner if you have time to play a second round.
6. Play as many times as your time limit allows, using the winner as the other bowler. Make sure students don't cheat by getting back into the game after being hit or by purposely bowling the ball at someone else.

10:45 – 11 Bathroom Break/Change Clothes

11 – 12 Martial Arts Class

12 – 12:45 Lunch/Bathroom/Clean-Up

12:45 – 1:30 Arts & Crafts

Advertise

Objective: This activity introduces students to how they hear about the different toys and games they want to buy. It provides an opportunity for students to understand the power of persuasion and how they are a coveted segment of the market.

Materials: Paper, pencils, crayons.

1. Divide the class into groups of no more than 15 by age.
2. Lead a discussion in each group on how students decide to buy something. You could use sneakers, a certain video game, a style of clothing, etc., to launch the discussion. Try leading the students to the amount of advertising they are subjected to every day. They see ads on television and in magazines; they hear ads on the radio and see ads on the Internet.
3. Ask each student to think up a product that he would like to sell. The product could be real, such as a tennis racket, or a made-up product like a flying machine.
4. Pass out a sheet of light-colored construction paper, a pencil, and some crayons to the students. Ask students to draw an advertisement for their product. Encourage the students to focus on why other kids would want to buy their product. Perhaps you can talk about adjectives (words that describe nouns) and how they add to an advertisement's effectiveness.
5. Save time at the end of the period for students to share the ad for their product with the rest of their group.

1:30 – 2 Learning Activity

Win the Lottery

Objective: This oral language arts activity develops and promotes community-oriented service.

Materials: None.

1. Instruct students to sit on the floor in a circle, meditation-style.
2. Tell the group that each one of them has just won $1 million in the lottery! Ask the students to quietly reflect on what they would do with all the money. After several minutes, select a student to share her ideas first. Continue around the circle until each student has had a turn to share. Analyze the responses. Were most of them self-serving? Did anyone give money to family members or friends?
3. Pose the following question to the group: "If you had to spend half the money on people you do not know or give it to an organization, how would you spend the money?" Provide another two or three minutes for silent reflection. Select a student to share his ideas first. Continue around the circle until everyone has had a chance to share. Analyze the groups responses again. How did the answers differ from the first time? Did students give money to people? What organizations did they give money to?
4. Lead a brief discussion about the importance of giving back to the community.

2 – 2:30 Physical Activity

Flicker Ball

Objective: Students will develop eye-hand coordination, teamwork, and learn the importance of communication during a team game.

Materials: Two hula-hoops, playground ball.

1. The game is played best in one large group. However, if you have more than 24 students in your class, we recommend dividing your class into groups of no more than 24 and playing separate games. Before playing the game, lean one hula hoop in the middle of one wall; lean the second hoop in the middle of the opposite wall. Split the class in half with one team going to one end of the room, and the other team going to the opposite end.
2. Explain to your students that there is one playground ball in play during the game. The object is to score a goal by throwing the ball through the opponent's hoop. When a team has the ball, they may advance it across the room in the following ways: Running with the ball, throwing it to a teammate, or kicking it. The defensive team can stop the ball in the following ways: Tagging a runner holding the ball (player who tags the runner immediately takes possession), intercepting a pass, or picking it up off the floor while it's loose. The first team to score ten points (goals) wins.

2:30 – 2:45 Snack/Bathroom Break

2:45 – 3:15 Learning Activity

Read the story and follow along at MyAtlasApp.com.

Weekly Story: The Greedy Mouse

A greedy mouse saw a basket full of corn. He wanted to eat it, so he made a small hole in the basket. He squeezed in through the hole. He ate a lot of corn. He felt full. He was very happy. Now he wanted to come out. He tried to come out through the small hole. He could not. His belly was full. He tried again, but it was of no use.The mouse started crying. A rabbit was passing by. It heard the mouse's cry and asked, "Why are you crying, my friend?" The mouse explained, "I made a small hole and came into the basket. Now I am not able to get out through that hole." The rabbit said, "It is because you ate too much. Wait till your belly shrinks". The rabbit laughed and went away. The mouse fell asleep in the basket. The next morning, his belly had shrunk. But the mouse wanted to eat some corn. So he ate and ate. His belly was full once again. He thought, "Oh! Now I will go out tomorrow". The cat was the next passerby. He smelled the mouse in the basket. He lifted its lid and chased him out of town.

Moral of the story: Get to safety while you can.

Questions for Discussion:
1. What connection does the moral have to the actual story?
2. What is one way you can use this moral in martial arts class?
3. What is one way you can use this moral at school?
4. What is one way you can use this moral at home?

3:15 – 3:45 Physical Activity

Crunch Time

Objective: Students will learn and reinforce important exercise lessons.

Materials: Four bases (can use backpacks or punching bags).

1. Each station is two minutes long. Students will run to a station, perform the activity for two minutes, then rest for two minutes before moving on to the next station. You will call start and stop for each two-minute station:
Station 1: Sit-ups
Station 2: Ceiling Crunches
Station 3: Leg Raises
Station 4: High-Five Crunches

2. Demonstrate each exercise so the students know how to do them.
4. If you have extra time, let the students choose their own drill.

3:45 – 4 Change Clothes

4 – 5 Martial Arts Class

5 – Pick-Up Worksheets

Day 2

Today's Tasks

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

Arrival – 8:30 Physical Activity

Battle Dodgeball

Objective: Students will develop their reflexes and reaction time.

Materials: Masking tape, two playground balls.

1. Form two large groups (allow new arrivals to enter each group--larger schools may need more groups divided by age). Have both groups form a big circle with one group making one half of the circle, and the second group making the other half. Place two playground balls in the circle.
2. Assign a number to each player in each group so that Group A has a 1 and Group B has a One. Continue numbering students until every player has a number.
3. To play, the instructor calls out a number. The two players (one from each team) run out into the middle of the circle where they pick up a ball. The object is to hit the other player with the ball (below the shoulders). The players on the circle can retrieve a ball, but may not throw it. Players in the middle of the circle may NOT cross over the taped line halfway across the circle.
4. Allow play to continue until a player is hit with the ball or one minute has passed. One hit equals one point.
5. Call out another number to bring two new competitors into the ring.
6. The first team to earn ten points wins.

8:30 – 9 Learning Activity

Flip-Flop Words

Objective: Students will have spelling practice, build their vocabulary, and develop creative thinking.

Materials: Pencil and paper.

1. Pass out a sheet of lined paper and a pencil to each student.
2. Each student writes a word vertically on the left-hand side of the paper, and vertically in reverse order on the right-hand side of the paper. Students then try to fill in words on each line that begins with the letter on the left, and ends with the letter on the right.
3. To make it more challenging for older students, if the word is "Flowers," they must fill the middle words with the names of flowers.

Example:

F	finds	S
L	later	R
O	owe	E
W	wow	W
E	ego	O
R	real	L
S	self	F

9 – 9:30 How-To Tuesday

How to Be a Good Student

Objective: Students will develop proper study habits to be successful in school.

Materials: None.

1. Instruct the students to sit on the floor in a circle, meditation-style.
2. Brainstorm with students what a habit is: A pattern of behavior. Lead them to the understanding that there are both good and bad habits.
3. Once the group has an idea of what a habit is, ask students to share some good habits they have developed and some not-so-good habits they have developed. Reassure the group that everyone has bad habits.
4. From the list below, select a habit related to school and studying. Pick a student to go first. Read the phrase to the student (and group). The student must decide if it is a good habit or a bad habit and explain their answer in a sentence or two:

1. Forgetful	9. Fidgety
2. Disorganized	10. Nosy
3. Hard worker	11. Television addict
4. Respectful	12. Goal oriented
5. Love to Read	13. Selfish
6. Scatterbrained	14. Inquisitive
7. Lazy	15. On time
8. Cooperative	

6. Close the activity by reminding students that anyone can change their habits from bad to good, or from good to bad. Habits are a learned behavior.

9:30 – 10 Physical Activity

Black Bird

Objective: Students will develop critical listening skills and physical movement.

Materials: None.

1. Students start at one end of the room. Select a student to come out to the center of the floor to be the leader.
2. To play the game, the leader announces a type of movement. For example, she may say, "Hop!" All the players must start hopping across the room towards the far end. The leader then yells to stop at an unexpected moment and all players must freeze. Any player caught still moving after the "stop" call is out and must sit on the floor, off to the side. The leader then calls out a different type of movement. For example, she may say, "Gallop!" From the students' present location they continue toward the far end of the room. As before, at an unannounced time the leader will yell to stop. Any student caught moving after the "stop" call is out.
3. The first player to reach the far end wall becomes the new leader.
4. All students come back into the game and the new leader calls out a different style movement.

10 – 10:15 Morning Snack/Bathroom Break

10:15 – 10:45 Learning Activity

Two of a Kind

Objective: Students will develop spelling, vocabulary, and critical thinking skills.

Materials: None.

1. Read one of the "clue phrases" below to the group. Explain to your students that the answers all contain consecutive double letters. Explain that a clue is a helpful hint. In order for them to be successful at Two of a Kind, your students must be aware of the clue and use it to help them guess the words.
2. 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.
3. When you get through the list, ask students to make up their own clues for the group to guess the word.

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

10:45 – 11 Change Clothes/Bathroom Break

11 - 12 Martial Arts Class

12 – 12:45 Lunch

12:45 – 1:30 Arts and Crafts

Demo Day

Objective: Students will improve their creativity.

Materials: White drawing paper, crayons or markers.

1. Pass out a sheet of white drawing paper to each student and provide markers to share among groups.
2. Instruct students to draw a martial arts demo with several different people doing techniques at the same time. Ask them to color the drawing.
3. Have an art show at the end, where students explain what each person is doing in their drawing.
4. Encourage each student to bring his or her drawing home.

1:30 – 2 Physical Activity

Reach Out

Objective: Students will develop their cooperation, creative thinking, and movement.

Materials: None.

1. Instruct the group to form a large circle. Students close their eyes and begin walking toward the center of the circle.
2. As they are walking, the leader should give a signal for everyone to extend one arm (still with their eyes closed) and take hold of somebody else's hand while the other members of the circle do the same. Then, they should extend the other arm and take hold of somebody else's hand. There should be no free hands. The resulting configuration should look like a maze or giant ball of yarn.
3. On the leader's signal, everyone should open their eyes and begin the task of unraveling the human maze; however, the students' hands must remain clasped.

2 – 2:30 Learning Activity

Words of the Wise

Objective: Students will learn how to take disrespectful language and make it respectful.

Materials: None.

1. Instruct students to sit down on the floor in a circle, meditation-style.
2. Explain that there are ways to speak respectfully and ways to speak disrespectfully. It is better to learn how to speak respectfully and always speak that way. To accomplish this, you will read your students some statements that are rude and disrespectful, and it will be your students' jobs to change the language to something more respectful and appropriate.

Statements:

a. This food is nasty.
b. Give me a napkin.
c. I hate flying in airplanes.
d. What are you looking at?
e. What did you say?
f. Shut up!

3. If time permits, ask your students if they can come up with any more. Remind your students not to use any bad language that they don't normally use.

2:30 – 2:45 Afternoon Snack / Bathroom Break

2:45 – 3:15 Physical Activity

Hop to It!

Objective: Students will develop their coordination and reflexes.
Materials: None.

1. Instruct students to spread out around the room as much as possible.
2. Lead the students through the following hopping activities:

a. Hop on one foot for 30 seconds and then switch.
b. Hop once on each foot, then twice on each foot, then three times on each foot, etc.
c. Hop on one foot in a circle.
d. Increase the height of each hop as students hop on one foot in a circle.
e. Hop ten times to their right.
f. Hop backwards ten times.
g. Hop while holding one foot.
h. Hop for distance.
i. Hop the shape of a letter or number.
j. Create their own hopping pattern.

3:15 – 3:45 Learning Activity

Animal Talk

Objective: Students will develop confidence and public speaking skills.

Materials: None.

1. Each child will speak for one minute on an assigned topic. You may use any of the following topics (or any other topic you choose).
2. Give them their topics and a few minutes to plan what they will say, then ask for volunteers to go first, second, etc.

Horses	Cows	Pigs	Bulls
Chickens	Ducks	Owls	Mice
Buzzards	Rats	Otters	Beavers
Dogs	Cats	Parrots	Sharks

3:45 – 4 Change Clothes

4 – 5 Martial Arts Class/Demo Team Practice

5 – Pick-Up Worksheets

Day 3

Today's Tasks

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

Arrival – 8:30 Physical Activity

Volley Pass

Objective: Students will improve their reflex and motor skills.

Materials: Rope, tape, volleyball or playground ball.

1. To set up the game, take a piece of rope and tie it up about 6' or 7' into the air, stretched across an area the size of a volleyball court (the height of the net should be adjusted to meet the age and size of your students).
2. Lay down either masking tape or rope to form the sidelines and boundaries of the game.
3. Divide students into teams of five. Have two teams join together to form a larger team of ten. Depending on how many students and how much space you have, you may have to hold shorter games to rotate each team.
4. This game is played identically to volleyball, with the major exception being that one team throws the ball over the net while the other team catches the ball on the other side.
5. The player that catches the ball throws it back over the net to the other side.
6. To score a point, a team must throw the ball to the other side and have it hit the floor before anyone catches it. Only the team serving can score a point during a rally. If the non-serving team wins the rally, they then take the ball and serve it, giving them the opportunity to score a point.
7. The first team with 15 points wins.

8:30 – 8:50 Learning Activity

Courageous Tales

Objective: Students will develop their critical thinking and listening skills, and improve their spelling.

Materials: Paper, pencils.

1. Divide students into pairs, then have all students sit at tables.
2. Explain to them that they're going to make up a story about courage using the letters C-O-U-R-A-G-E.
3. Give each pair paper and pencils.
4. Have each set of partners work together to write a story where the first sentence begins with C and the last sentence begins with E. For example, "Charles was going to compete in a BMX race."
5. When students are finished, have each group come up and read their stories.
6. When they've all had a chance to read, congratulate them on doing such a great job writing courageous stories!

8:50 – 9:10 Physical Activity

Compliment Toss

Objective: Students will practice positive communication and improve their reflexes.

Materials: Soft ball (any size).

1. Have students sit, meditation style, in one of your sparring rings or any defined area of that approximate size.
2. Ask each student to think of a compliment to give you. When they've had a few moments, toss the ball in the air.
3. Whoever catches the ball gives you a compliment.
4. When everyone understands the procedure, ask them to stand up, and have the student who complimented toss the ball.
5. Make sure everyone thanks the person for the compliment and have everyone think of a compliment for the next person.
6. When you say, "Ready? Toss!" the students toss the ball.
7. Continue in this pattern.
8. At the end, ask everyone how they feel. They should feel pretty good because of the compliments. Tell them that they can make other people feel that good any time they want to just by controlling their language from criticism to compliments.

9:10 – 9:30 Learning Activity

Change the Language

Objective: Students will learn to avoid negative thinking and language.

Materials: None.

1. Have students sit in a circle, meditation style.
2. Explain that when they use negative language about themselves, they'll feel weak, stupid, or just not good enough. When they use positive words, they'll feel strong, smart, and really good about themselves.
3. Explain that you'll read the students some statements and they must change the negative statement to a more positive one. If they believe they're not good at something now, they can say something like, "I can learn to dance."
4. Read the statement first, then pick a student to make it positive so that everyone must listen to every statement.
4. At the end, remind everyone that whenever they hear themselves being negative, they should immediately say something positive instead.

Statements:

1. I'm weak.
2. I'm dumb.
3. I'm short.
4. I'm slow.
5. I'm a liar.
6. I can't do that.
7. I give up easily.
8. I can't control my temper.
9. I swear a lot.
10. I'm lazy.
11. I'm not a morning person.
12. I don't know how to do that.
13. I'm always late.
14. I'm not good at sports.
15. I can't dance.
16. I hate math.
17. I'm not a good speller.
18. I can't draw.
19. I don't know what to do.

9:30 – 9:45 Morning Snack/Bathroom Break

9:45 – 10:05 Learning Activity: "How-To" Tuesday

Japanese Tea Party

Objective: Students will a custom from another country and develop social skills.

Materials: None.

1. Have students choose a partner. If there's an odd number of students, a group of three will work.
2. Tell the students they're going to attend a tea party and there are certain behaviors and protocols that must be followed.
3. Have the partners choose a host and a guest among themselves.
4. Students sit on the floor, meditation style, facing each other.
5. The students pantomime a proper tea party. It should go like this:

Host:
1. Fold a napkin and gently wipe the teacup.
2. Scoop two spoons of tea leaves into the cup.
3. Stir tea with stirrer.
4. Pour hot water into the cup.
5. Turn the cup three times in hands, lean forward to Guest, and serve the tea.

Guest:
1. Take the teacup in hands, take a small sip in appreciation, and finish drinking the tea.
2. Return the cup to the Host.
3. Host and Guest exchange greetings, bow to one another, and end the ceremony.

10:05 – 10:25 Physical Activity

In the Pond, on the Shore

Objective: Students will improve their listening, concentration, and motor skills.

Materials: None.

1. Have students sit in a circle, meditation style.
2. Pick a player to be It. You may want an instructor to be It for the first round or game.
3. Have players stand in a circle and place It in the center of the circle.
4. When It calls, "In the pond!" all players jump one step into the center, or "pond."
5. When It calls, "On the shore!" the players jump one step backward if they're in the center.
6. Players cannot jump ahead when they're in the pond or back when they're already on shore, no matter what It calls. (The commands should proceed rapidly.)
7. It should try to confuse the players by jumping when the players should stand still or standing still when the players should jump.
8. Anyone who makes a mistake is out.
9. The winner is the last person left. However, if you set a time limit, the winners are the person or people still in the game at the end of the time limit.
10. Play until time runs out.

10:25 – 10:45 Learning Activity

Word to Word, to Word

Objective: Students will improve their spelling, vocabulary, and persistence.

Materials: Paper, pencils.

1. Have students sit at tables.
2. Pass out a sheet of lined paper and a pencil to each student.
3. Explain the rules of the game: start with a word that has four letters (not a bad word!), change one letter to form a different word, then change another letter to form a third word, and so on. The object is to see how many words students can create using these rules. Below is an example:
   rode
   rose
   rise
   wise
   wish
4. Play until time runs out.

10:45 – 11:00 Change Clothes/Bathroom Break

11:00 – 12:00 Martial Arts Class

12:00 – 12:30 Lunch

12:30 – 2:00 Martial Arts Adventure

Take students out into the community to practice either technique, or at least proper etiquette at places like the pool, a park, a skating rink, etc.

If possible, we recommend two trips during the week. You can do something as simple as going to the park, or something that requires reservations like the library or a local museum. Be sure to plan in advance. Of course, the weather will affect your options. Simply skip over any activities that were scheduled during your Martial Arts Adventure, but we will provide enough activities in case you are not able to plan trips.

Some schools, due to the limitation of their vans or buses, will go on an adventure every day, but take different groups. For example, Group A will go out on Monday and Wednesday, while Group B will stay at the school on those days. Then, on Tuesday and Thursday, Group B will go out while Group A stays at the school.

2:00 – 2:30 Physical Activity

Dragon Slayer

Objective: Students will improve their organizational and leadership skills.
Materials: Beach ball, small cardboard box, tape, large piece of cardboard.

1. Tape a 3' square on the floor one end of your classroom and place your cardboard box "treasure" inside of it.
2. Have students sit in a row along one wall, meditation style.
3. Remind them about the saying "nobody's an island." Explain that, in order to get things done, you sometimes have to ask other people to help you. There may be things you don't know how to do, or things you can't do yourself. For example, if you're painting a room and need to go up on a ladder, you should have somebody hold the ladder for you so you don't fall.
4. Ask students three martial arts skill questions.
5. The first three students to answer correctly are the dragon slayers.
6. Explain to the rest of your students that they're a seven-headed dragon (or have one head for every student you have left over).
7. Explain that the object of the game is to capture the dragon's treasure before slaying the dragon. Each slayer team has a blocker, runner, and shooter. The blocker gets the shield and they must guard the runner from the dragon's fireballs.
8. If the runner gets hit by a fireball, the team's out and another three students become the slayers.
9. The runner's job is to run from the far side of the classroom to the dragon's treasure, grab the treasure, and bring it back to where they started.
10. Once the treasure's secured, the shooter can start throwing fireballs back at the dragon.
11. When one of the dragon's heads is hit by a fireball, the dragon is slain.
12. Explain to your students how important it is for them to organize themselves according to skills: the best blocker should block, the best runner should run, and the best shooter should shoot.
13. Once students understand the rules, begin the game.
14. When one team's out, have them switch with three of the dragon heads.
15. When time's up, congratulate your students on trying so hard to get organized for success!

2:30 – 3:00 Learning Activity

Truth or Dare

Objective: Students will develop commitment.
Materials: None.

1. Have students form a circle in the middle of the room.
2. Ask them if they've ever played Truth or Dare. In Truth or Dare, you're asked to either answer a question truthfully or perform a daring challenge.
3. Explain to them that they're going to play Truth or Dare as an example of commitment. Sometimes when you're asked a question, you'd rather not answer it truthfully because you might get in trouble. Likewise, sometimes when you're faced with a difficult or daring challenge, you might not want to be the one asked to perform the task. Your commitment determines whether or not you perform the task.
4. Ask a martial arts skill question related. The first student to answer the question correctly is the first to participate.
5. Ask if they'd like a truth or a dare. Once they've completed it their truth or dare, have them pick the next student.
6. Continue until all of your students have had a chance to tell a truth or take a dare.
7. Congratulate your students on being committed to the game and performing every act they were asked to do!

3:00 – 3:15 Afternoon Snack/Bathroom Break

3:15 – 3:45 Physical Activity

Sports Tag

Objective: Students will develop speed, agility, and knowledge of various sports.

Materials: Three footballs or kickballs.

1. Have students spread out around the room, leaving as much space between each other as possible.
2. Select three players to be the chasers.
3. Have each one carry ball or object big enough so that all the runners can identify the three chasers.
4. When you say go, the chasers run after the players to tag them.
5. Once a player is tagged, they must assume a sports position. For example, the tagged player could pretend they're a batter, running back, catcher, kicker, tennis player, coach, swimmer, etc.
6. A tagged player can be unfrozen if another player runs up to them, tags them, and guesses which sports position they're acting out.
7. Play five-minute rounds, then select three new chasers and play round two.

3:45 – 4:00 Change Clothes/Prepare for Class

4:00 – 5:00 Martial Arts Class/Demo Team Practice

5:00 – Pick-Up Worksheets

Day 4

Today's Tasks

1. List daily priorities and make necessary contacts.
2. Visit schools, develop relationships with staff, and replenish brochures, flyers, etc.

Arrival – 8:30 Learning Activity

Is It Equal?

Objective: Students will learn that one definition of fairness means equality.

Materials: Dry-erase board and markers.

1. Instruct students to sit in three rows, meditation-style.
2. Explain to your students that fairness means looking at a situation and trying to make things equal. Ask your students if they would like to be in a race where the person they're running against starts running ten seconds before them.
3. Write the math problems that appear below on the dry-erase board. Go through each problem and ask your students if the equation is equal. If it is not, have your students come up to the board and correct it.
4. When they are finished, explain to them that in any activity they are doing, they should strive to make it fair and equal for everybody involved. Congratulate them on doing such a great job making things fair.

5+4-8=1	4-1+4=5	5+3+1=6
9-4+3=8	5+1+5=11	12-4+7=15
4+8-3=5	10-3-1=6	4+6-10=0
2+5+10=17	6+4+12+24	3-1+9=13
2+4-1=4	13-5+8=16	7-7+3=3
4+4-7=1	12+5-7=2	5-1+9=13
5+4-2=8	6+10+7=21	5-3+7=9

8:30 – 9 Learning Activity

Fortune Cookies

Objective: Students will develop an understanding of what horoscopes and fortune tellers are.

Materials: Paper, pencils, markers, Scotch tape, envelopes, real fortune cookies, if available.

1. One place each student may have seen fortunes is on the inside of a fortune cookie (if you have access to fortune cookies, bring in enough for each student to have one). Divide your class into teams. Each student will need a small strip of white drawing paper cut to approximately two-inches long by half-an-inch wide, a sharpened pencil, an orange or yellow marker, a piece of tape, and the corner of an envelope cut into a triangular shape to represent the cookie.
2. Lead a discussion about what a fortune is. Stress that students' fortunes must predict good luck in some way for someone. Share a few examples:
   "You will encounter money."
   "A star shines bright on you."
   "A new friendship will be formed," etc.
3. Once students have an idea of what a fortune is, have them write one of their own on the small slip of white paper. Next, students place the fortune inside the corner of the envelope and tape it shut.
4. Then, have students color the cookie yellow or orange to make it look like a real fortune cookie.
5. Finally, have all students put their cookies into one pile, and take turns choosing a cookie and reading their fortune.

9 – 9:30 Physical Activity

Strength Test

Objective: Students will be challenged to keep their balance and incorporate strength in exercise.

Materials: None.

1. Instruct students to spread out around the floor area, leaving as much room between each other as possible.
2. The V-Sit: Students lie down on the floor on their backs with their arms by their sides. Slowly, the students lift their legs in one motion, approximately 12 inches off the floor. At the same time, the students lift both arms off the floor, holding them out to the side like wings on an airplane. Can anyone do it? How long can they hold it?
3. Instruct students to begin in the same lying down position as the previous exercise. This time, students slowly raise their legs together about eight inches off the ground. Instruct students to cross their arms over their chests. Is this easier or more difficult than the previous exercise?
4. Instruct students to begin in the same lying-down position as in the first two exercises. Students lift their legs off the floor about 12 inches. This time, students stretch their arms straight up over their heads, bringing them off the floor about six inches. Ask again, Which is the easiest exercise? Why?
5. The last activity begins the same way as the previous three. Students lift both legs off the floor about eight inches. Arms should be over the head as in the previous exercise. Keeping both legs in the air, have students slowly lift one leg up in the air as high as they can, keeping the opposite leg hovering about eight inches off the floor. Then, slowly lower the leg back to a height of eight inches off the floor (do NOT let the feet touch the floor). After lowering the first leg, students alternate to the other leg. Challenge students to see how many repetitions they can do.

9:30 – 10 Learning Activity

Alligator Feeding Frenzy!

Objective: Students will learn the importance of being aware of people who help them succeed.

Materials: None.

1. Instruct your students to sit in a circle, meditation-style.
2. Explain to your students that it is very important to be observant of what is going on around you. We all have relationships with friends and family, and it's important that we pay attention to these people. Explain that their friends and family help them in small ways every day that they might not notice. In today's activity, they will need to use their observation skills to make sure they recognize who is helping them.
3. Tell your students they were on a plane that crashed in the swamp and they are trying to find their way back to civilization. The swamp is full of alligators and it is alligator dinner time! The alligator will try to catch them for dinner and they will have to try to run away from him. If they get caught by the alligator, they must be rescued by one of their friends. The catch is that when the alligator catches them, he takes them to his "cave," which is completely dark. Once a student is put into the cave, she must close her eyes. If one of her friends wants to rescue her, she must tap the captured student on the shoulder and tell him, "I can rescue you if you can guess who I am." Once a captured student has been tapped, stop play and line up all of the free students in a row. Have your captured students open their eyes and face the row of students. Give them two chances to try to guess who helped them by saying, "Thank you so much for rescuing me! I guess you must be..." and then say the name of the person they think rescued them. If they guess correctly, they get to go free and the person who rescued them gets a point. If they guess incorrectly, the person who rescued them doesn't get the point and the captured student gets gobbled up by the alligator.

4. Once your students understand the rules, establish "bounds" within which the game is to be played.
5. This time, ask your students a skill-testing question related to the martial arts. The first two students to answer the question correctly will become your alligators.
6. When you say go, have your students begin their game. When time is up, declare the student with the most points the winner. Congratulate all of your students on doing such a great job trying to be aware of who is helping them. You are very rarely in such a life-threatening situation in real life, but your friends are helping you all the time. It's important for you to be aware of when someone has helped you and be thankful for their assistance. Explain that just like in the game, when students who helped those who were captured earned points for being recognized, sometimes being aware of what people do for you can make them feel good and have a benefit for them as well.

10 – 10:15 Morning Snack/Bathroom Break

10:15 – 10:45 Physical Activity

Two-Square

Objective: Students will develop hand-eye coordination, quick reflexes, and team spirit.

Materials: Masking tape, playground ball.

1. Prior to doing this activity, lay down tape on the floor to make a "court" for each group of ten students. Use the tape to make each court of two squares with sides of about four feet, sharing one side. Next, divide your class into teams of five. Match up teams of the same age and ability to face each other on the opposite sides of a court.
2. Players should line up one behind the other, facing the center of the court (the shared side of the squares.) Each group will need a playground ball. The first player in each line steps forward.
3. Select a student to serve first. The server hits the ball underhanded into the far square. The player on the other side must hit the ball back into the other square underhanded. Once the ball is in play, it must be hit in the air (before it bounces) or after one bounce. If a foul occurs, that player is eliminated and goes to the end of his line, and the other team earns a point. The next player steps forward and receives the serve.

There are three ways to make a foul:

a) Hitting the ball in any manner other than underhanded
b) Ball landing out of bounds or on the centerline
c) Holding, catching, or palming the ball

4. Play as time permits.

10:45 – 11 Change Clothes/Bathroom Break

11 –12 Martial Arts Class

12 – 12:45 Lunch

12:45 – 1:30 Arts and Crafts

Alphabet Art

Objective: Students will practice spelling and thinking creatively.

Materials: Paper, pencils, crayons

1. Give each student a plain white piece of paper, a pencil, some crayons, and a hard surface to write on.
2. Ask students to write a word like "quest" with fat letters.
3. Draw pictures in each letter that illustrate the meaning of the word. Have students work in pencil first, then put the finishing touches on in crayon.
4. Save time at the end of the period for students to share their creations with the rest of the group.

1:30 – 2 Physical Activity

Fundamental Rhythms

Objective: Students will develop their listening ability and motor skills.

Materials: CD and a boombox or stereo.

1. Instruct students to spread out around the room, leaving as much space between themselves as possible.
2. Explain the following rhythms and the type of movements students can do to the beat of the music, and then allow students to practice each one for a few minutes.

Locomotor Activities:	Even Rhythms	walk, run, leap, hop, jump
	Uneven rhythms	skip, slide, gallop

Non-Locomotor Activities: Simple turn, bend, swing, twist, sway, fall

3. Allow students to take turns leading the group using any combination of these movements.

2 – 2:30 Learning Activity

Sabumnim/Sensei /Sifu Says

Objective: Students will increase their listening, concentration, and leadership skills.

Materials: None.

1. Have your students sit in a circle, meditation-style. Explain to your students that a good leader has to be able to give clear directions, and also has to be able to follow directions.
2. The Instructor should lead the first round as Sabum Nim / Sensei / Sifu (whichever is appropriate to your art.)
3. Give commands starting with, "Sensei says . . ." (The commands should proceed rapidly.)
   Examples:
   "Sensei says jump."-----The players will jump.
   "Sensei says attention.'"-----The players will stand at attention.
   "Bow."----The players do nothing because Sensei didn't "say."
4. Players who follow the wrong commands are out. Also, in this game, the players must follow Sensei's words, not his actions. Sensei may do a different action than his words. A player who follows his action and not his words are also out.
5. The winner is the last person left. However, if you set a time limit, the winners are the person or people still in the game at the end of the time limit.
6. The winner gets to be the next Sensei.

2:30 - 2:45 Afternoon Snack/Bathroom Break

2:45 – 3:15 Stop the Bully

Confidence!

Objective: Students will learn how to project an air of confidence so that they do not look like easy targets.

Materials: None.

1. Instruct students to sit in a circle, meditation-style.
2. Use the example of wolves and sheep to explain how bullies are like wolves, looking for sheep who are defenseless and afraid. Wolves don't eat other wolves–they look for sheep.
3. Ask how a person might look like a sheep. Give examples like having hunched shoulders, head and eyes looking down, taking tentative steps.
4. Ask how a person might look more like a wolf: Standing straight and strong, looking around, walking with purpose.
5. Have students practice walking like wolves. Help them look stronger and be more aware of their surroundings.
6. Roleplay with some students playing the bully, and other students just walking by (keep on walking) with confidence and purpose.

3:15 – 3:45 Physical Activity

Rooster & Bulldog Fights

Objective: Students will develop balance, strength, and learn to invest in their teammates to help them win.

Materials: Hula-hoop or martial arts belt with a securely tied knot.

1. Divide your class into teams of five.
2. Each team will need a hula-hoop.
3. Individual players will compete against each other within their team.

The Rooster Fight
To start the competition, two players stand about four feet apart, facing each other. Before the fight begins, each player must stoop down and grasp their own hands behind their knees. When the players are set, one of the remaining group members says go. The object is to knock the opponent off balance and fall to the floor. At all times, players' hands must remain grasped behind their backs. Play on mats, and the best two out of three wins.

The Bulldog Fight
Like the Rooster Fight, this activity is a one-on-one competition. Two players set up, facing each other about three feet apart. To start the activity, players place a hula-hoop around the back of each other's neck so that they are both inside the hoop. When the players are set, one of the remaining group members says go. The object of the competition is to pull the other person toward you so that he must take two steps. The best two out of three wins.

3:45 – 4 Change Clothes

4 – 5 Martial Arts Class/Demo Team Practice

5 – Pick-Up Worksheets

Day 5

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 – 8:30 Learning Activity

Mystery Guest

Objective: Students will learn how to use awareness to identify people they're talking to.

Materials: None.

1. Instruct your students to sit in a circle, meditation-style. Explain to them that they are having a dinner party with some very special guests, but they all have very bad memories and eyesight so they all forgot their glasses at home! When their special guest arrives, nobody can recognize him by looking at him, so the special guest gives them clues as to who he is. Explain to your students that they must use the clues to develop their awareness of who the person is.
2. Pick your oldest student to be the first guest. The guest must give clues as to his identity without revealing who he is. Have your students pick a person that is popular among their peers. For an extra challenge, do not allow the special guest to describe himself by using gender, age, or clothing.
3. The student who guesses who the guest gets to become the next guest.

8:30 – 9 Physical Activity

Touch Football

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

Materials: Softball (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 dojang. 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 or dropped pass counts as a used "down." Each team gets 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 against 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 into 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 that everybody gets a chance to play quarterback.

9 – 9:30 Learning Activity

Antonyms

Objective: Students will develop vocabulary, critical thinking, and listening skills.

Materials: None.

1. Divide the class into groups of no more than 15 (groups do not need to be even). Instruct the students to sit on the floor in a circle, meditation-style.
2. Review or introduce to students what an antonym is: Two words that are opposites. Some common examples are: Hot and cold; up and down. Select a student to go first. This student announces a word that has a clear antonym. The next student to the left (clockwise) must say the antonym. If she is correct, then she announces a new word for the next student. If she is incorrect, then the next student on the circle attempts to come up with an antonym for the first student's word. Continue around the circle.
3. To close the activity, review some of the words that were used in the game. Lead the students to the understanding that not every word has a clear antonym.

9:30 – 10 Physical Activity

Reach Out

Objective: Students will develop their cooperation, creative thinking, and movement skills.

Materials: None.

1. Instruct the group to form a large circle. Tell students to close their eyes and begin walking toward the center of the circle.
2. As they are walking, the leader should give a signal for everyone to extend one arm (still with their eyes closed) and take hold of somebody else's hand, while the other members of the circle are doing the same. Then, they should extend the other arm and take hold of somebody else's hand. There should be no free hands. The resulting configuration should look like a maze or giant ball of yarn.
3. On the leader's signal, everyone should open their eyes and begin the task of unraveling the human maze; however, the students' hands must remain clasped.

10 – 10:15 Morning Snack/Bathroom Break

10:15 – 10:45 Learning Activity: Manners

Bowing

Objective: Students will understand the importance of humility and respect in the martial arts.

Materials: None.

1. Review how to bow at the beginning of class, and why we bow.
2. Explain how to present something in class; for example, to exchange kicking targets. (Every tradition is different. The tradition we recommend is that you should present something respectfully with both hands, not just one. When presenting, the giver bows to show respect as he gives it. The receiver also bows to show respect and gratitude for the gift.)
3. Line the students up facing each other. Ask one side to get anything handy, but preferably kicking targets. If Side A has the targets, ask them to present the targets to Side B. Watch to see that both sides bow, and present and receive the pad with two hands.
4. The same manners are important when we present information. If an instructor, or even a higher-ranking student, teaches you something, you should bow and say, "Thank you, Sir!" for the gift of information. Have the group practice basics or forms, and go around to individually offer advice to each student. The students should bow and say, "Thank you, Sir!" each time you help them.

10:45 – 11 Change Clothes/Bathroom Break

11 – 12 Martial Arts Class

12 – 12:45 Lunch

12:45 – 1:30 Arts and Crafts

Bookmarks

Objective: Students will be motivated to become active readers.

Materials: Paper, pencils, crayons, markers, rulers, scissors, old magazines and glue, if available.

1. Seat your students. Pass out a variety of colors of construction paper, markers, old magazines, glue, a ruler, and scissors to each group.
2. Have each student cut out a rectangle approximately eight inches long by three inches wide. Next, students decide on a theme for their bookmarks. After that, students will design and create.
3. Students can draw pictures with markers, cut out and glue on pictures from magazines, or combine both. Tell students not to write on both sides of the bookmark; they will put something else on the back.
4. On the back of the bookmark have students draw horizontal lines, leaving about two inches between them. Next, students number each line. The purpose of the back of the bookmark is for students to record each book they read in the New Year. Challenge the students to read ten books each.

Optional: A fun, ongoing activity is to hold a reading competition with your class. The rules will have to be adjusted depending on the age and abilities of your class. The main idea is to divide your class into groups by age, belt color, grade in school, etc. Announce a beginning date and ending date. Let the students know what the prize(s) will be: Pizza party, popcorn party, a special privilege, etc. If you choose to hold this contest, allow more reading time during the week.

1:30 – 2 Physical Activity

Bouncer Ball

Objective: Students will develop eye-hand coordination and general athletic skills.

Materials: One football or rubber playground ball per team.

1. Divide the class into groups of ten.
2. Instruct each group to split in half, with five players going to one side of the room and the other five players to the opposite side of the room. The other group(s) should do the same (if there is an odd number of players, someone may have to run twice).
3. The first person on each team (on the same side of the room) needs a playground ball. When you say go, the first player runs across the floor toward their teammates. Approximately halfway across the room, the runner attempts to bounce pass the ball on one bounce to the first person in line. This person immediately bounce-passes the ball back to the runner. The runner catches the ball, runs the remaining distance, and hands it back to the first person in line (the same person who threw the ball back to them). This person sprints back across the room and bounce-passes the ball to the next person in line, who immediately bounce-passes it back to the runner. The runner carries the ball the rest of the way and hands it back to the next player.
4. Teams continue back and forth until each player has gone twice and is back in their original starting place.
5. The first team to complete the relay wins.

2 – 2:30 Learning Activity

Analogies

Objective: Students will develop their abilities to categorize, brainstorm, and practice oral communication skills.

Materials: None.

1. Instruct the students to sit on the floor in a circle, meditation-style. Using the headings below, select a student to narrow the category down so it is more focused. For example, a heading could be animals. A more focused (or narrower) category could be safari animals, pets, farm animals, etc.
2. After the first student has narrowed the category, go around the circle asking each student to suggest a word that fits the focused category. Allow students to question other players about their choice. Encourage dialogue between students.
3. After going around the circle, announce another category, and select a different student to focus the category.

Categories:
1. Sports
2. Cars
3. Music
4. Dogs
5. North America
6. Authors
7. Painting
8. Trees
9. Africa
10. Airplanes

2:30 – 2:45 Afternoon Snack/Bathroom Break

2:45 – 3:15 Rhythmic Activity

Four Points of Earth

Objective: Students will increase their cardinal points skills, rhythm, and build a champion inside themselves.

Materials: Masking tape, two coins, CD, and a boombox or stereo.

1. Tape off a 16-by-16 foot square and divide into four equal parts.
2. Label the four parts "North," "South," "East," and" West." "N," "S," "E," and "W" will work fine.
3. Have your students sit in a circle, meditation-style, and explain to them that a leader provides their team with a direction. For example, a football coach knows what goals he needs to set for his team to be successful, like winning a championship. As a personal leader, you need to know what direction you personally want to go. North, East, West, South is a game that encourages you to make positive decisions.
4. Start the music.
5. Have the student walk (hop, skip, jump, crawl) from box to box in rhythm with the music.
6. Stop the music (after 30 seconds to a minute–vary the time). Students must stay in a box.
7. Flip the two coins.
   - Heads/Heads is North
   - Tails/Tails is South
   - Tails/Heads is East
   - Heads/Tails is West

   Call out North, South, East, or West (as designated by the coin); those students are out until the next game.
8. Continue the music and repeat the cycle of the game, as explained in steps one to four.
9. The last person left is the winner. If everyone or the last two people get out at the same time, they are all the winners.
10. Play again if time allows.

3:15 – 3:45 Physical Activity

Tug of War

Objective: Students will learn how to use their passion to increase their strength and energy levels.

Materials: Rope, masking tape.

1. Instruct your students to sit down, meditation-style.
2. Ask your students if they know what a superstition is. A superstition is an event, ritual, or routine that people either avoid or perform on a regular basis that they believe will bring them success. For example, if a baseball player believes he'll hit a home run if he wears a certain pair of socks, he has a superstition. Explain that while some things are superstitions, other things can actually help improve your performance, like being passionate.
3. Have your students walk around the classroom with their muscles tensed, frowning and squinting their eyes and complaining. After a few moments, have them stop. How do they feel? Do they have a lot of energy? Do they feel pumped up? Now have them go around the class with a big smile on their face, laughing and jumping around with excitement. After a few moments, have them stop. Do they feel like they have a lot of energy? Do they feel tingly and is their heart beating fast? That's the adrenaline pumping them up! Adrenaline will give them the energy to help them finish their goals.
4. Lay your length of rope out on the floor.
5. Divide your students into two groups that are fairly evenly matched in size and strength. Have your two teams stand single-file, facing each other next to the rope. Next, have them pick up the rope right where they're standing.
6. Explain to your students that they are going to play a tug of war. This time, have both teams be excited and positive at the same time when they pull. Go over some things they can say to encourage each other as they play like, "Go Team!" "We're number one!" etc.
7. On your command, both teams pull with excitement. Have them compete to see who can win the best out of three.
8. Congratulate your students on being so passionate about succeeding.

3:45 – 4 Change Clothes

4 – 5 Martial Arts Class/Demo Team Practice

5 – Pick-Up Worksheets

WEEK 3: Create Notes & Activity Reminders

DECEMBER

1
2
3
4
5

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.

AMSkids Program
P.O. Box 149006
Orlando, FL 32814-9006
1.800.275.1600

© Amerinational Management Services

AMSKIDS
After School & Summer Camp Programs