

AMSKIDS
After School & Summer Camp Programs

INSTRUCTOR'S GUIDE

Your Daily After-School Schedule

DECEMBER, WEEK 4

"It takes a lot of courage to show your dreams to someone else."

–Erma Bombeck

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 Learning Activity

Read the story

Weekly Story: Gold Coins and a Selfish Man

Sam was a greedy and selfish man. He always desired to have lots and lots of wealth, and never hesitated to cheat others to earn money. He never wished to share anything with others. He was so selfish that he would like to own everything for himself.

The selfish man used to calculate each and every small aspect. He paid very low wages to his servants. Wherever he went, he calculated to save money by deceiving others. Sam also told many lies to protect his wealth. Simply put, Sam was the antonym for the word "honesty."

However, he was taught a nice lesson by his own act.

One day, he missed a small bag, which contained 50 gold coins. He was searching for the bag of gold coins day and night. He sent his workers in search of the bag, but none could find it. He told his friends and neighbors that he had lost a bag of gold coins and requested them to inform him if they found it. Sam was so sad that he had lost so many gold coins.

After several days, a ten-year-old girl, who was located near Sam's house, told her father that she had found a small bag and it had 50 gold coins. Her father worked on Sam's land. He told his daughter that it was his chief's money and he had lost it two days before, and added that he would return the bag to his master. They weren't very rich, and the father could keep the gold coins and hide the bag. But he was so honest that he should return the valuable coins to his master, who really owned them.

He gave the bag back to his master Sam and asked him to check whether the bag had 50 gold coins. Sam, who was happy to get his coins back, decided to play a trick. He shouted at his worker, "There were 75 gold coins in this bag and you gave me only 50! Where are the other coins? You have stolen them!" The worker was shocked to hear this and he pleaded with his master that he gave whatever his daughter had found. Selfish and greedy Sam did not accept his apology, and they decided to take the issue to court.

The judge heard both sides. He examined the daughter and the worker about the number of coins they had found in the bag, and they assured him it was only 50. He cross-examined Sam, and Sam replied, "Yes, Lord; I had 75 gold coins in my bag and he gave me only 50! They have stolen my 25 coins!"

The Judge asked, "Are you sure you had 75 coins?" and Sam nodded his head.

Then, the judge made his judgment: "Since Sam has lost a bag of 75 gold coins, the bag found by the girl which had only 50 coins doesn't belong to Sam and was lost by somebody else. In addition, if anyone found a bag of 75 gold coins, I would declare it belonging to Sam. There were no claims against the loss of 50 coins, so I ordered the girl and her father to take those 50 coins as a token of appreciation for their honesty!'

Moral of the story: Honesty is rewarded, and greediness is punished.

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?

8:30 – 9 Physical Activity

Push of War

Objective: Students will improve team spirit and strength.

Materials: Masking tape, beach ball.

1. Send half the group to one end of your training room, and the other half to the opposite end.
2. Lay a piece of tape about eight feet long, about eight feet out from each end wall, to serve as goal lines.
3. Place a rubber playground ball in the center of the room (a blow-up beach ball is ideal).
4. The object of the game is to push or hit the ball across the opposing team's goal line. No kicks!
5. After a goal is scored, the ball is placed back in the center of the room and each team must retreat behind its own goal line. When time expires the team with the most goals wins.

9 – 9:30 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 that the answers all contain consecutive double letters. Explain to your students 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

Day 1

9:30 – 10 Physical Activity

Weeble Wobbler

Objective: Students will increase their focus and learn the skills required to become unshakeable.

Materials: Two cups of water.

1. Divide your students into two groups and have them sit on the floor, meditation-style.
2. Explain to your students that the key to being unshakeable is having good focus.
3. Explain that in Weeble Wobbler, your students will race from one side of the room to the other in a relay race. The team that makes it to the other side and back first wins. The twist is that each student will have to go to the other side of the room as fast as they can with a cup of water on the back of their outstretched hand. They will have to stay focused and very still at the same time that they hurry to achieve their goal.
4. Have each team decide the order they want to run the relay race. Line your students up at the starting line. Determine where your finish line is going to be. It may not be all the way to the other end of the room. When you say go, have the students start their race. If a student drops their water they have to wait for a refill from you before they can get moving again.
5. The first team that is back and all seated in a row wins.
6. Congratulate your students on doing a great job staying focused and developing the skills they need to be unshakeable.

10 – 10:15 Morning Snack/Bathroom Break

10:15 – 10:45 Learning Activity

Eliminate the Negative

Objective: Students will learn how attitude can affect your desire to push your limits.

Materials: None.

1. Instruct your students to sit in three equal rows facing you at the front of the classroom. Explain to your students that pushing their limitations requires not only physical fitness, but also a positive attitude. When you have a negative attitude or perspective, it makes it harder to have the energy to push the limits.
2. Explain to your students that they are responsible for eliminating all the negative thoughts and words from their minds so that they can stay positive.
3. Every time you say a negative word, your students must zap the word by making a buzzing sound. When you say a positive word, your students should clap. See the list of words below if you need some suggestions for words to say. Any student who claps when you say a negative word, or makes a buzzing sound when you say a positive word, is out. To make the game more challenging, you can speed up your delivery of the words so there is less time in between each word.
4. Continue until you have one student remaining. Congratulate this person on being the most determined to eliminate the negative!

Happy
Eager
Bored
Sad
Caring
Calm
Weak
Hard-working
Excited
Honorable
Lazy
Efficient
Nervous

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

Toe Picture

Objective: Students will develop dexterity in their feet.

Materials: White drawing paper, pencils, crayons.

1. Divide your class into teams of five. Each student needs a piece of white drawing paper and a pencil.
2. Challenge students to either draw a design or write a message on their paper by grasping the pencil in their toes. Allow students to experiment with positioning their body and paper to achieve the most control with the pencil. Offer students the option of including crayons on their paper to create a more interesting design or message. Save time in the end for students to share their work.

1:30 – 2 Physical Activity

River Safari

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

Materials: Masking 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 a "tightrope" that your students will have to walk 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 OK. 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. When you say go, have your first student set out across the river. If they step off of the line, they will get washed away in the river and fail. 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.

2 – 2:30 Learning Activity

Personal Purpose

Objective: Students will learn how a personal sense of purpose can give them the energy to further their limits.

Materials: None.

1. Instruct your students to form three rows facing you at the front of the class.
2. Explain to your students that physical fitness and a positive attitude are important tools for pushing your limits, but they are only tools. What you need to really help you be determined to push the boundaries is a sense of purpose. Your purpose is something you can stay focused on while things are going wrong around you, and give you a target to hit. It is extremely important to practice focusing on your purpose in everything you do. Explain to your students that they were out swimming in the ocean and lost their way back to shore. They were discovered by a dolphin known as the Purpose Porpoise. The Purpose Porpoise only understands people with purpose. He will help your students back to shore if they can tell him what their purpose is.
3. As the instructor, you will be the Purpose Porpoise, and you will give your students a task or a scenario to which they must put a purpose. For example: A pink microphone. Purpose: Barbie needed it for a talent contest in a beauty pageant.
4. Explain that the purpose can be nonsensical or silly. The important thing is that they have a purpose or reason for the things that they've done.

Took the wheels off your bicycle
Ate a bottle of hot sauce
Painted your living room couch green
Sang the Spongebob theme song at your school dance
Read your favorite book backward
Went outside in the snow without any shoes on
Slept at school overnight
Put a dragon in a headlock
Ate 100 sheets of paper
Put your goldfish in the bathtub
Buried your computer in the backyard
Filled your bedroom with inflatable beach balls
Took pictures of 1,000 different kinds of flowers
Went swimming in your pajamas
Made a speech about yogurt

2:30 – 2:45 Snack/Bathroom Break

2:45 – 3:15 Physical Activity

Super Sumo

Objective: Students will learn how to conquer an opponent in a game.
Materials: Tape, chest pads, headgear.

1. Tape out a ten-foot-by-ten-foot square on the floor mats in the middle of your room.
2. Divide your students into two equal teams and have them sit on either side of the taped off area facing each other.
3. Ask your students if they can explain what conquering means. Explain that we often think of conquering as beating an opponent, and while that is an element of conquering, that's not always the case. The best conquest you can have in life is conquering your own fears.
4. Explain to your students that they are going to become some of the greatest conquerors in all of sorts: Sumo wrestlers in the sumo ring.
5. Pick students from both teams to join you in the ring. Explain to them that their goal is going to be to conquer the taped-off area. Tell them that they should pretend that the ring is the whole wide world, and if they can push their opponent out of the ring, they will have conquered the whole world.
6. Have your students put on the protective headgear and pads.
7. Explain that they must get their opponent out of the ring without grabbing or throwing them out, but they have to use their bellies and push with their legs to get them out of the ring.
8. Now remind them that to conquer anything, especially the whole world, they must first conquer their fears. Ask your students in the ring what they fear the most; let's say, for example, snakes. Tell them that their opponent is a snake and they must overcome this fear by pushing him out of the ring.
9. When you say go, students will try to push their fear out of the ring. Encourage the students who are watching to chant, "Conquer your fear! Conquer your fear! No fear around here, conquer your fear!" until one of the two wrestlers is knocked out of the ring.
10. Bring your next two opponents into the ring and continue like this until everyone has had a chance to compete.

3:15 – 3:45 Learning Activity

Twenty Personal Questions

Objective: Students will develop the ability to ask questions that clarify information and critical listening skills.
Materials: None.

1. Divide your class into groups of 15. Instruct students to sit on the floor in a circle, meditation-style.
2. Select a student to go first. This player thinks of a person for the rest of the group to guess by asking yes or no questions. For example, they cannot ask, "What television show has the person been on?" because it cannot be answered with a yes or a no. However, an acceptable question would be, "Has this person ever been on television?"
3. Once the player is selected and the person thought of, select a student to go first. He asks the player a question. Everyone else in the circle needs to listen to both the questions and responses, so that the same question is not being asked more than once. Students continue asking questions one at a time. Whoever identifies the person gets to go next and think of somebody of their choosing. If 20 questions go by and the group has not guessed correctly, then the student announces who the person is and gets to go again.
4. To close the activity, lead a brief discussion about good questions and bad questions. The first few guesses ought to be broad questions that narrow down the choices. For example, "Is it a man?" "Is she famous?" "Is the person in this room?"
   Bad questions to start off with might be, "Is it Michael Jordan?" or "Is it your dad?" These questions are far too narrow to provide useful information that will lead to successfully identifying the person.

3:45 – 4 Change Clothes

4 – 5 Martial Arts Class

5 – Pick-Up Worksheets

Today's Tasks

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

Arrival – 8:30 Physical Activity

Two Steps Forward

Objective: Students will learn how to be patient and stay focused when things aren't going their way.

Materials: Deck of playing cards, tape trail from River Safari.

1. Have your students line up along the starting line, facing you.
2. Explain that it's easy to be determined when you are making progress and everything is going fine, but the challenge is to continue being determined when things take a turn for the worse and keep focusing on pushing the limits. Remind your students that the true battle is with yourself and not with others. Explain to your students that they will be playing Two Steps Forward, which is a race to the finish line. Some races require you to be fast, others require you to be strong; still others require you to be smart. Show your students your deck of cards. Explain to them that each student will get a turn to draw a card from the deck. If they draw a card belonging to a black suit (spades, clubs) then they will move forward by the number on the card, e.g., six of spades move forward six steps. If the card belongs to a red suit (diamonds, hearts), then you don't move at all.
3. Take out the cards of every suit from 2–5. These will be the cards you use for this game. Shuffle the cards and, one at a time, have your students pick a card and move the number of steps the card shows.
4. When the game is over, explain to your students that pushing the limits means staying focused on your goal even when it seems impossible. Ask them if the person who got an early lead ended up being the person who won. The only thing that happens if you give up when you think you're going to lose is that you guarantee you will not win. Sometimes, the person in last place has the determination to win and when the opportunity comes up, he takes it. Even if you get behind, don't give up; continue to push yourself.

Day 2

8:30 – 9 Learning Activity: How-To Tuesday

How to Make People Laugh

Objective: Students will develop creative thinking skills and self-control.

Materials: None.

1. Divide your class into groups of no more than 15 (groups do not need to be even).
2. Divide the group of 15 into two smaller groups. Instruct students to stand in a single-file line, with Team A standing side-by-side, and Team B standing one behind the other, facing the first person in Team A's line.
3. The object of the game is to make someone on the other team laugh. This must be accomplished by Team B telling a continuous story or making funny gestures. While this is going on, the student who is first in line for Team A must look directly at each opposing team member as they try to make him laugh. He may not look away or move. The student must remain straight faced for a period of two minutes.
4. Each Team B player has approximately 15 seconds to start or continue the story. After 15 seconds, you call the next player. The player goes to the end of her line and the next person in line continues trying to make the opponent laugh within 15 seconds.
5. If the player on Team A laughs, the other team earns a point and Team B moves in front of the next person from Team A to make her laugh. If Team B can make it all the way through Team A making everyone laugh, the teams switch roles.
6. If the player on Team A can last through the efforts of the entire Team B without laughing, then his team earns a point and teams switch roles.

9 – 9:30 Physical Activity

Determination Tag

Objective: Students will practice their determination skills.

Materials: None.

1. Divide your students into two equal teams.
2. Ask your students a skill-testing question. The first student to answer gets to be It.
3. On your command, have your students run around the room. When you say go, allow your It person to chase the other students. If the other students are tagged by It, they must freeze. A player can only be unfrozen by fellow teammates willing to come and rescue them.
4. Explain to your students that rescuing requires determination. It is dangerous trying to unfreeze a teammate.
5. The winners are the last two people who haven't been tagged. These two players become It for the next round. At the end of each game, continue increasing the number of people who are it by one. Explain to your students every time that they will have to be more determined to push themselves if they want to win.

9:30 – 10 Learning Activity

Believe in Yourself

Objective: Students will learn how to apply positive words and attitudes to themselves to help keep pushing the limits.

Materials: Poster board or something to write on.

1. Instruct your students to sit down in three rows, meditation-style, facing you.
2. Explain to your students that a positive attitude is the result of using positive language. Your students all know many positive words. Ask each one of your students to give you an example of a positive word. Explain to them that positive words create a positive attitude, and a positive attitude can increase your determination. Explain that believing in yourself is a result of a positive attitude. Believing in yourself can increase your determination because no matter how difficult a task might be, you know you can achieve it. For example, "I am the best!" is a positive statement that shows you believe in yourself.
3. Have all of your students stand up and say, "I am the best!" then sit back down. Now, encourage them to stand up, one at a time, and say, "I am the best!"
4. Now, have your students all stand up and say, "I am the greatest!", then one at a time. Then, have them say, "I am a winner!" "I can achieve my goals!" and "I will never quit!"
5. Explain to your students that they don't always have to say this out loud, but these are the types of words they should be thinking to themselves to help your students believe in themselves when they're working on difficult tasks.
6. Write the phrases you've already said on the board. Tell your students this is the Believe in Yourself Board, which you will put up in the school once everyone has contributed to it.
7. One at a time, go around the room and have each student contribute one more positive saying to the Believe in Yourself Board. When you are finished, put it up somewhere highly visible so that whenever your students are struggling to finish their goals, they can remind themselves of what they should say to stay determined to push the limits.

10 – 10:15 Morning Snack/Bathroom Break

10:15 – 10:45 Physical Activity

Ping-Pong Push

Objective: Students will learn to use their personal determination to push their limits.

Materials: Ping-pong balls, tennis balls, or any ball small enough to be pushed with the nose.

1. Instruct students to sit in a line at the back of the classroom.
2. Explain to them that personal determination is useful when attempting a task that seems really easy but takes a long time, or may be more difficult to complete than they thought.
3. Divide your students into teams of four. Show your students one of the balls they will be using in this challenge. Explain to your students that they will be competing in a relay race where each student will get the ball from one side of the room to the other and back. Now explain that while that might sound very easy, they are all seals performing in a show. This means they have to lie flat on their stomachs and push the ball with their noses.
4. Give each team a ball. Assign the order each team member will be running the relay from one to four.
5. On your command, have your students start the relay.
6. The first team to finish and be seated quietly wins.
7. Play as long as time permits.

Day 2

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

11 – 12 **Martial Arts Class**

12 – 12:45 **Lunch**

12:45 – 1:30 **Arts and Crafts**

Mount Rushmore

Objective: Students will reflect on who the important/influential people are in their lives.

Materials: Paper, pencils, crayons or markers, and a picture of Mount Rushmore (can be printed from the Internet)

1. Ask students to sit at tables.
2. Each student will need a light-colored piece of construction paper and some markers.
3. Tell the students that Mount Rushmore is a mountain in South Dakota in which the likenesses of four president's heads are carved: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. Explain that Mount Rushmore depicts four presidents that made significant contributions to the development of the United States.
4. Ask students to think for several minutes about who the important people are in their lives.
5. Have students draw a mountain with four people on it that have made significant contributions in their own lives. Possible people might be parents, a teacher, a coach, siblings, or a mentor.
6. Leave plenty of time for students to share who they included on their mountain and why.
7. If you have wall space, hang the pictures on the wall for all to admire.

1:30 – 2 Physical Activity

Super Sumo 2

Objective: Students will learn how to conquer an opponent in a game.

Materials: Masking tape, chest pads, headgear.

1. Tape out a ten-foot-by-ten-foot square on the floor mats in the middle of your room.
2. Divide your students into two equal teams and have them sit on either side of the taped-off area, facing each other.
3. Ask your students if they can explain what conquering means. Explain to your students that we often think of conquering as beating an opponent, and while that is an element of conquering, that's not always the case. The best conquest you can have in life is conquering your own fears.
4. Explain to your students that they are going to become some of the greatest conquerors in all of sorts: Sumo wrestlers in the sumo ring.
5. Pick students from both teams to join you in the ring. Explain to them that their goal is going to be to conquer the taped-off area. Tell your students that they should pretend the ring is the whole wide world, and if they can push their opponent out of the ring, they will have conquered the whole world.
6. Have your students put on the protective headgear and pads.
7. Explain to your students that they must try to get their opponent out of the ring without grabbing or trying to throw them out, but they have to use their bellies and push with their legs to try to get them out of the ring.
8. Remind them that to conquer anything, especially the whole world, they must first conquer their fears. Ask your students in the ring what they fear the most; let's say, for example, snakes. Tell them that their opponent is a snake and they must overcome this fear by pushing him out of the ring.
9. When you say go, students will try to push their fear out of the ring. Encourage the students who are watching to chant, "Conquer your fear! Conquer your fear! No fear around here, conquer your fear!" until one of the two wrestlers is knocked out of the ring. This time, put a time limit on each match. Give your students ten seconds to knock their opponent out of the ring.
10. Bring your next two opponents in the ring and continue like this until everyone has had a chance to compete.

2 – 2:30 Learning Activity

Clapper

Objective: Students will develop new communication and participation skills.

Materials: None.

1. Instruct students to sit on the floor in a circle, meditation-style. Select a player to go first.
2. The first student begins to clap a song that would be familiar to most children, like songs on the radio, a television theme song, music from a popular video game, etc. As soon as a student thinks he knows what the song is, he holds his hand up and waits to be called on by the player doing the clapping.
3. If that guess is right, he gets to clap the next song. If the guess is wrong, then any other student may raise her hand and guess what the song is.
4. Play as time permits.

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

2:45 – 3:15 Physical Activity

Rubber Band Man

Objective: Students will learn the importance of stretching, and how to properly stretch.

Materials: Reusable cups or anything of a similar size and weight that can easily be picked up.

1. Instruct your students to stand in three rows, facing the front of the room.
2. Remind your students that part of exercising is stretching. Building your muscles to be very strong is pointless if you damage them by not properly stretching. Today, your students are going to become rubber bands like Mr. Fantastic from the Fantastic Four.
3. Instruct your students to spread out around the room. Explain to your students the dos and don'ts of proper stretching: Only stretch warm muscles, hold stretch for at least 15 seconds, breathe while you stretch, don't bounce while stretching, stop the stretch if you feel any pain.
4. Start by having your students run three laps around the room to warm up. Inform your students that stretching without warming up can damage your muscles. Give each of your students a cup or small object they can reach for and have them set it down about two feet in front of them. Once their muscles are warm, have your students reach up to the ceiling. Have them pretend they are made out of rubber, and have them try to touch the ceiling. Instruct them to keep breathing while they stretch. Count out loud to 15 while they stretch, then have them reach down and try to touch their hands to the ground. If they can touch the ground with their hands, have them try to touch their nose to the ground. Count out loud to 15, then repeat the process again. Remind them not to bounce while stretching the muscle. Instruct your students to set their cups approximately two feet in front of them and sit on the floor with their feet together, straight out in front. Have them lean forward and focus on trying to grab their cups. Count to 15 while they reach for the cup.
5. Have your students pull their feet into a butterfly stretch: Back straight, touch the soles of your feet together, grab your feet in your hands and push your knees down with your elbows. While you count to 15, encourage them to try to stretch out towards their cups and pick them up with their teeth.
6. Have your students spread their legs in a seated split and move their cups to a foot or so in front of their left foot. While you count to 15, have them try to pick up the cup. Repeat on the right side. Repeat to the center, with the cup about a foot out of their reach.
7. If time permits, add some of your favorite stretches, stressing the stretching dos and don'ts. When finished, congratulate your students on being so much like rubber bands.

3:15 – 3:45 Learning Activity

Medal of Honor

Objective: Students will learn to face all odds in honor of their teammates.

Materials: Soft rubber balls, black belt, small punching pads.

1. Divide students into two groups and separate them to different sides of the room.
2. Give each side five soft rubber balls or small punching pads.
3. Line each team in a semicircle on each side of the room.
4. Place your black belt or small object in the middle of each team's semicircle.
5. One student at a time from different sides will bravely enter the other team's territory to take the belt or object. The team defending must try to hit that single member to stop them. They may only take the object if they are not hit and may use a large kicking pad to defend themselves.
6. Make sure you choose one member on one side to try, and then one from the other side to try, instead of having one from each going at the same time.
7. The defending students must stay seated in their semicircles and cannot move. A point is received by any team that can retrieve the item. Go as long as time permits.

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. Look for new brochure locations

Arrival – 8:30 Learning Activity

Intangible Heroes

Objective: Students will improve their vocabulary and develop generosity.

Materials: Paper, pencils.

1. Have students sit at tables.
2. Explain to them that "intangible" means something not physical that can't be seen but still exists.
3. Have them write a list of some intangible gifts they can give during the Christmas weekend. Give an example of a time you gave the students a gift of your knowledge about martial arts and how it benefitted them.
4. Tell the students to keep their lists and make it a goal to give those gifts.

8:30 – 8:50 Physical Activity

Turtle Walk Race

Objective: Students will improve their flexibility.

Materials: None.

1. Have students line up against a wall in your classroom.
2. When you say go, have students bend at the waist, hold onto their ankles with their hands, and walk across the floor without letting go.
3. The first one to the other side wins.
4. Play until time runs out.

8:50 – 9:10 Learning Activity

I-C-U

Objective: Students will practice writing and develop creativity.

Materials: Dry-erase board, marker, pencils, paper.

1. Have students sit at tables and pass out pencils and paper to each student.
2. Explain that many letters and numbers in the English language sound like words. For example, the letter C sounds like "see" or "sea," the number four sounds like "fore" or "for," the letter I sounds like "eye," etc.
3. Challenge them to create several puzzles for classmates to guess.

Examples:
I C U = I see you
T 4 2 = Tea for two
L N 8 1 P = Ellen ate one pea
10 S N E 1 = Tennis, anyone?

9:10 – 9:30 Physical Activity

Tug of War

Objective: Students will develop unity, strategy, and overall body strength.

Materials: Rope, bandana or shirt, tape.

1. Take a piece of sturdy rope about 15'–20' long and tie a bandana, shirt, sock, etc. at the midpoint of the rope (you can piece together white belts if you can tie them securely).
2. Divide students into groups of five. Join two groups together to form a larger team of ten.
3. Place a piece of tape about 5' long on the floor and have two teams line up single file, facing each other. The first person on each team should be about 2' behind the taped line.
4. The remaining members should line up about 3' apart, behind the first player (you may want to place the bigger/stronger players in the back of each line to be anchors).
5. Each team picks up the rope. The bandana (or whatever you're using) should be directly over the taped line. Don't let anyone wrap the rope around their hands or arms.
6. When you say go, each team pulls the rope toward themselves.
7. The object of the game is to pull the entire opposing team across the taped line. Whichever team succeeds wins.
8. If you have a small class, play the best two out of three. If you have many teams, let winners play winners to decide the champion.

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

9:45 – 10:05 Learning Activity: Stop the Bully

I Don't Like That

Objective: Students will learn different strategies to avoid negative conversations and people.

Materials: None.

1. Have students sit in a circle, meditation style.
2. Explain that if you go to school, you're probably going to be teased. Even friends can say things that upset us.
3. Ask if anybody's ever been teased. Your objective is to collect a few samples from the class, then brainstorm proper strategies for getting out of the situation. Some ideas may be to:

a.) Listen and improve: if they say you're always dirty and smell bad, maybe you should start taking baths to be clean.
b.) Tell them what's positive about that characteristic: if they make fun of you for being smart, tell them that someday you'll become a billionaire like Bill Gates.
c.) Shift attention: if Billy says you have a big nose, point out one of his flaws, like, "At least I have all my teeth!"
d.) Go one step further: if they say you look like a chicken, say, "No, this is what a chicken looks like," and do a funny impression of a chicken.

4. Explain that, chances are, they're only trying to upset you and are unhappy with themselves, so not getting upset is the best defense.
5. After the discussion, allow students to form groups of three or four.
6. Ask each group to create a SHORT skit. In their skit, the emphasis should be on solving the problem, NOT laughing at the teasing.
7. Allow teams to perform their skits.

10:05 – 10:25 Physical Activity

Stretch and Balance

Objective: Students will develop strength and balance.

Materials: None.

1. Have students spread out around your training room area, keeping as much space between them as possible.
2. Lead the group in the following exercises:

Crouch and Arch: Have students stand up tall with their feet about shoulder-width apart. Next, students crouch down, keeping their feet flat on the floor, as low as they can go. They hold this position for ten seconds. Students then place their hands palm-side down on the floor in front of them and slowly stand up. Emphasize keeping both their feet and hands flat on the floor. Students should continue raising themselves up until their legs are almost straight with both hands and feet flat on the floor. Can anybody do it?

Roll Over: Have students lie down with their backs with legs straight. Arms should be slightly out to each side to help with balance. The students slowly lift their legs (keeping them straight together as if they were connected) up into the air, keeping their back and hands flat on the floor. They swing both legs backwards over their head until both of their feet touch the floor behind their head and hold this position for ten seconds. Can anybody do it?

Pull and Roll: Students pick a partner. If there's an odd number, a group of three will work by taking turns. Have each pair of students sit facing each other, with legs extended straight out in front. Have them line their feet up so that the bottom of each foot is pressed firmly against their partner's. Students lean forward and grasp hands. Then, partners slowly rock back and forth, maintaining their foot position as far as they can. The goal is to rock back as far as they did in the previous exercise. Students then rock in the other direction so that the partner rolls backward onto their back as far as they can while maintaining the foot position. How many times can a pair rock back and forth without falling over?

10:25 – 10:45 Learning Activity

Hopping for Celebrations and Holidays

Objective: Students will learn about various celebrations.

Materials: None.

1. Have students form three rows facing you at the front of the class.
2. Explain to them that there many times to celebrate life, not just during the holidays.
3. Ask the students to guess the following holidays and when they're celebrated.
4. For every student that gets one correct, they have to stand up.
5. Once a students guesses incorrectly, everyone standing must stand on one leg and stay that way until another student guesses another celebration or holiday correctly.
6. There may be more students than answers, so leftover students must hop one lap around the school on each leg. The students that guessed one can hop on both feet one time around. Add hints and explain that there's one holiday per month and seven other celebrations.

Celebrations: (No specific order)

1. Birthday	Any Month
2. Christmas (or related holidays, like Hanukkah, etc)	December
3. Thanksgiving	November
4. Halloween	October
5. Labor Day	September
6. Summer	June
7. Independence Day	July
8. Father's Day	June
9. Mother's Day	May
10. Easter	April
11. St. Patrick's Day	March
12. Valentine's Day	February
13. New Year's Day	January
14. Last day of school	(will vary)
15. Graduation	(will vary)
16. Belt testing	(will vary)
17. No-homework days	(will vary)
18. Your favorite team wins	(will vary)
19. Friend or family member's birthday	(will vary)
20. Accomplish a goal	(will vary)

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

11:00 – 12:00 Martial Arts Class

12:00 – 12:30 Lunch

12:30 – 1:15 Educational Video / Rest

Play an educational video in a dark room so that students who need a nap can take one.

1:15 – 2:00 Arts and Crafts

Book of Promises

Objective: Students will develop empathy and generosity.

Materials: Red construction paper, and three pieces of plain white paper per student, pencils, crayons, markers, rulers, scissors, stapler.

1. Instruct students to fold the red construction paper in half (the fold line should be down the middle of the short side of the paper.)
2. Have them draw a heart shape on the construction paper.
3. Students fold their three sheets of white paper in half like the construction paper.
4. Cut the heart out from the construction paper and trace it on the top piece of white paper.
5. Cut out the heart shape, being careful not to cut along the fold line. You should have a flip book of heart-shaped paper connected like a paper doll.
6. Have students write promises on each page of things they will do for their parents or other family members. For example, "I promise to make my bed each morning." "I promise to set the table each night." Promises should be helpful things.
7. Instruct students to decorate each page to make the book look extra special.
8. Students staple their promises into the red construction paper heart cover to bind the book. We recommend you or a staff member do the stapling for safety reasons.

2:00 – 2:30 Physical Activity

Training Camp

Objective: Students will improve their speed and agility.

Materials: Hula hoops.

1. Divide your class into groups of no more than 15 (groups do not need to be even).
2. Lay out a series of two hoops (like the tire drill in football) side by side with as many hoops long as you have available. In other words, if you have ten hoops, your layout would be two hoops wide by five hoops long.
3. Form a single-file line behind the first set of hoops.
4. Before the students go through the hoops the first time, have an instructor demonstrate proper technique. Emphasize lifting the knees up as high as they can as they step through the hoops. To be successful, their point of focus must be on each individual hoop as they pass through it, rather than staring ahead several hoops.
5. One by one, send the students through the hoops.Encourage form and technique over speed the first time through.
6. Send the line of students through three times. After the third time through, time the students using a stopwatch.
7. You can record the times to use as a benchmark for another day, if you'd like.

2:30 – 3:00 Learning Activity

Animal Talk

Objective: Students will develop confidence and public speaking skills.

Materials: None.

1. Have students sit in a circle, meditation style.
2. Each student will speak for one minute on an assigned topic. You may use any of the following topics (or any other topic you choose).
3. Go around the circle and give them their topics, and a few minutes to plan what they will say.
4. When time is up, ask for volunteers to go first, second, etc.

Topics:

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

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

3:15 – 3:45 Physical Activity

Three-Legged Relay Race

Objective: Students will improve their cooperation and team spirit.

Materials: White belts.

1. Divide students into pairs according to size.
2. Use white belts to tie the two students' ankles together.
3. Teach students how to run with their partner by moving the outside legs at the same time as the inside (tied) legs. Students should wrap one arm around the other's waist or shoulder for better balance and coordination.
4. Line a group up on one end of the training floor.
5. When you say go, they run across the room, touch the opposite wall, and run back.
6. The first pair to touch the starting wall wins.
7. Note who was the fastest and who was the slowest. Create relay teams that are equally balanced and run another race.

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

4:00 – 5:00 Martial Arts Class

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

Eliminate the Negative II

Objective: Students will learn how attitude can affect your desire to push your limits.

Materials: Dry-erase board, marker.

1. Instruct your students to sit in three equal rows facing you at the front of the classroom. Explain to your students that pushing their limitations requires not only physical fitness, but also, a positive attitude. When you have a negative attitude or perspective, it makes it harder to have the energy to push the limits.
2. Explain to your students that they are responsible for eliminating all negative thoughts and words from their minds so that they can stay positive.
3. Every time you say a negative word, your students must zap the word by making a buzzing sound. When you say a positive word, your students should clap. See the list of words below if you need some suggestions for words to say. Any student who claps when you say a negative word, or makes a buzzing sound when you say a positive word is out. This time, when you say a negative word, one of your students must run-up to the board and write a positive word. Then, have them explain what the new word means. Start with the first student in line and give them the marker. When they go sit down, they must give the marker to the person beside them. To make the game more challenging, you can speed up your delivery of the words so there is less time in between each.
4. Continue until you have one student remaining. Congratulate this person on being the most determined to eliminate the negative.

Fun	Dull	Generous
Determined	Brave	Fast
Slow	Mopey	Calm
Uninspired	Tired	Anxious
Cowardly		

8:30 – 9 Physical Activity

Silent Ball

Objective: Students will develop hand-eye coordination, accuracy, concentration, and self-control.
Materials: Tennis ball

1. Instruct the class to spread out across the training room area.
2. Using a tennis ball, or a koosh ball, students take turns throwing the ball around the room to their classmates.
3. The first and most important rule of the game is that there is NO TALKING or noises of any kind. Second, the person with the ball must throw it within five seconds of catching it. Third, if a player drops the ball, he is out.
4. If a player makes a bad throw that the intended receiver cannot catch, then the thrower is out and, of course, if a player makes any noise, he is out. Play until you have one student left. When the game ends, all the players spread back out on the floor and play a new game.

9 – 9:30 Learning Activity

Personal Purpose II

Objective: Students will learn how a sense of purpose can help them push the limits.
Materials: None.

1. Instruct your students to form three rows facing you at the front of the class.
2. Explain to your students that physical fitness and a positive attitude are important tools for your determination, but they are only tools. What you need to really help you be determined in finishing is a sense of purpose. Your purpose is something you can stay focused on while things are going wrong around you, and give you a target to hit. It is extremely important to practice focusing on your purpose in everything you do. Explain to your students that they were out swimming in the ocean and lost their way back to shore. They were discovered by a dolphin known as the Purpose Porpoise. The Purpose Porpoise only understands people with purpose. He will help your students back to shore if they can tell him what their purpose is.
3. As the instructor, you will be the Purpose Porpoise, and you will give your students a task or a scenario to which they must put a purpose. For example, a pink microphone. Purpose: Barbie needed it for a talent contest in a beauty pageant. Explain to your students that the purpose can be nonsensical or silly. The important thing is that they have a purpose or reason for the things that they've done.

Got a job at a balloon factory
Memorized all the As in the phone book
Went snorkeling in the pond in your backyard
Danced on the roof of your school
Went hiking in the mountains in sandals
Ate a scorpion for breakfast
Watched TV for 24 hours straight
Wore your martial arts uniform to the grocery store
Brushed your teeth with bubble gum
Walked your leash without the dog
Put a bottle of shampoo in your hot tub
Gave your mother a birthday present on your birthday
Put a car seat on your bicycle
Took your microwave to the art museum
Put all your toys in the kitchen sink

9:30 – 10 Physical Activity

Above & Beyond

Objective: Students will build rhythm, strength, and endurance.

Materials: Stereo and music.

1. Have your students sit meditation-style.
2. Lead the class through a series of aerobic movements. Some examples are: jogging in place; raising one knee-high in the air, then the other; squatting down while maintaining balance; jumping off two legs, landing on two legs; jumping off one foot, landing on one foot; push-ups; sit-ups; front step attempting to lower one knee to touch the floor without losing balance, etc.
3. Have your students put these moves together to some high-energy music.
4. Challenge your students to see who can do the most of reps of any one of the exercises. Award each winner with a round of applause.

10 – 10:15 Morning Snack/Bathroom Break

10:15 – 10:45 Learning Activity

Eye Spy Teams

Objective: Students will learn how to tune out distractions and be determined to achieve a specific goal.

Materials: None.

1. Instruct students to pair up. Have one student of every pair come up with a location (e.g., a library, football field, classroom, etc.)
2. Have their partner come up with an object in the room and start describing it: "I spy with my focused eye, something that is…" and then give a characteristic of the object (e.g., blue, tall, round, soft, cold, etc.)
3. Explain that you can have physical focus (like when you are looking for an object in the room) and mental focus (like when you are looking for an object in your mind). Not everything we are determined to do is something we can touch or physically see.

10:15 – 10:45 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 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 everybody gets a chance to play quarterback.

10:45 – 11 Change Clothes/Bathroom Break

11 –12 Martial Arts Class

12 – 12:45 Lunch

12:45 – 1:30 Arts and Crafts

Origami Leapfrogs

Objective: Students will develop direction-following and concentration.

Materials: Pack of 3" x 5" index cards and crayons.

1. Have your students sit at tables. Explain to them that origami is the Japanese art of folding paper into objects. You can turn a plain piece of paper into a variety of animals and objects by using folds. The origami leapfrog is a popular piece.
2. Each student will need one 3" x 5" standard-sized index card. They usually come in packs of 100, and can be found at a drugstore, supermarket, or dollar store. If you don't have any handy, you may be able to use your attendance cards or just regular paper by cutting them down to size. In addition, students may want crayons.
3. Hold the index card with the long side up. Take the top left corner and fold it in so it lines up with the other side and forms a triangle. Unfold the card and repeat with the upper righthand corner. Fold the top half of the card back where the two-fold lines meet. The next step is the trickiest; anticipate student difficulty. Hold the card on the sides of the fold line you just made and push them together toward the center. Press the top half of the paper down, creating a triangle. Hold the card so the triangle is pointing up. Take the bottom left corner of the triangle you just formed and fold it up to the top. Take the bottom right corner and repeat. Fold the tiny triangles you just made in half lengthwise. Next, fold each side of the index card in about 1/4 of an inch. Fold the bottom end of the card up about 1/2 of an inch. Finally, fold that piece down flat.
4. Turn the card over and decorate the frog using crayons. To make it leap, press your finger on the frog's back and let go. Did it leap?

1:30 – 2 Physical Activity

Alphabet Scramble

Objective: Students will learn how to spell martial arts-related words.

Materials: Index cards with single letters written on them that spell out seven to ten different martial arts words. For example, you could write a "b" on one card, an "e" on another, an "l" on another, and a "t" on a fourth to spell "belt." You will need equal sets of cards for each team.

1. Divide the group into teams of an equal number of members (approximately ten).
2. Place as many chairs as you have teams about 15 feet away from a starting line. Place the letter cards on the chairs facedown (each chair needs the same number of letter cards).
3. Line up each team in single file like a traditional relay race. To start the game, call out a word AND announce how many letters the word contains.
4. That many members from each team run down to the chair in front of their group relay-style (one at a time). Each player selects one of the cards that will spell the word called out. For example, if you called out, "belt!" the first player will look for a B and run back to tag the next person in line.
5. The second person runs to the chair and picks up another letter, such as E, and runs to tag the next person in line.
6. When all the letters have been gathered, the team must stand with the letters in the right order to spell out the word. The first team to be correctly lined up earns five points for their team.
7. After the race is over, the four players (or however many) who just spelled the last word go to the end of their team's line. Call out a new word and the number of letters it contains, and the process repeats itself. Play to a predetermined score or as time permits.

2 – 2:30 Learning Activity

High-Class Dreams

Objective: Students will learn how your character can affect your ability to push your limits: Low-class, middle-class, or high-class.

Materials: None.

1. Instruct your students to sit in a circle, meditation-style.
2. Explain to them that determination is affected by your character. Remind your students about low-class, middle-class, and high-class personalities. Everybody should strive to have a high-class personality. Ask your students to describe what a person with low-class character might be like. Tell them low-class people are selfish, dishonest, irresponsible, unmotivated, and are often hurtful toward others. Ask your students to describe what middle-class character is like. Tell them that middle-class people are neither negative or positive and they don't harm others or care about others. They are mediocre and act in mediocre ways. Now ask your students to define a high-class character. Tell them high-class people are motivated, generous, friendly, and care about others. They are honest and courageous. Now tell your students that you will give them several different scenarios that test a person's determination. Your students will act out how a person of low class would handle the situation.
3. Divide your students into pairs. When you read the scenario to them, one student will act out how a person of high character would respond to the scenario and then the other student will act out the same scenario.
4. After each student acts out the scenario, stop the class and ask each student why they chose the behavior they did. Ask them if they feel motivated. Ask your students if they feel determined or if they are uninterested in completing the task.

Scenario:

a) You are struggling in science class.
b) You have an argument with your best friend and you aren't talking to each other.
c) You are reading a book with a lot of big words and many of the words you don't understand.
d) You are trying out for the school basketball team but are much shorter than the other players.
e) You are asked to memorize your part for a play, but you don't have as many lines as you wanted.
f) You started your homework late on the weekend and it is now Sunday and there's a lot of fun stuff to do.
g) You are learning how to ride a bicycle but have fallen off once and are scared to ride again.
h) You broke your leg and rehabilitating it hurts really badly.

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

2:45 – 3:15 Stop the Bully

Absorb & Redirect I

Objective: Students will learn how to handle confrontation.

Materials: None.

1. Instruct your students to sit on the floor in a circle, meditation-style.
2. Demonstrate that if a punch comes at you, you don't want to meet the punch with force (either punch the punch, or try to catch the fist). Instead, you want to redirect the punch by blocking the wrist and moving the punch to the side. Likewise, if someone insults you, you don't want to meet force with force by insulting them back ("You're ugly." "No, you're ugly.")
3. Instead, you want to absorb the attack and redirect it. The first way to absorb is to agree. If someone says, "you're ugly!" don't ever believe them, but instead of fighting, agree with them.
4. Then, redirect the attack. The first way to redirect the attack is with humor (i.e., a joke).
5. Give some examples:

"Hey, you're ugly!"	"You're right! My brother says I'm so ugly I could make an onion cry!"
"You're fat!"	"You're right! My sister says I'm so fat I was baptized in the ocean."
"You're short!"	"You're right! I'm so short I need a ladder to pick up a quarter."
"You're stupid!"	"You're right! My mother says I'm so dumb, I need to stand on a chair to raise my IQ."

6. Practice by going around the circle and insulting everyone, and getting them to respond.
7. Practice by pairing up the students and letting them insult each other and respond.

3:15 – 3:45 Physical Activity

Army, Navy

Objective: Students will develop the ability to listen, follow directions, and react quickly.

Materials: None.

1. Seat your students meditation-style.
2. Choose one person to be the caller. Divide the rest of the players into two teams, Army and Navy.
3. Have the teams line up at opposite ends of the room. The caller may call out any of the following: "Army, hit the deck," "Navy, hit the deck," "Army, take off," or "Navy, take off."
4. If "hit the deck" is called, players on that team should drop to the ground on their stomachs. The last person to drop is out. If "take off" is called, players should run to the opposite end of the room. The last person to the other side is out. Play continues until only one player is left on each team.

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

Three-Letter Words

Objective: Students will develop their vocabulary and the ability to think on one's feet.

Materials: None.

1. Instruct students to sit on the floor in a circle, meditation-style.
2. The object of the game is to go around the circle with each student sharing a three-letter word. It can be any word; the word does NOT have to be a theme-related word, but to start off, you might use rhyming words like "cat," "bat," "fat," etc.
3. After the students have gone around the circle once, have them go around the circle again, but this time using four-letter words (appropriate ones!).
4. If the group can make it around the circle using four-letter words, then challenge them to go around the circle using five-letter words. During the round of four-letter and five-letter words, you want to allow a student a free pass to help the group achieve success.

8:30 – 9 Physical Activity

Aerobic Time

Objective: Students will build strength and endurance.

Materials: Music and a boombox or stereo.

1. Line your class up in rows (like an aerobics class) and turn on some high-energy music.
2. Lead the class through a series of aerobic movements. Some examples are jogging in place; raising one knee-high in the air, then the other; squatting down while maintaining balance; jumping off two legs, landing on two legs; jumping off one foot, landing on one foot; push-ups; sit-ups; front step attempting to lower one knee to touch the floor without losing balance, etc.

9 – 9:30 Learning Activity

A Friend Is...

Objective: Students will reflect and compare their sense of morals, values, and perspectives with other people of the same age.

Materials: None.

1. Have your students sit on the floor in a circle, meditation-style.
2. Simply ask the group, "What makes a true friend?"
3. Select a student to go first. Ask each student to provide one attribute until everyone in the circle has had a chance to share a response.
4. Next, select a student to lead a discussion. Examine the answers more closely. Did there seem to be a common thread? Was one answer agreed upon by all as being the most important? Which responses received the most discussion?
5. Finish up by asking each student to say what they are going to do from now on to be a better friend.

9:30 – 10 Physical Activity

Back to Back

Objective: Students will develop their listening skills and awareness.

Materials: None.

1. This activity is played best in one large group.
2. Announce a way for students to move around the room. For example, you could say, "Hop on one foot." Give the command to go or blow a whistle. All the students hop on one foot around the room, being careful not to bump into other students.
3. When you blow the whistle twice or give the command to stop, every student must run to a partner and stand back to back quietly. If you have an odd number of students, allow a group of three to join back to back.
4. Announce a different type of movement for the students to do, and then blow the whistle again to signal the start.
5. Continue as time permits. You can increase the difficulty of the movements according to the age and ability of your students. Other possible movements are: jogging, walking, walking backward, skipping, etc., or more complex movements like push-ups, sit-ups, front kicks, punches, forms, or other skills from your curriculum.

Day 5

10 – 10:15 Morning Snack/Bathroom Break

10:15 – 10:45 Learning Activity: Manners

Say "Please" and "Thank You"

Objective: Students will understand the importance of using manners when asking for something.

Materials: Fun Noodle or kicking target.

1. Have the children sit in a circle, meditation-style. Ask the students, "Which is nicer: 'Gimme that!' or 'May I please have it?' ("'May I please have it,' Sir!")
   Continue asking the following questions: "Do you want people to like you or hate you?" ("Like me, Sir!") "Do you like people who have manners or people who are rude and nasty?" ("People who have manners, Sir!") "Do you want to have manners or be rude?" ("Have manners, Sir!") "Whenever you ask for something, what should you say?" ("Please!")
   "Whenever someone does something nice for you, what should you say?" ("Thank you.")
2. Put all the students in a line. Give the first student an item (Fun Noodle or kicking target). The second student, "May I please have it?" The first student will give it to the second (you may ask them to present it with two hands and a bow in martial arts fashion). The second one will say, "Thank you." The third one will ask the second one, "May I please have it?" etc., down the line.
3. Have the students line up to walk out of a door. One student holds the door for all the others. Each one should say thank you as they walkthrough.
4. Next, sit everyone in a circle around an imaginary dinner table. Have each one ask for some more of their favorite food by saying, "May I please have another piece of pizza?" When someone passes them the imaginary pizza, they should say thank you.
5. Have students return to the circle. Ask them, "When your mother or father picks you up tonight, what should you say?" ("Thank you for letting me practice the martial arts, Mom/Dad.")
6. Go around the circle and ask each student individually, "Johnny, what are you going to say?"

10:45 – 11 Change Clothes/Bathroom Break

11 – 12 Martial Arts Class

12 – 12:45 Lunch

12:45 – 1:30 Arts and Crafts

Tag Team Art

Objective: Students will develop their visualization, non-verbal communication, and cooperation.

Materials: White paper and pencils.

1. Art is twice the fun when two artists share a pencil. Have students pair up and sit at tables. Give each pair of students one sheet of white paper and a pencil. Player 1 draws a line, squiggle, or simple shape on the piece of paper. Immediately hand the pencil to player 2 who then ADDS another line, squiggle, or shape. This continues back and forth. There is one rule: The partners may NOT talk to each other.
2. Challenge the students to see how long they can keep adding lines and still get a picture or a design of something. When students finish compare their work. How many made a design? How many made a picture? Time permitting switch partners and repeat.

1:30 – 2 Physical Activity

Battle Dodge Ball

Objective: Students will develop their reflexes and throwing skills.

Materials: Two playground balls, masking tape (optional).

1. Form two large groups (an ideal number for each group is ten to 15 players–larger schools may need four, six, or more groups). 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 middle of the circle.
2. Assign a number to each player in each group so that Group A has a One and Group B has a One. Continue numbering students until every player has a number.
3. To play the game, 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 in the circle can retrieve a ball, but may not throw it. Players in the middle of the circle may NOT cross over the imaginary (or real if you use tape) line cut halfway across the circle. Allow play to continue until a player is hit with the ball, or one minute has passed. The first team to score ten points wins.

2 – 2:30 Learning Activity

The Communication Game

Objective: Students will develop their social skills and manners.

Materials: None.

1. Divide your class into groups of 15. Have your students sit on the floor in a circle, meditation-style.
2. Explain to your students that when you respect others, one thing you do is say thank you, and also when they do something nice for you, such as when somebody holds a door open for you. Ask each student to think of an appropriate time or situation to say thank you. Pick a student to go first. Emphasize that no one should make any negative comment on anyone else's answer to show respect for others. Tell the students they will have a chance at the end of the activity to question anybody's response.

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

2:45 – 3:15 Rhythmic Activity

Freeze Dance

Objective: Students will burn off some holiday energy in a fun, creative way.

Materials: Music and boombox or stereo.

1. Have the students spread out around the room.
2. Using a boombox or stereo system, play some music. Encourage students to dance as silly as they wish as long as they stay under control. When the music stops, students must freeze in the position they are in and hold it for five seconds. Any student that cannot keep their balance for five seconds is out of the game. Put the music back on. Continue to stop the music at short and long intervals, trying to keep students guessing when the button will be pushed. The last player remaining on the floor wins.

3:15 – 3:45 Learning Activity

The Pet Parade

Objective: Students will improve their creative thinking and critical listening skills.

Materials: None.

1. Divide your class into groups of no more than 15 each (groups do not need to be even). Instruct the players to sit down in a circle, meditation-style.
2. Select a player to go first. The students say the following phrase, "I went to the Pet Parade and took along my _____," and proceeds to mime an animal whose name begins with the first letter of his or her name. For example, Milton says, "I went to the Pet Parade and took along my (he mimes a mouse)." The other students in the circle try to guess what animal Milton (a mouse) is portraying. Continue around the circle until everyone has had a turn.

3:45 – 4 Change Clothes

4 – 5 Martial Arts Class/Demo Team Practice

5 – Pick-Up Worksheets

WEEK 4: Create Notes & Activity Reminders

DECEMBER

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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.

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

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