

CURRICULUM SAMPLE



BIG



LESSON PLAN

BOOK!



SOCIAL EMOTIONAL LEARNING

"No one cares how much you know, until they know how much you care."

Social Emotional Learning is a teaching method that helps provide students with a framework of skills from which they can set and achieve goals, show empathy for others, build positive relationships, and make good decisions.

SOME SIMPLE WAYS TO INSPIRE SOCIAL EMOTIONAL LEARNING IN YOUR CLASSROOM

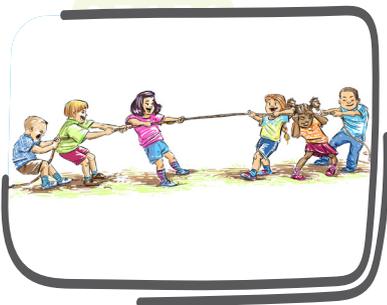


→ CHECK-INS AND GREETINGS.

How are you feeling today? Hello, it is great to see you! Simple kind regards like this for others every day will make a surprisingly incredible positive impact on your classroom.

3 TO 1 RULE. 3 KINDNESSES FOR EVERY ONE 1 CORRECTION.

Hearing kind words builds up self-respect and self-worth, and allows us to be receptive when others offer us constructive criticism.



→ WORK IN PARTNERSHIPS AND GROUPS.

We are social beings – we will be working in groups all of our life and practice makes perfect.

→ PROVIDE EXAMPLES.

Give students nice things to say and do when they cannot find them themselves.



→ ROLE PLAY TO ENCOURAGE EMPATHY.

Ask constantly how actions or words might make others feel. Switch roles and inspire students to think outside of themselves.



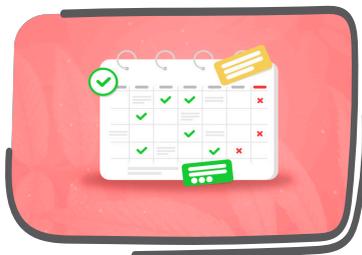
→ **USE CHARTS AND LISTS.** Ask students to describe how they would like to be treated, write them down, and post them prominently in the classroom.

ALLOW FOR KID TIME. Kids are little people. People like to talk. Build some relaxing, free talk and free play time into your day.



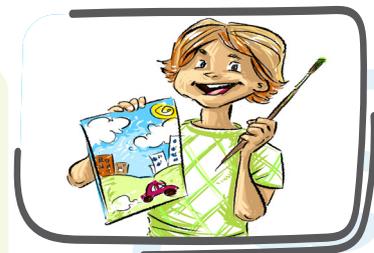
→ **PLAY GAMES.** Study after study has shown what we all intuitively know- that kids and people learn more and learn deeper through playing games than they do from lectures or homework.

HOLD CLASS MEETINGS. Allow your students to discuss issues as a group, and moderate a productive discussion.



→ **REFLECT AND CHART PROGRESS.** Look where we started, and how far we've come! What are some things that have worked, and what hasn't? This simple act has a powerful affect on a person's self-respect and self- worth (for big and little people alike).

RESPECT OTHERS GIFTS AND STRENGTHS.
"Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid." – Albert Einstein



RECESS TIME





EQUIPMENT

- Cones
- Whistles
- Yellow and Red Cards
- Megaphone (either electronic or 'old school')
- Apollo shirts, armbands, or jerseys
- Sports equipment (see lesson plan activity pages for specific games' requirements)
- Keen observation skills
- Relaxed, flexible neck muscles
- "Boom" voice projection
- Geometry
- First Aid Kit
- Roster
- Other Apollo Essentials
- Signs

LOCATION AND TIME

Where and when you do recess will be different at each school. Before your first day, talk with your Apollo Supervisor and the school's administration and determine what areas will be available to you. In most regions the weather can vary greatly from day to day, so this can be a factor when deciding on your activity.

Also keep in mind the time- the daily recess period will typically be around 20 minutes, but if Apollo Olympians is your daily elective class, you may need to plan activities for well over an hour.

PLAY AREA INSPECTION. Stake out your recess area and inspect it each day for hazards. If these cannot be fixed or removed, choose a different area.

FIRST AID. Bring your kit with you!

TEACHER TOOLS. Have your class roster, whistle, megaphone, and other useful tools handy and accessible.

EQUIPMENT INSPECTION. Any materials your students will interact with must be safe, age-appropriate and in good condition.

EXIT CONTROL. Know all the possible entries and exits of your playing area. If possible, post a staff member at each of them. If this isn't a possibility, you must find another method of controlling the exits. Use locks, ropes, cones and other techniques to prevent unauthorized entry.

SUPERVISOR CONES OF VISION. Instructors should be placed so that all the students are within a supervising adult's field of vision. For most adults, this is typically a 120-degree cone. If your play area has areas outside of your cone of vision, you need to either reduce the size of the playing area, or deploy more instructors. Instructors should always situate themselves so that they can see the whole group. For example, if a child asks you a question, make sure you've oriented yourself so you are facing the whole field of view before you engage.

SAFETY

As always, student safety is our most important priority. Here are some reminders for ensuring your students enjoy their play time safely.



DISTANCE. An instructor should be able to get to any child within seconds to resolve a situation or deliver first aid. You should also be close enough to identify each child by appearance and voice.

FATIGUE AND HYDRATION. Keep an eye on students for fatigue, hydration, and good sportsmanship. If you are participating, don't forget to keep an eye on these things yourself!

COMMUNICATE! Constant communication with your staff and students helps build trust and relationships. It also serves as a constant reminder for your students that you are paying attention. Calling them by name with positive reinforcement amplifies the usefulness of this common teacher superpower prevention technique, "Good job Jennifer, you're great at those monkey bars!" "Great job sharing the ball, Titus!" This builds their self-esteem - and also makes your job much easier. Kids tend not to entertain thoughts of mischievousness when they know you've got your eye on them.



APOLLO
After school

ARTS & CRAFTS



PAPER ROLL DRAGON CRAFT



SKILLS AND HIGHLIGHTS

Fine motor, Creativity, history/culture (if done during Chinese New Year), and Measurement



EQUIPMENT

- Paper towel roll (cut in half)
- Glue stick
- Green or red construction paper
- 2 googly eyes
- 2 medium pom poms
- 2 small pom poms
- Red, orange, and yellow tissue paper
- tissue paper



INSTRUCTIONS

Wrap the ½ of a paper towel roll with construction paper. Use a glue stick to attach. Next use white glue to attach the 2 googly eyes to the 2 medium sized pom poms. Glue these pom poms to the top of the tube near the back. Attach the small pompoms to the top of the tube near the front (these make the nostrils). Have students cut the tissue paper into 9 or 10 inch pointy strips. Each student needs 8 tissue strips. Glue the tissue strips just inside the tube by the nostrils/mouth end. When finished have students blow in the open end to make the “fire” blow!



NOTES

Gravity works against you with the flames. If you put the tissues around the bottom of the mouth, they won't blow, so encourage children to glue them on the top half of the mouth/opening. You could have some students glue the flames around the entire circle opening so they can see for themselves how the flames move differently.



FUN FACTS

- Chinese dragons are believed to bring good luck to people, so the longer a dragon dance is performed during Chinese New Year, the more luck the community will have.
- The Komodo Dragon is a type of monitor lizard, which is aggressive and deadly. They can be 10 feet long and use toxic bacteria in their mouths to wound their prey.





PAPER ROLL DRAGON CRAFT

CONTINUED



1

Wrap the $\frac{1}{2}$ of a paper towel roll with construction paper. Use a glue stick to attach.



2

Next use white glue to attach the 2 googly eyes to the 2 medium sized pom poms.



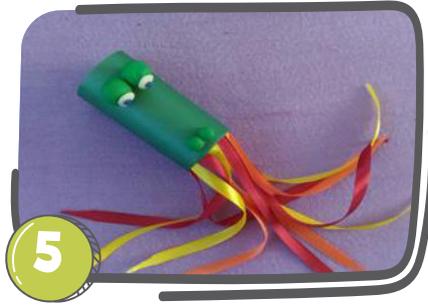
3

Have students cut the tissue paper into 9 or 10 inch pointy strips.



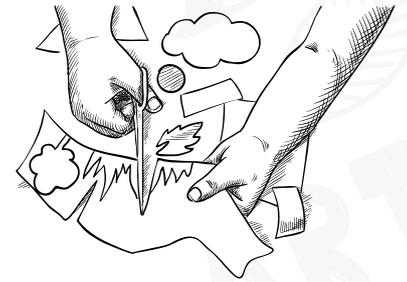
4

Glue these pom poms to the top of the tube near the back.



5

Attach the small pom poms to the top of the tube near the front (these make the nostrils). Glue the tissue strips just inside the tube by the nostrils/mouth end.



KEY QUESTIONS

- What happens to the tissue paper flames if they are glued around the entire circle/ opening?
- Why are dragons an important part of Chinese culture?



APOLLO BASKETBALL





UNO BASKETBALL WARM UP



SKILLS AND HIGHLIGHTS

Dribbling and Passing



EQUIPMENT

- A basketball for each student
- UNO cards
- 4 cones (red, blue, yellow, green)



INSTRUCTIONS

Place one cone in front of each wall of the gym. On each cone, place a sign with a type of pass (bounce pass, chest pass, overhead pass, baseball pass, etc.). Spread UNO cards face down in the middle of the gym. Students will have their own ball as they get to the middle of the gym. They will pick up a card, look at it, and leave it there face down. The card tells the student which wall to go to and how many passes to execute for the drill. Example: If a green 5 card is picked, the student will go to the wall with the green cone and throw 5 "bounce passes" against the wall. If a SKIP card is picked, the players must skip or jog around the cone while dribbling. If a REVERSE is picked, the player must dribble while walking backward around the cone that matches the color on the card.



NOTES

Remove all WILD cards... or have them signify 'kids choice.'



FUN FACTS

Have the players multiply the number on their card by 2 or 3 for added fun!

KEY QUESTIONS

Why is it important to know different types of passes?



APOLLO BOARD GAMES





SECRET AGENT OBSERVATION GAME



SKILLS AND HIGHLIGHTS

Concentration, Memory, Logic



EQUIPMENT

- Towel
- Cloth or large paper
- Scorepad
- Random objects (coins, marbles, toys)



INSTRUCTIONS

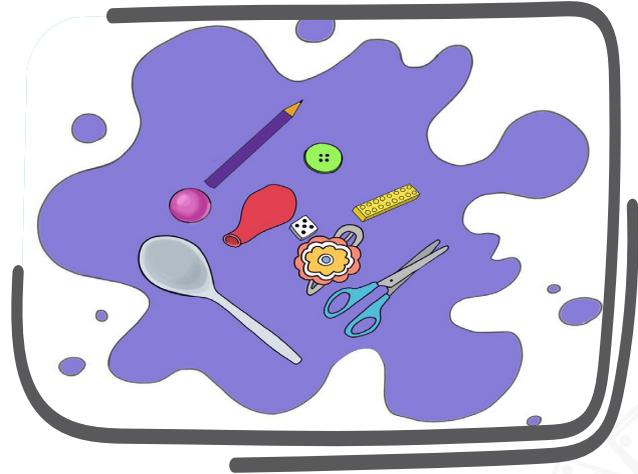
This game works best with three players but can be adapted for larger groups. Each round, one person must be the "Spymaster." Behind the towel, curtain, or paper you are using as a covering, the Spymaster takes some of the random objects and puts them in the playing area, making sure to keep them hidden from the other players. When both the "Spies" are ready, the Spymaster unveils the area with the objects. The Spies have a set time (10 seconds is good) to observe the objects and memorize them. Then the Spymaster hides the objects from the Spies view again. The Spies take a each recalling what they saw while the Spymaster keeps score.



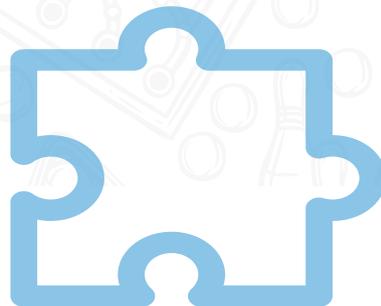
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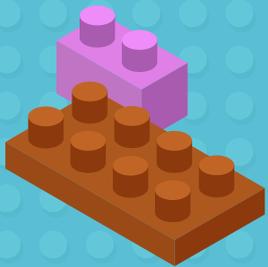
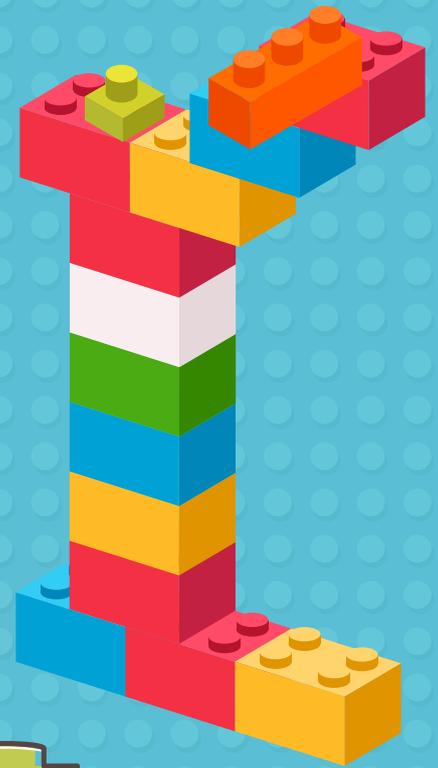
Let's say that there are 3 green marbles, 1 blue toy car, 3 dimes, 4 pennies, and a purple jack. Here are answers the Spy could give and the scoring:

"There are marbles" – 1 point. "There are green marbles" – 2 points, "3 green marbles" – 4 points (2 points for "green marbles" x 2).

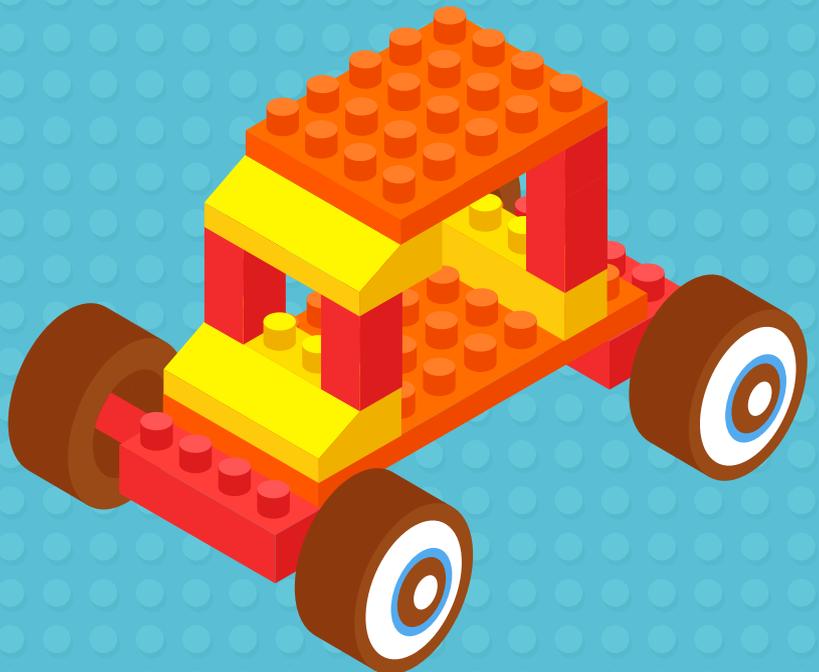
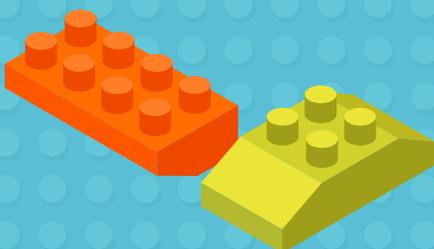


Scores are as follows: If they can remember the type of object, they earn one point. Type and color of object – 2 points. Correct number of objects- 2 points. Type, color, and correct number of the objects – previous point total for that object, times 2. Bonus points can be awarded for noting other details, such as dents in a toy car, or the year a quarter was minted. The role of Spymaster rotates clockwise until everyone has had a turn, then goes back around counter clockwise, so that each player has a chance to go second, since that is an advantage. The player with the highest score wins





APOLLO BUILDERS





LEGO® BRICK OR DUPLO® POOL NOODLE MARBLE RUN



SKILLS AND HIGHLIGHTS

Engineering Skills, Imagination Creativity, Fine Motor Skills



EQUIPMENT

- Pool noodles or cardboard tubes cut in half
- Marbles or small balls
- LEGO® bricks/Duplo®s
- Tape or rubber bands



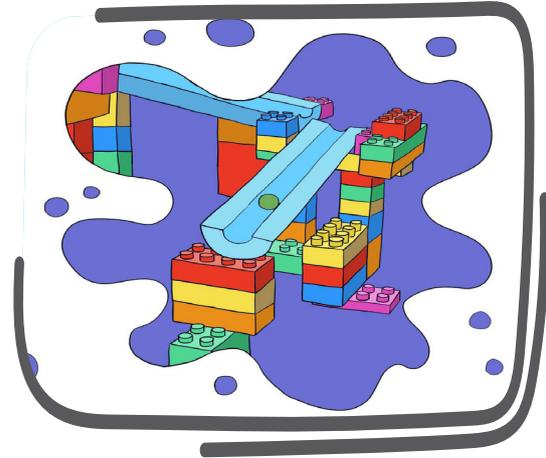
INSTRUCTIONS

Make sure that the pool noodles are cut to smaller lengths of about 1 foot or 6 inches. Set tables or areas on the floor with supplies: pool noodles of various lengths, LEGO® Bricks/Duplos® and 3 Marbles. Allow students to create their own ramps with the materials available, freely utilizing their own creativity. Suggest that their ramps should have stability - there's nothing more frustrating than the ramps falling over while they're trying to race their marbles. As they challenge themselves, ask them to create more complicated/elaborate ramps that may be multi-layered or connected to other ramps. As students experiment with their designs gradually have them design one with two lanes that will allow them to race against other groups.



NOTES

- Put students in groups of 2-3. This activity can also be done individually but best works as groups.
- Cardboard tubes cut in half can also make for stable runs.
- Tape or rubber bands can help with stability. Using tape to smooth the transition between two tubes is almost a requirement - otherwise the marbles tend to hit the cracks in between, and bounce out.



KEY QUESTIONS

Ask students how altering their design might alter the speed of their marble. For example, "Will creating a more steep initial ramp cause the marble to go faster or out of control?"





APOLLO CIVICS





APOLLO ELECTION - CANDIDACY AND RESPONSIBILITIES

Democratic processes, Civics Politics, Self-determination



Level Up!

SKILLS & HIGHLIGHTS



EQUIPMENT

- Chalk or dry erase board
- Record-keeping materials



INSTRUCTIONS

Call a meeting of your group of students in front of a chalkboard or dry erase board. Make the big announcement that we will be having an election. Explain what an election is, and that it's a big deal - they get to practice the important duty of our society in choosing our own leaders. We will elect an Apollo Class President every three months, in September, January, and April.

On a designated day each month, the Class President will get to pick an activity from our curriculum (or create their own, with your approval). They will have the distinction of signing any class letters that are sent out. They can also be entrusted with a number of other responsibilities, which we will determine with the rest of this exercise. Explain that running as a candidate for any leadership position is a big responsibility. It's a job - it can be very rewarding, for you as a person, and for the esteem you can get from your friends, but you will have to do extra work.

Help trim them down so they are not overwhelming. Some suggestions are: assisting in the selecting of Helping Heroes (door holders or line captains, for example), being a friendship ambassador, making sure everyone is included, picking out a snack every month, picking out a class song, etc.

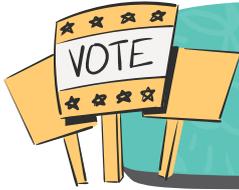
Offer your counsel in the form of questions if they are having trouble, and help clarify their responses. As a class, open a discussion about what those responsibilities should be.

Once you have a number of good suggestions written down on the board, have your kids vote by a show of hands whether they think it is a good idea. Tell everyone to think hard if they want to run for the office. Like any important decision, they should sleep on it. Pass out a print out with fields for them to fill in: 'My name is _____, I am in ___ grade and ___ years old, my hobbies are _____,' etc, with the important one, 'If I'm elected Apollo Class President, I will _____'. If they wish to be an official candidate, they must return the completed form to you by a set deadline. The second-most vote getter will be Vice President. Then on to the next activity!



FUN FACTS

Everyone knows that the President of the United States is elected every four years (well, hopefully everyone knows), but there are all kinds of other Presidents and elected officials. Clubs, colleges, businesses, churches, cities, states, and school districts all have elections to decide their leaders.



APOLLO ELECTION - CANDIDACY AND RESPONSIBILITIES

CONTINUED

NOTES

Record the responsibilities the kids have chosen for the President, write them on a banner for display, take a picture, and include it in the parent newsletter. The President should come up with proposals once a month for voting on by the rest of the students. This can be tied to the activities or snacks the President selects. For instance, they could select two options for everyone to vote on. For large, multi-teacher classes, you can adapt this to create a "Town Council," of individual representatives from each group, instead of one President. And of course, you can do both! Set the timeline for all the Election activities on your class calendars, so your students know what to expect.

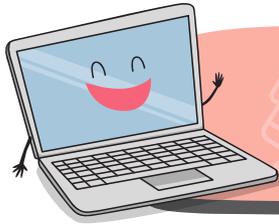
KEY QUESTIONS

What kinds of qualities are important in a leader? Should they be respectful, smart, honest, nice, happy, hard-working? No one is perfect, so some people will be better at some qualities than others. You have to decide what is most important to you.



COMPUTER SKILLS





GOOGLE DRIVE COLLABORATING



SKILLS AND HIGHLIGHTS

Basic Google Drive collaborating functions



EQUIPMENT

- Computer lab
- Screen projector



INSTRUCTIONS

Have your computer hooked up to the screen projector so the kids can see what you are doing. Using the gmail logins you have provided to them, they should be logged in and go to the drive. You can use the principles of this lesson to create the framework for activities which will tie in with the Create Your World unit, or use this as a stand-alone lesson. Let the kids watch you create a new spreadsheet titled "Best Ice Cream Sundae Ever." Open up the Share tab and invite all of the students. Show them how to open the document. In the first row in column B, enter an attribute of an ice cream sundae in each cell in the row. For example, you could write: # of scoops, topping 1, topping 2, ice cream type 1, ice cream type 2, among other ideas. In column A, starting in A2, enter your name and then all of the students in your class. Enter your own sundae preference in the cells, demonstrating the function of the enter and tab keys. Now have all the students enter in their own preferences.



FUN FACTS

Google Drive and other collaboration software programs are used by corporations, schools, and government agencies all over the world, including Apollo!

Referee the occasional data entry error. Once everything is complete, show some basic sort features. Now click on tab 2, and rename it "Apollo <name of school> Coolest Friend Ever Creation Guide". In row 1, enter Name, Occupations, Hobbies, Family Life, Pets, Transportation, Super Power, and What Makes Them a Good Friend across the cells. Break students into groups, have each group decide on one of the attributes and enter it into the field. Read it aloud on the projector when you are finished and print both tabs out for the kids to take home.



NOTES

With the inevitable goofy cell entry that your class clown may make on behalf of someone else, show your students the cool File > Revision History feature to pinpoint the perpetrator.

KEY QUESTIONS

- How do you think you can make true friends?
- How can you be the coolest friend ever to someone you care about?





APOLLO ENTREPRENEURSHIP



DISCOVERING OPPORTUNITY



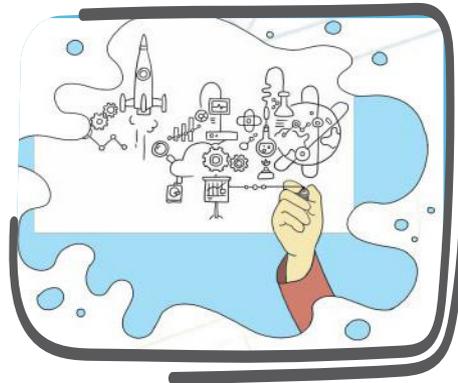
SKILLS AND HIGHLIGHTS

Inventiveness, Research, Creativity, Problem-solving



EQUIPMENT

- Paper
- Pens and pencils
- Markers



INSTRUCTIONS

The day before this activity, give students “homework.” Tell them to think about a problem they experience that can be solved with an invention. Encourage them to research this problem, and see if any inventions have already been created to solve the problem. Even if the invention is improbable or inefficient, it’s important they think outside the box to come up with the best idea they can. At the next session, have students write down their idea and create an invention that can help them solve the problem. Have them design their invention using markers and at the end of the session, they can present their work to the group.

NOTES

If students are stuck thinking of a problem, ask them what they do daily that could be done more efficiently with a fun invention. Examples: tying shoes, doing the dishes, making a sandwich, creating a comfy chair.

FUN FACTS

The upside-down ketchup bottle earned its inventor \$13 million.



APOLLO EXPLORERS





TREASURE HUNT



SKILLS AND HIGHLIGHTS

Perception, Problem-solving Exploration, Teamwork



EQUIPMENT

- Library/classroom/field
- One chess set



INSTRUCTIONS

One instructor should hide the chess pieces around the playing area ahead of time. For each piece, pick a theme for their hiding place (examples: stick some tape on the bottom of the knights, tape them under tables, hide rooks behind certain types of books). Come up with a riddle for each piece for the kids to solve and write them on the chalkboard back in the room, or have a team leader write them down (for example, "The knights are like Batman, they like to hang around").



NOTES

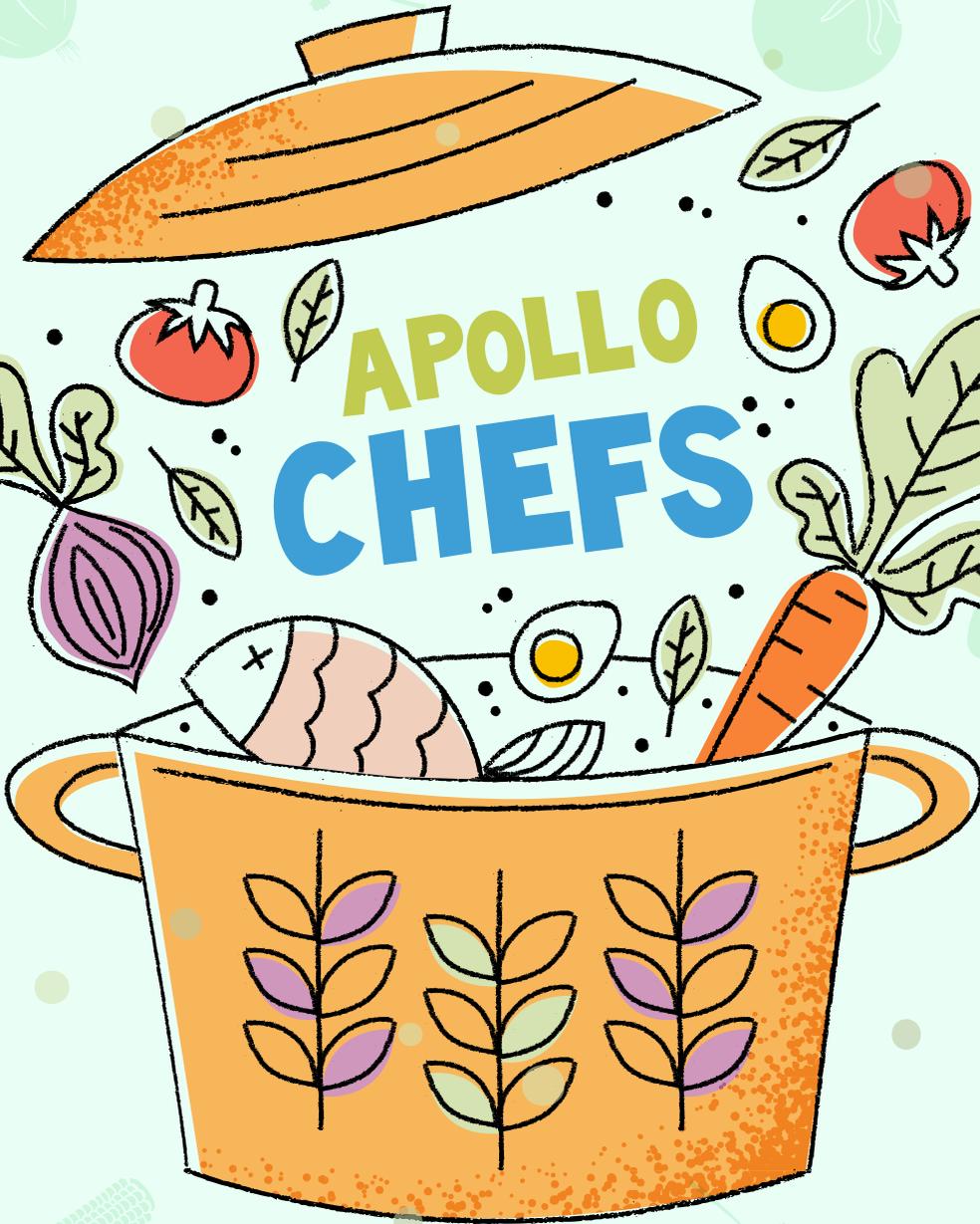
Divide the class into two teams. Pick a team captain, typically the oldest and most responsible on each team. Have the teams confer to try and figure out the riddles. The team leader should write them down and bring them to the playing area. At your signal, turn the kids loose to find chess pieces and bring them back to you. Keep the pieces separated by team, and shout out the score periodically. The team to find the most pieces in the time period wins!



FUN FACTS

Treasure from the past is still being dug up all the time- in 2009, treasure-hunter Terry Herbert found over \$5million worth of gold artifacts in a farmer's field in Lichfield, England, using only his metal detector!

APOLLO CHEFS





VANILLA PUDDING BEACH



INGREDIENTS

- Teddy grahams
- Graham crackers
- Lifesaver gummies
- Vanilla pudding cups

Fine motor, Creativity

Level Up!

SKILLS & HIGHLIGHTS



EQUIPMENT

- Paper drink umbrellas
- Spoons
- Large Ziploc bag

NOTES

- You can add a piece of Airhead candy to look like a beach towel for the teddy graham to lay on.
- For a healthier option, you could have students cut banana into circles to represent the pool float, or in long slices to act as a beach towel to lay the teddy graham on.

KEY QUESTIONS

- Can you think of other foods that we could add to represent something you would find on the beach?
- Have you ever been to a beach? If so, where? If not, where would you like to go?
- What are some things people do at a beach?



RIDDLES & JOKES

Q: What do you call a fish without an eye?
A: FSH

Q: What is the strongest creature in the sea?
A: A mussel

Q: Why don't oysters share their pearls?
A: Because they're shellfish

Q: Why are fish so smart?
A: Because they live in schools



VANILLA PUDDING BEACH

CONTINUED

Place several graham crackers in the large Ziploc bag. Have students take turns crushing the graham crackers into powder.



They can use their hands or a rolling pin if available.



After the graham crackers have been crushed, have students pour them on top of their open vanilla pudding cup to look like the sand.



Add a drink umbrella to the top, as well as a life saver gummy (to look like a pool float or raft), and a teddy graham.



APOLLO MATH FUN

1 2 3
A B C



LEGO® SUBTRACTION



SKILLS AND HIGHLIGHTS

Fine motor, Sportsmanship,
Subtraction



EQUIPMENT

- LEGO® Brick blocks
- LEGO® Brick base plates
- Standard 6-sided dice



INSTRUCTIONS

Based on your students' ages and math comprehension levels, choose a number of bricks for each student to start with. Kindergarten and first graders may start with a stack of 10 or 15 blocks, while second or third graders may want to start with 25 or 30 blocks.

This game works best in groups of two, but groups of three will work, too.

Before starting the game, each player needs to stack their LEGO® Brick blocks in a tall tower on the base plate.

The players take turns rolling the dice. When a player rolls the dice they subtract that many pieces off of their block tower (So if they roll a 3 on the dice, they take 3 blocks off their stack).

The winner of the game is the person who can lose all of their blocks first.

A player must have the exact number to subtract to win the game (so if a player has 4 blocks left and they roll a 6, they cannot take any of their blocks off their stack because they didn't have 6 blocks to begin with - they would need to roll a 1, 2, 3 or 4 in order to remove some of their blocks).



NOTES

- You may choose to have students say the number sentence each time. For example, if a student has 10 blocks, and rolls a 2, they would have to say "ten take away two equals eight."
- This game could also be extended by having students write down their equations as they play.

FUN FACTS

- The world's tallest LEGO® Brick tower is 28.7m high, made from 465,000 bricks!
- LEGO® Brick Minifigures are the world's largest population, with over 4 billion of them around the world! If you put the 340 million Minifigures produced last year next to each other in a line, it would stretch a whopping 4,908 miles – that's almost the distance from London to Beijing, China!



APOLLO OLYMPIANS



BALLOON SOCCER



SKILLS AND HIGHLIGHTS

Basic soccer skills, Honesty, Teamwork



INSTRUCTIONS

Use cones to set up a soccer field. Goals should be set up with a deep area for the balloons to be collected. Split the class into two teams, and let them select a goalie.

Each team starts with all their balloons behind their starting line. On the signal, each team begins moving their balloons towards the other team's goal, attempting to score. Soccer rules apply. If a player touches a balloon with their hands, they have to run back to their starting line before returning to play. The object is to score as many balloons in the opposing team's goal as possible. Players **ARE ALLOWED** to pop the other team's balloons, but their hands can never touch them! If a balloon is popped by a hand, then the team popping it loses a goal. Once a balloon is used to score a goal, it stays in the goal until the game is done.



NOTES

- Goalies may use their hands to block shots, pass, etc., but **CANNOT POP THE BALLOONS!** They can, however, pass the balloons to their teammates for popping.
- This game requires a lot of instructor refereeing, but it's worth it - most kids **LOVE** this game!
- However, some kids don't like the loud noises that popped balloons inevitably make, particularly students on the autism spectrum. Always offer another activity in conjunction with this one, supervised by another instructor in a different room.



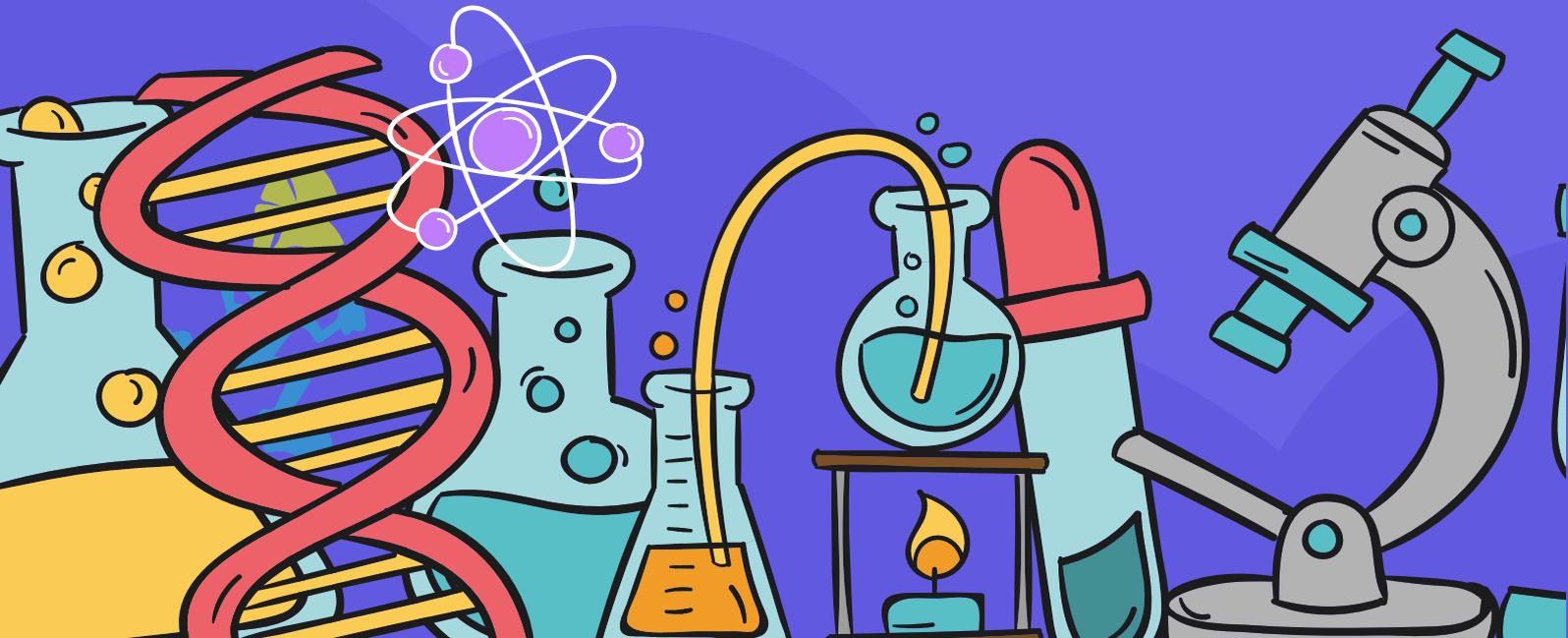
EQUIPMENT

-10-20 blown-up balloons of two different colors

FUN FACTS

Helium balloons float because they are lighter than the air around them. When a human blows up a balloon, we use the air we breathe. When you take a breath, your lungs use the oxygen and get rid of the carbon dioxide when you breathe out. Since carbon dioxide is heavier than regular air, the balloons fall to the ground instead of floating.

APOLLO SCIENCE





MAGIC MILK



SKILLS AND HIGHLIGHTS

Cause and effect, Observation, Reactions



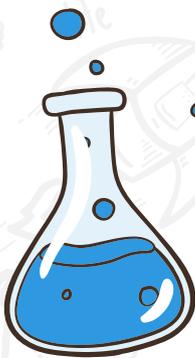
EQUIPMENT

- Milk
- Food coloring
- Dish soap
- Toothpicks
- Tray/plate



NOTES

Try placing the soapy toothpick in both the food colored spots of milk and the white part. Have students discuss any differences between how the colors react depending on where the toothpick is placed.



FUN FACTS

This reaction is caused by the soap disrupting the surface tension of the milk.

KEY QUESTIONS

- Why do you think the soap made the milk jump that way?
- How did the reactions change when the toothpick was put in the colored part of the milk, versus the white part?





MAGIC MILK

CONTINUED



1

Pour milk into a tray/plate. It doesn't have to be a lot, just a solid layer. Add drops of food dye randomly to milk.



2

Dip a toothpick in dish soap.



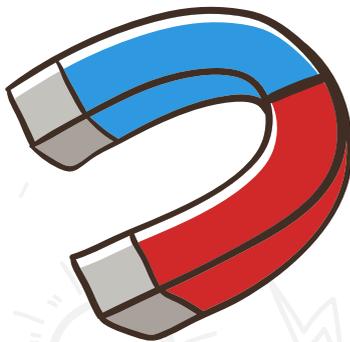
3

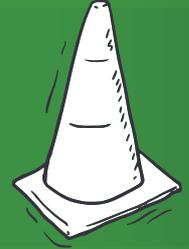
Dip the toothpick into the milk.



4

The colors will shoot out at lightning speed making all sorts of patterns in the milk.





APOLLO SOCCER



KICK

CORNER

PLAY

BALL



CLEAN UP



SKILLS AND HIGHLIGHTS

Shooting, Passing, Teamwork.



INSTRUCTIONS

Choose one goal to be the target, and have all your kids start inside the goal. Obviously, we're talking about a regulation soccer size goal – your students won't have to play Tetris with themselves trying to fit into an indoor, smaller goal. Anywhere behind the line will do! Scatter all the balls around the field. The goal is to get all the balls in the goal as fast as possible. Give your students a time goal to achieve, and a reward if they are able to complete the exercise faster.



NOTES

- Everyone is on the same team!
- To make things a little more interesting, choose one or more students to be the Keeper, and rotate Keepers each round. Give a separate award for the Keepers who kept the game going the longest.
- For the older kids, definitely institute Keepers to give kids practice at the position, and also make the game suitably challenging.



EQUIPMENT

-More soccer balls (any kickable ball will do) than players.



FUN FACTS

The original World Cup trophy was made out of paper mache. In 1950, heavy rain ruined the cup and it had to be replaced!

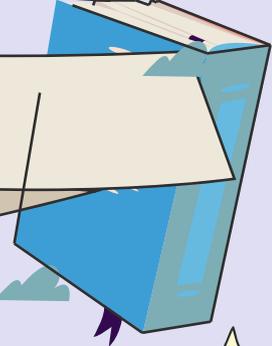
KEY QUESTIONS

How can we use strategy to make the game go faster? Let your students try a couple rounds, then suggest that one or two students hang around near the net, fielding loose balls and missed shots. Diversify the labor.



Apollo

STORYTELLING





PLAY-DOH STORYTELLING



SKILLS AND HIGHLIGHTS

Creativity, Inventiveness, Fine motor skills



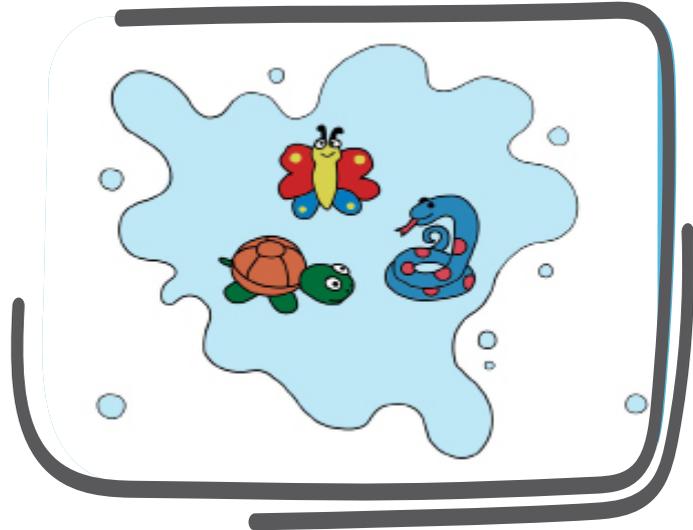
EQUIPMENT

-Play-Doh



INSTRUCTIONS

Students can either choose their favorite story or write their own. Once they have a story, have them create the setting and characters out of Play Doh. When they have created everything, have them take turns telling their story to the rest of the class using the Play Doh.



NOTES

Students can combine stories and characters by interacting with each other and adding their Play-Doh characters to another story.

KEY QUESTIONS

- What made you choose the character that you did for this activity?
- Where did you get the idea for your character? A movie? Book?







MAKE A LOGO



SKILLS AND HIGHLIGHTS

Creativity, Design, Branding



EQUIPMENT

- Paper
- Markers
- Scissors



INSTRUCTIONS

Have students design a logo that would represent them. It can include a few of their interests, but it has to be basic with only a few colors. Then have them draw out their logo on a piece of paper in a small space. Then have students cut them out and show them to each other. After they do that, collect the logos and have students guess which logo belongs to which person.

NOTES

You can also have students make variations on the logo like websites do. They can make a rectangular one, a circular one, or include images and words, for example

KEY QUESTIONS

How does your logo represent who you are?



FUN FACTS

There are more devices connected to the web than living human beings.

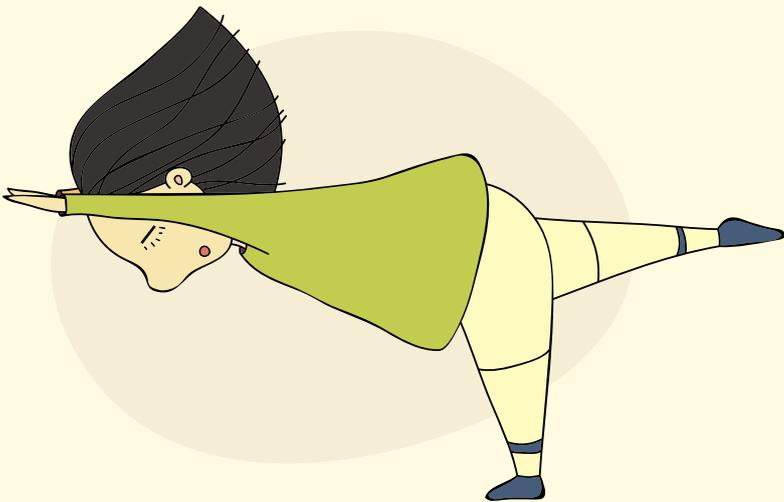


APOLLO

after school



The text "APOLLO YOGA" is centered within a white, rounded rectangular frame with a thick brown border. The word "APOLLO" is in a green, bold, sans-serif font, and "YOGA" is in an orange, bold, sans-serif font. The frame has four circular accents at the corners, each with a green center and a brown outline. The background is a light beige oval.



STRETCHES AND WARMUPS



GENERAL INSTRUCTIONS

Have the students spread out with their arms out. Everyone should be far enough apart so their fingers don't touch

ACTIVITIES

WIGGLES: Everyone has come down with a serious case of the wiggles. Wiggle each part of the body that the Instructor calls out.



REFLEX GAME: An Apollo version of the classic "slap game." Kids partner off with their hands out. One person has their hands on top of the others. The "slapper" then tries to either slap the top of their partner's hands, or make them flinch.



If the other person (whose hands are on top) flinches, or gets their hands slapped, they must do two pushups, two situps, and two squats. The partners then switch roles and continue until the Instructor switches up the activity.

SIMON SAYS: Use the Simon Says game to do all kinds of warm-ups-stretching, jumping jacks, pushups, etc.



BOA CONSTRICTOR: If you have mats at your disposal, have the kids pretend to be snakes on the mats, moving from one side to the other without use of their arms or legs.



ZOO ANIMALS: Kids move like each zoo animal the Instructor calls out. Instructors should be prepared to demonstrate.

TRICK CATCH: Using dodgeballs, students practice playing catch while trying to do tricks, like spinning, behind the back, under the legs throws, etc.

