

## Activities

The activities listed on these pages include “cooking,” games, art projects and problem solving ideas. Each has listed learning expectation(s) for children and youth.

### Food

#### “James and the Giant Peach (and Apple) Smoothie”

- \* Learning Expectation: measure ingredients; follow directions; know about healthy food options
- \* Need:
  - \* 2 – 8 oz. cartons of low fat peach yogurt
  - \* 1 – 6 oz. can frozen apple juice concentrate
  - \* ½ tsp almond extract (optional)
  - \* 4 ice cubes
- \* Directions:
  - \* add each of the ingredients in the order listed to a blender
  - \* blend until smooth and creamy
  - \* pour into glasses and serve
- \* Makes 4 – 6 oz. servings

### Food

#### Painted Bread

- \* Learning Expectation: express creativity; know how to create colors
- \* using a muffin tin, mix water or milk with food coloring in each cup to make a variety of colors
- \* use new paint brushes and let the children paint their own designs on the bread – don’t let the bread get soggy!
- \* toast the bread
- \* spread with butter or leave plain

### Food

#### Spider Sandwiches (serves 12)

- \* Learning Expectation: follow directions; know about healthy food options
- \* Need
  - \* 24 slices wheat bread
  - \* 1 cup creamy peanut butter
  - \* 24 raisins
  - \* 1 (6.5 oz.) package of cheese curls
- \* Directions
  - \* Using a 2-1/2” round cookie cutter, cut a circle from each bread slice. (Save the bread scraps; grind finely in a blender; and use in recipes that call for bread crumbs!)
  - \* Spread about 2 tablespoons of peanut butter on half of the bread rounds; top with the remaining bread rounds.
  - \* Make 2 small indentations on top of the sandwiches for “eyes”. Using peanut butter as “glue”, push one raisin into each indentation.
  - \* Place each sandwich on a plate and arrange 8 cheese curls around each sandwich for “legs”, inserting cheese curls between the bread rounds.
- \* Makes 12 sandwiches

## **Game**

### **Art Musical Chairs**

- \* Learning Expectations: express creativity; learn to work in a group to complete a project
- \* Need:
  - \* one chair for each child
  - \* piece of paper on each chair
  - \* different colored marker for each child
  - \* music
- \* Directions:
  - \* set up chairs in musical chair-like fashion, one for each child
  - \* put a piece of paper on each chair
  - \* give each child a different colored marker
  - \* children move around the chairs to the music
  - \* when the music stops, they draw on that piece of paper
  - \* when the music starts again, they continue around the chairs
  - \* repeat

## **Game**

### **Fruit Basket Upset**

- \* Learning Expectations: develop story sequencing skills
- \* Needs
  - \* make a circle of chairs – one for each child; put one chair in the middle
  - \* have a set of cards with picture of fruit on each – 3 with apples, 3 with bananas, etc.
- \* Directions:
  - \* pass out the cards to the children in the circle
  - \* the child in the middle begins telling a story; when he/she names a fruit, every child with that fruit and the storyteller have to find a different chair to sit in
  - \* whoever is left without a chair in the circle, sits in the center and continues with the story
  - \* if the storyteller calls out “fruit basket upset” everyone must find a new seat
  - \* can use a different category – colors, animals, etc - in place of fruit

## **Game**

### **Message Hot Potato**

- \* Learning Expectation: practice reading and interpreting; work with other children/youth on a project
- \* Need
  - \* wrap a prize in a piece of paper
  - \* on slightly larger pieces of paper, write commands (one to a page) such as, “say 5 rhyming words”, “run around the circle 2 times”, etc.; have one command for every child in the group
  - \* wrap the papers with the commands on the inside around the prize
- \* Directions
  - \* have children sit in a circle
  - \* they pass the “hot potato” around until the music stops

- \* whoever has the potato must peel off a command and do it
- \* then continue passing the potato until everyone has had to follow a command (if someone has already had a turn, the potato is passed on to someone who hasn't had a turn)
- \* continue until the last person opens the prize

All of the **Open-ended Art Products** suggested here list express creativity as a learning expectation. When children have an opportunity to express themselves without having to follow a pattern, it allows them to gain self-confidence and that boosts their self-esteem. For many of these projects, children may work with other children, and develop those social skills of sharing, encouraging one another, and developing something by combining their ideas. Ideally, you will also extend their vocabulary by giving them new words for the materials, the processes they are using, and the adjectives to describe their products.

### **Open-ended Art Products**

Bolt Dinosaurs (or monsters or vehicles or whatever)

- \* Learning Expectation: express creativity; solve the problem of how to connect metal scraps to create something
- \* Need:
  - \* assorted hardware: nuts, screws, washers, nuts, bolts, etc.
  - \* hot-glue gun and/or light-weight, bendable wire
- \* Directions:
  - \* using the materials, glue or wire them together to make a dinosaur (or whatever category you select)
  - \* can be painted with acrylic paint

### **Open-ended Art Products**

Triangle Sculpture

- \* Learning Expectation: express creativity; learn how to create 3-D triangles (solve problems); develop persistence in working on a project
- \* Need:
  - \* box of straws (can be cut into 2" or 3" lengths)
  - \* scissors
  - \* lightweight fishing line
- \* Directions:
  - \* cut fishing line into 12" lengths
  - \* make an equilateral triangle by threading the fishing line through three straws and tying it in a knot
  - \* thread a piece of line through one straw of the triangle. Knot ends together to make another triangle, leaving one end of the line long
  - \* add a straw to the long end of the line
  - \* tie the string to the center of the first triangle for a 3-D triangle
  - \* continue threading line and adding straws to form a structure

### **Open-ended Art Products**

Wire and Aluminum Foil Figures

- \* Learning Expectations: express creativity; learn how to manipulate wire (solve problems)
- \* Need:
  - \* florist's wire or some soft, bendable wire

- \* aluminum foil – regular or colored
- \* clay
- \* Directions:
  - \* use the clay as a base
  - \* push a piece of the wire into the clay, then bend and twist to create a figure (animal, person, ??)
  - \* “dress” the figure with bits and pieces of aluminum foil

### **Open-ended Art Products**

#### **Gravel Mosaics**

- \* Learning Expectations: express creativity; practice planning, doing and reviewing
- \* Need:
  - \* large piece of cardboard (cereal box, gift box)
  - \* lots of gravel: washed, rinsed and dried
  - \* string or yarn
  - \* pencil, glue, scissors
- \* Directions:
  - \* use the pencil to make a simple drawing on the cardboard
  - \* trace the outline with glue
  - \* press the string or yarn onto the glue line
  - \* paint the sections with glue and press the gravel onto it, filling the spaces

### **Open-ended Art Products**

#### **Toothpick Tricks**

- \* Learning Expectations: express creativity; learn the logistics of building
- \* Need:
  - \* toothpicks
  - \* miniature marshmallows or gumdrops
- \* Directions:
  - \* create a structure using the toothpicks as “beams” and the marshmallows or gumdrops as “connectors”
  - \* suggestion: triangular shapes are strongest
  - \* may suggest ideas: create a home; create a play structure for children; etc.

### **Art Projects**

#### **Stand-Up Ghost**

- \* Learning Expectations: follow directions; practice cutting
- \* Need:
  - \* white plastic-foam tray (meat tray or plates)
  - \* markers and/or scrap materials
- \* Directions:
  - \* cut a ghost shape and 3” circle from the foam tray or plate
  - \* cut the circle in half; cut two slits in the bottom of the ghost and one on the curved edge of each half circle
  - \* decorate the ghost
  - \* fit the slits in the half circles into the slits in the ghost so it stands up

## Writing Project

### "I Have a Dream" speech

- \* Learning Expectations: practice writing their thoughts; understanding of an injustice in our country; practice speaking in front of others; developing their vocabulary
- \* Need: the following template for each child or for each team of children
  - \* I have a dream that one day this nation will \_\_\_\_\_
  - \* I have a dream that one day \_\_\_\_\_
  - \* I have a dream that one day \_\_\_\_\_
  - \* I have a dream that \_\_\_\_\_
  - \* *I have a dream today*
  - \* I have a dream that one day \_\_\_\_\_
  - \* *I have a dream today*
  - \* I have a dream that one day \_\_\_\_\_
  - \* This is my hope and faith. With this faith we will be able to \_\_\_\_\_
  - \_\_\_\_\_
  - \* This will be the day when \_\_\_\_\_
- \* Directions:
  - \* Discuss Martin Luther King Jr. and his call to action
  - \* Talk about injustices the child(ren) may see or hear about locally or nationally
  - \* Either individually, in pairs or small teams, have the children complete the template above.
  - \* Let them practice reading it. Then they will read it with expression for others.

## Art Project

### American Flag

- \* Learning Expectations: follow directions; practice cutting and gluing
- \* Need:
  - \* red, white and blue construction paper cut into strips 1" x 9"
  - \* glue or tape
  - \* large sheet of paper
- \* Directions:
  - \* make 13 rows of paper chains
    - \* 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> rows: 10 blue then 19 red
    - \* 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> rows: 10 blue then 19 white
    - \* 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> rows: 29 white
    - \* 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> rows: 29 red
  - \* attach chains together by gluing or taping each row together starting with row 1 through row 13
  - \* mount on large sheet of paper for support

## Problems to Solve

### Higher or Lower Number Game

- \* Learning Expectation: know number quantities; use logical deduction to solve the problem
- \* Directions:
  - \* list numbers 1-25 in two columns on a piece of paper or write-on board
  - \* children sit in front of writing surface

- \* it is a guessing game. On a piece of paper the adult will write a number between 1 and 25 and tuck it away. The children are to guess the number with as few guesses as possible
- \* they may not ask if it is a particular number, but only if it is higher or lower (example: Is it higher than 12?); the adult may only answer yes or no
- \* the strategy is to cut the column of numbers in half with each question to reduce the quantity of possible numbers
- \* whoever guesses the number correctly, selects the next number. But the team now needs to guess the correct number with fewer guesses.

### **Problems to Solve**

#### **A Long Paper**

- \* Learning Expectation: know about shapes and spirals; discover the properties of paper; solve a problem
- \* Directions:
  - \* give all the directions to the children before they begin so they have a sense of what they are doing
  - \* give each child a piece of paper 5-1/2" x 8-1/2", a pair of scissors and a piece of tape
  - \* each child may cut the paper anyway they want
  - \* when cutting is done (give 20 minutes or so), each child tapes his/her paper to the floor and at the same time, extends the paper
  - \* if the paper breaks, that is the distance scored