

School-Age Fun

Friendship Fun Unit












School-Age Fun Booklet

The experiences included in this booklet are designed for children in the KG to 3rd grade age group. These activities are not just fun, they are educational as well. Be sure to adapt and modify for your individual children as needed.

Below you will see a box that contains the developmental areas the experiences included in this booklet address and the associated picture codes. When you read the activity plans, just look for these codes. They will tell you what developmental areas you are addressing as you do each experience. This makes documentation super easy and enables you to make sure you are addressing all developmental areas for all developmental levels on a consistent basis. Please see our User's Guide for more information on the 10 developmental areas and the 40 Gee Whiz Learning Indicators.

Following this page, you will find hands-on experiences for your school-age/afterschool children. **Items in red may need a little more time to prep or gather.** We hope you find them super easy to follow and a lot of fun! Please, feel free to reach out to us at customerservice@geewhizeducation.com if you have any questions.

Gee Whiz Developmental Areas & Learning Indicators

	Language Development (LD1, LD2, LD3, LD4)
	Literacy Knowledge (LK1, LK2, LK3, LK4, LK5)
	Math Knowledge (MK1, MK2, MK3, MK4, MK5, MK6)
	Science Knowledge (SK1, SK2, SK3)
	Approaches to Learning (AL1, AL2, AL3)
	Logic & Reasoning (LR1, LR2)
	Social Studies Knowledge (SS1, SS2, SS3, SS4)
	and Creative Arts & Music (CA1, CA2, CA3, CA4)
	Social & Emotional Development (SE1, SE2, SE3, SE4)
	Physical Development & Health (PD1, PD2, PD3, PD4, PD5)



This symbol indicates the experience addresses character education.



This symbol indicates the experience helps children build gross motor skills.



This symbol indicates the experience can, or should, be done outdoors.



Friendship Fun

Focus: Being a Good Friend

Are You a Good Listener?

(Developmental Areas:      )

Materials:

☐ None needed

- Today, more than ever, children need to learn what it means to be a good listener. With social media and text messages turning conversations into strings of words and symbols, the importance of face-to-face conversations is even more important. This experience helps children recognize how it feels when someone truly listens to them and why being a good listener is part of being a good friend.
- Gather interested children together and ask them this question, "What makes a good friend?" As the children share, demonstrate good listening skills. Maintain eye contact, ask questions, nod your head, etc. After all of the children who want to share have a chance, talk about how good friends are also good listeners. School-age children probably already have some idea of what it means to be a good listener so encourage them to share. Then, introduce the game, "You Are Not Listening to Me!" To play the game, have each child take a turn sharing a short story about something that happened to them. Tell all of the other children not to listen carefully. They can wiggle around, look the other way, etc. After the child shares his/her story, invite him/her to also share how he/she feels. Probably not great! Then, have the child share the story again, but this time, challenge all of the children to be good listeners. After the child tells his/her story, the other children can ask questions to demonstrate they were listening. How was this experience different from the first one? Next, give each child a copy of p. 5 and read the characteristics of good listeners together. Are there any other characteristics they would like to add? Send the posters home with the children.
- **EXTENSION:** During activities, challenge the children to "catch" their friends being good listeners and give them high fives or fist bumps. How many times can they catch one another being good listeners?

Questions to Spur Thinking

- *How do you show someone you are listening?*
- *Why do you think it is so important to be a good listener for your friends?*
- *How did you feel when your friends were not listening? How did you feel when they were listening? Why do you think there was a difference?*

Questions to Spur Thinking

- *What is gossip? What are rumors?*
- *Why do you think gossiping and/or spreading rumors is not a good idea?*
- *What do you think you should do if you hear gossip about a friend?*
- *How does social media make gossip worse?*

Things Get Mixed Up

(Developmental Areas:      )

Materials:

☐ None needed

- School-age are probably well aware of what gossip is and how it can be hurtful. This is unfortunate, but true. Social media has made sharing negative comments about friends WAY too easy. The focus of this experience is to help the children better understand how too often, comments can be misconstrued and rumors start. A game will help them see this first-hand.
- Invite interested children to join you for a game. Before you begin, invite the children to share what they know about gossip and rumors. This is the perfect time to reinforce the concept of facts! Be sure to give the children plenty of time to talk and ask open-ended questions as well. Then, introduce the game.
- To begin, have the children sit in a circle. Whisper a short sentence in the first child's ear. Then, have that child repeat the sentence in the next child's ear and so on. Once the last child hears the sentence, have him/her say it out loud. What happened? Did the sentence remain the same? Did it change? More than likely, it changed. Why do the children think this is?
- Relate this game to gossip and spreading rumors. First of all, the majority of gossip and rumors are not based on facts. Second, because they are passed from person to person, things get mixed up. How could this also happen via text or social media? Invite the children to share.
- **EXTENSION:** Have the children play this game again tomorrow. Use a variety of sentences in different lengths. Include some sentences that have a lot of rhyming words. What happens?

Friendship Fun

Focus: Making New Friends

Making Friends around the World

(Developmental Areas:       )

Materials:

☐ Access to a computer or tablet

- The world is a BIG place! Technology has made it easier than ever for teachers and students to connect around the world. During this experience, you will use technology to connect with a classroom in a different part of the world. This will not just expose the children to a new culture, it will open the door to new friendships as well. Before you choose to do this experience, check out this website: <https://empatico.org/>. Founded by the KIND Foundation, the goal of this website is to connect students around the world.
- What is it like to go to school in China? Germany? Brazil? These are the types of questions you can use with the children to get them thinking. Then, if you chose to sign up for a free Empatico account, you can introduce them to this technology and connect with your partner school via your computer or tablet.
- Hopefully, this will not be a one time connection but instead, the beginning of an on-going relationship with children and their teacher in another country. It will open the door for explorations about their culture and provide your children with the opportunity to make friends that more than likely, live far, far away.
- **EXTENSION:** There are SO many different directions you could go once you establish a relationship with another classroom. Be creative! Invite the children to also take the reigns when it comes to planning activities related to their new friends.

Questions to Spur Thinking

- *What animals do you think are nocturnal?*
- *If you were a nocturnal animal, what animal would you be and why?*
- *What search terms should we use to find out information about nocturnal animals around the world?*
- *How can you tell if a website is an accurate source of information?*

Questions to Spur Thinking

- *Who are your friends in your neighborhood at home?*
- *What new friends do you have now that you did not have when you were little?*
- *Where did you meet your new friends?*
- *If you wanted to meet new friends in our community, where might you go? Why do you think that would be a good place?*

Where Do You Meet New Friends?

(Developmental Areas:        )

Materials:

☐ **Long sheet of mural paper OR several large sheets of white paper taped together**

☐ Crayons/markers/colored pencils

- School-age children probably have a lot of friends. Some might be neighborhood friends. Others could be sports team friends. Still others could be friends from school. This experience helps children not only think about the friends they already have but also places where they might meet new friends. An added element of art invites the children to then share their ideas in a creative way.
- Who are your friends in your neighborhood? Your school? Your sports team? Your clubs? These are the types of questions you will want to ask to get the children started. Challenge them to think of all the places they made new friends. During this experience, remember to be sensitive to children who may struggle making new friends. Make sure you note that some people have lots of friends while others have one or two and BOTH are just FINE!
- Next, challenge the children to think of other places they might make new friends. Encourage them to share their ideas orally and then provide the art materials listed above. Invite them to use these to create a mural that depicts all the different places they could make new friends. If the children have strong writing skills, they may want to label the places they draw as well. Once the mural is complete, have the children help you choose a place to display it.
- **EXTENSION:** This experience will take more than one day to complete.

Gee Whiz Education does not have any relationship with Empatico. We are simply providing information about what they do as a resource.

We Are Good Listeners!

Pay attention

Ask questions

Demonstrate
patience

Body is still

Share feedback

Look at the
person who is
speaking

Wait to speak
until it is your
turn

