

WEEK ONE

Introducing the Game Plan

During this week, students are introduced to the new incentive program. As a group, students will decide and agree upon a set of rules to be followed during the entire 10-week session. Students will participate in a fun, engaging activity to jumpstart the session.

ALL participating students will need to be pre-tested.

STUDENTS WILL

- ⇒ Explore the importance of their participation in the program
- ⇒ Be introduced to the new incentive program, intended to reward them for their participation

MATERIALS NEEDED

- white board/chalk board/ flipchart paper
- 10-week Outlook handout
- incentives program handout
- SuperStar word list
- The Challengers word list

SUMMARY OF STEPS

Activity One: Shout it Out! — 20 minutes

Activity Two: Rule Time! — 15 minutes

Seal the Deal: Recap, Reflect & Reveal — 15 minutes

Game Time: Introduction to All Games & Play time — 30 minutes -1 hour

WATCH THE CLOCK

You will need **50 minutes** to complete both activities, plus a *Seal the Deal*. Because *Game Time* is full of games involving vocabulary building exercises, the games must be played for at least 30 minutes. A variety of games have been made available for the students to participate in several games within the timeframe. *All students must participate* in the games to receive the full effect of lesson plans presented. *Free Play* means students have the choice to play any of the games *in the curriculum*.



1. Introduction

- Instruct students to shout out as many words as they can think of.
- Offensive words are not allowed.
- *Do not* tell students the reason for the activity until time is up
- As they shout out the words, write them up on the board or flip chart paper. You will need to save this list.

2. Reasons Revealed

- Inform the students that they have just chosen the words they will be using to play games and activities over the coming weeks
- Games include: *Cross-a-Word, Wonder Words!, Jeopardy, Put a Spin on It!*, etc.
- Remind students that they will earn rewards and incentives based on their *participation* in the games and activities, not necessarily the right answers. Reassure students that not everyone always gets the right answers, and that doing their best is doing an excellent job!

1. Introduction

- Stress to the students the importance of rules— why they have been given the responsibility to create them and why they need to be obey them at all times.

2. Discussion

- Treat others as you want to be treated. Why is this important? How does it affect their interactions and relationships with everyone in the room?
- One at a time, have everyone voice a rule that should be created and obeyed. After every rule, or at the end of the exercise, encourage students to discuss their responses and feelings toward the new rules.
- Explain to the students how the newly created rules relate to the incentive program.





Building Bricks are useful tools which help build your activities. They are intended to provide extra support to keep your students engaged and motivated.

SuperStar Word List

- This SuperStar Word list is intended for grades K-3. It is a compilation of the most common words seen in children's literature for this age group. Also known as "sight words", most of these words cannot be read phonetically, and need to be learned by sight. In other words, they are not spelled the way they sound. Because of this, children need to be shown these words repeatedly.

The Challengers Word Lists

- These word lists are appropriate for their indicated grade level. If different from the list established during *Shout it Out!*, students can earn bonus points during any of the games and activities if these words are used.

SEAL THE DEAL 15 MINUTES

Recap, Reflect & Reveal

1. Recap

- Briefly summarize everything accomplished for the day. Let students know they ought to be proud of their accomplishments. Voice your pride in their participation. Let them know you are looking forward to working with them over the coming weeks. Let them know that everyone in the room is fully capable of being a star, all they have to do is believe in themselves.

2. Reflect

- Encourage students they are free to express their comments or concerns. Positive suggestions are always welcome.

3. Reveal

- Similar to a commercial for a sitcom's new episode, very briefly let them know about all the different activities and games in which they will be participating. Emote a fun, positive, excited attitude. It's contagious!

GAME TIME 30 MINUTES-1 HOUR

Let the Games Begin!



1. Introduction

- Explain all rules, game-by-game.
- Ask if anyone has questions.
- Remind students to remember the rules.
- Students choose the game. You supervise.

WEEK TWO

MATERIALS NEEDED

What's in a Dictionary?

During this week, students will explore the dictionary based on the word list created during *Shout it Out!* in Week One.

- The Internet (you'll need access to www.wordcentral.com)
- What's in a Dictionary* Lesson Plan
- Put a Spin on It!* game boards

SUMMARY OF STEPS

Activity One: Why the Dictionary? — 15 minutes

Activity Two: What's in a Dictionary? — 30 minutes

Seal the Deal: Recap, Reflect, Reveal — 15 minutes

Game Time: Free Play — 30 minutes - 1 hour

STUDENTS WILL

- ⇒ Learn the different aspects of a dictionary
- ⇒ Learn the importance of the dictionary
- ⇒ Explore how building vocabulary helps build reading skills
- ⇒ Realize vocabulary building can be fun and active



1. **Introduction**

- Explain to students that new words must begin with the dictionary. Have to know what the word means in order to use it. Will have much more fun playing the games once definitions are learned.
- Discuss the different ways to look up words. (i.e. an actual dictionary, online resources, etc.)
- Reassure students they will do much more than just look up words. Games are ready to be played!

2. **It's Like Learning a New Song**

- The more you hear the song, the more you remember the words. Definitions can be learned the same way. The more you explore the meanings of words and how they're used, the better you'll be able to memorize them.
- This is why many of the games are situated around the meaning and usage of words. Learning new words can be fun!

RESOURCES



Assemble and use the *Put a Spin on It!* game board to put some fun in learning the eight main parts of speech.

1. **Look it Up— the Online Way!**

- Go to www.wordcentral.com. It's the online version of the Merriam-Webster Dictionary. Written in simpler language that's easier to understand, this online dictionary is specially designed for younger students.

2. **What's in a Dictionary Lesson Plan**

- Throughout the following lesson plan, you will explore how words are defined in a dictionary. That is, you will breakdown all the makings of a definition. From finding a word, to pronunciation, to the part of speech, to the definition.

1. **Recap**

- Summarize your accomplishments for the day.

2. **Reflect**

- Encourage the students to discuss their perspectives. Express your pride in their participation.

3. **Reveal**

- Games are ready to be played! Next week— more games involving partners and team work.



WEEK THREE

MATERIALS NEEDED

Why is Reading So Important?

During this week, students will delve into the different areas of everyday life where words appear.

- No materials needed— it's all about discussion this week!

SUMMARY OF STEPS

Activity One: Why is Reading So Important?

Seal the Deal: Recap, Reflect & Reveal

Game Time: 30 minutes - 1 hour

STUDENTS WILL

- ⇒ Explore the many ways and areas of life where words appear
- ⇒ Analyze why being a great reader is good for more than just reading
- ⇒ Explore how building vocabulary helps build reading skills
- ⇒ Realize vocabulary building can be fun and active





A commonly-used symbol indicating that a program or movie is closed-captioned.

1. **Have you ever asked yourself, “why *is* reading so important”?**

- Have all your students gather in a semi-circle on the floor and face you. As you sit on the floor with them, instruct them to ask themselves the following question: why *is* reading so important?
- Call on volunteers, if they feel comfortable, to share their thoughts. *No one is allowed to criticize another student’s answer.* If you reach the point where no one else wants to volunteer, share your answer, in addition to the following.
- There is more to reading than just books. Being a great reader comes in handy almost everywhere, because words are everywhere! Some examples: street signs, math homework, cooking directions, TV Guide, report cards, etc. Encourage the students to think of other ways where words appear. They may be as creative as possible, just make sure no one says anything offensive.
- Ask students if they have ever heard of *closed-captioned* television. Closed-captioning (CC), or subtitles on television allows people who are deaf, hard of hearing, learning a new language, beginning readers, or in a noisy environment, to read what people are saying, especially while the television is on mute. Give it a try: go home and *read* an episode of your favorite show. See how long you can last. Beware: the words move very fast!

1. **Recap**

- Briefly summarize everything accomplished for the day. Let students know they ought to be proud of their accomplishments. Voice your pride in their participation. Let them know you are looking forward to working with them over the coming weeks. Let them know that everyone in the room is fully capable of being a star, all they have to do is believe in themselves.

2. **Reflect**

- Encourage students they are free to express their comments or concerns. Positive suggestions are always welcome.

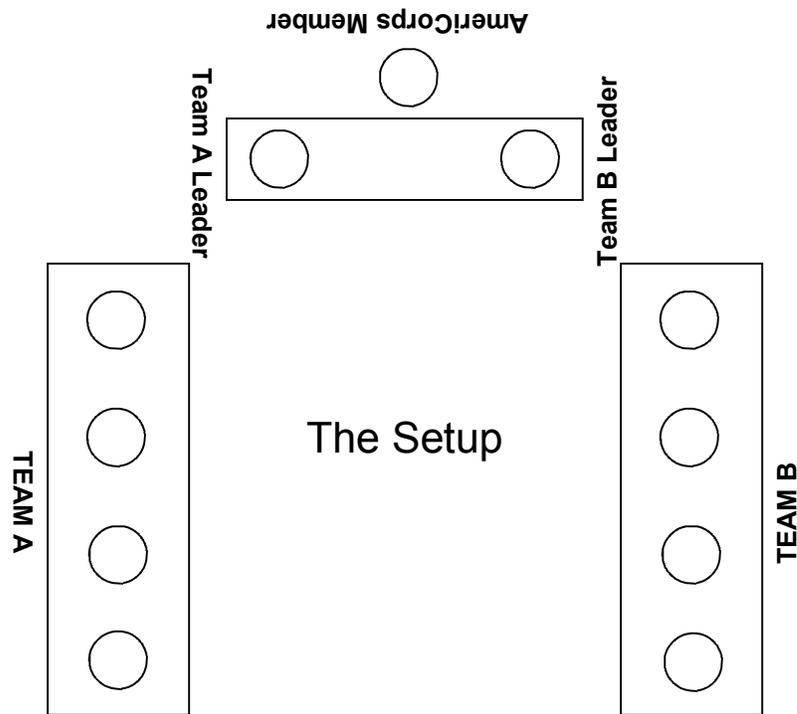
3. **Reveal**

- Similar to a commercial for a sitcom’s new episode, very briefly let them know about all the different activities and games in which they will be participating.



WONDERWORDS!

A game of fun and frenzy where two teams compete for their place in the Winner's Circle



Derived from the popular game Family Feud®, *WonderWords!* is a game where two teams compete against each other. Based off of words chosen during *Shout it Out!*, when presented with a definition, teams must answer with the corresponding word. The team with the highest number of points at the end of two rounds wins the game and goes to the bonus round for a chance to earn even more points!

DIRECTIONS:

Setting up the Game

Divide your team into two even groups. If there is uneven amount of students, assign tasks to the remaining students (such as score-keeper or buzzer referee). Once teams are divided, have teams elect a team leader.

At the start of the game, the two leaders take their place on either side of the AmeriCorps member (the game's announcer). The AmeriCorps member begins the question by giving the part of speech and then the definition. This becomes the name of the round.

WONDERWORDS!

A game of fun and frenzy where two teams compete for their place in the Winner's Circle

DIRECTIONS & RULES (continued):

How the Game is Played

The first team leader to hit the buzzer first has the opportunity to answer with the correct corresponding word. If the first team leader to hit the buzzer answers incorrectly, play goes to the other team leader. If both team leaders answer incorrectly, the AmeriCorps member must give the correct word for the definition, then present another definition. Play continues until the first team leader answers with the correct word. From that point, the team leader can decide to either pass to the other team or play the round. Team leaders rejoin their team on either side of the room.

For the team who plays first, the second person next to the leader will have the first opportunity to answer with the correct word. The AmeriCorps member reads off a definition. **The team has three chances, one chance per teammate, to get the right answer and they have 30 seconds per answer to do it. The team earns 100 points for every correct answer.**

If on the third try, the team answers incorrectly, play shifts to the other team. The new team gets 1 minute and only one try to come up with the answer as a group. Once the team has decided, the team leader gives the group's answer. If they are correct, they earn double the points (200). If the team is incorrect, that is, if both team answer incorrectly, the AmeriCorps member reads the definition again and then gives the answer.

If a team answers correctly within their three tries, they get the next definition question. When they answer incorrectly after the three tries, play shifts to the other team. Regardless of whether or not the new team answers correctly or incorrectly, they get the next definition question. Play continues until all definition questions have been asked.

There are 10 definition questions per per round. There are 2 rounds, plus a bonus round, per game.

The Second Round

In the 2nd round, all scoring is doubled. So, if a team answers correctly within the first three tries, they earn 200 points. If they don't answer correctly and play shifts to the other team, and other team answers correctly on the first try, they earn 400 points.

The team with the highest number of points at the end of the second round is declared the winner. They get to advance to the bonus round.

WONDERWORDS!

A game of fun and frenzy where two teams compete for their place in the Winner's Circle

DIRECTIONS & RULES (continued):

If There's a Tie

In the event of a tie, the buzzer is brought from the front of the room and given to the team leaders of each team. The AmeriCorps member reads a definition from *The Challengers* word list. First team to hit the buzzer, and answer correctly on the first try in 30 seconds is the winner of the tiebreaker. That team advances to the bonus round.

The Bonus Round

In the bonus round, the team chooses one person from the team to participate in the bonus round. This person can be the same as or different from the team leader. Using definitions from *The Challengers* word list, the chosen person is asked definition questions and must answer with the correct word on the first try in order to earn bonus points— 300 points per correct answer. The chosen person has 15 seconds per question to come up with the answer.

WEEK FOUR

MATERIALS NEEDED

Everyone Can Be A Writer!

During this week, students will delve into the different areas of everyday life where words appear. Enthusiasm and excitement are a must, as the Silly Story Writing Show-Off Competition is introduced to the students!

- Comprehension cards (accessible via the OCAA blog)

SUMMARY OF STEPS

Activity One: Let's Talk about Reading — 30 minutes

Activity Two: Silly Story Show-Off Competition Introduction—
20 minutes

Seal the Deal: Recap, Reflect & Reveal — 15 minutes

Game Time: Free Play — 30 minutes - 1 hour

STUDENTS WILL

- ⇒ Explore reading comprehension strategies
- ⇒ Learn why so much time has been devoted to words, their uses, and their meanings
- ⇒ Be introduced to the Silly Story Show-Off Competition
- ⇒ Discuss personal experiences with reading



1. Something to Think About

“Today a reader, tomorrow a leader”

by W. Fusselman & Margaret Fuller

- Instruct all of your students to gather around in a semi-circle to talk about the quote above. What does it mean? How do they feel about it? Does it inspire them? If so, in what way? Do they feel they are all capable of being leaders? What similar qualities do they find in people who are leaders? What does it mean to be a reader? What does it mean to a leader?
2. Using the comprehension cards, available on the OCAA blog, discuss with students some of the books they've read recently. What do they remember about the books? What about the story sticks out in their mind? How did they feel while they were reading? How about after the book was finished?
 3. With everyone still in a circle, read from a simple book within your site's collection. Or, you can borrow your favorite childhood book from a local library and bring it in. Remember, it must be simple enough for the students to follow in order to answer questions from the comprehension cards. Facilitate the discussion by asking open-ended questions. The discussion, after some time, should take on a life of it's own.

1. Introduction

Explain to the students that they will become participants in the Silly Story Show-Off Competition. Using a certain number of words (depending on grade level) that they've been working on for the past three weeks, student can be as silly and creative as possible. Assure them they will be helped throughout the entire process. Also, let them know the fun and games won't stop! In fact, the more they learn the words, the more fun the games will become.



1. **Recap**
 - Reiterate that breaking down a story to understand it can make reading more fun and interesting. They will use the
2. **Reflect**
 - Encourage students to voice any question or concerns they may have regarding the Silly Story Show-Off Competition
3. **Reveal**
 - Next week will be full of games and activities to help them think about what their stories.



WEEK FIVE

Every Good Idea Needs to be Brainstormed!

Concept mapping comes to life in fun, interactive games and activities. Students begin thinking about how their stories will develop.

STUDENTS WILL

- ⇒ Start to think about their stories in a more logical way
- ⇒ Utilize concept-mapping skills to organize their thoughts

MATERIALS NEEDED

- Idea Web* handout (one copy per student)
- Education World® handout, *Brainstorming The Basics*
- Lots of blank paper for all the great ideas!
- Markers, pencils, pens, crayons, and/or highlighters to inspire creative process during brainstorming

SUMMARY OF STEPS

Activity One: What is Brainstorming? — 15 minutes

Activity Two: Map it Out: Become the Bubbles! — 30 minutes

Activity Three: Make it Easier on Yourself — 30 minutes

Seal the Deal: Recap, Reflect & Reveal — 15 minutes

Game Time: Free Play — 30 minutes - 1 hour





The key to brainstorming is that evaluation is not allowed during the process. It may hinder the creative process.

1. Brainstorming: The Smart Way

Using the Education World® *Brainstorming: The Basics*, explore the concept of brainstorming with your students. Explain to them that brainstorming is a group of tools for generating ideas. There are different ways students can brainstorm ideas. As a facilitator, it is especially important to stay neutral in your reaction to each idea.

1. Start with an Example

- On the board, show students how to fill in the bubble brainstorming map. Reconstruct the *Idea Web* handout on the board. As a group, come up with the main idea and supporting detail. Encourage students to be fun and creative. As the map maker, be sure to explain the thought process that goes into filling in the bubble. (i.e. main idea vs. supporting details). *There should be one bubble per student.*

2. Everybody to the Floor!

- After the lesson, let students know that they are about to bring the bubble map to life! On blank sheets of paper, write down what's inside each bubble on separate sheets of paper. In other words, there should be an equal amount of sheet of paper as there are filled-in bubbles on the board. Once you're finished with all the bubbles, shuffle the papers, turn them over face down, and have students select a page until all of the pages have been distributed. Your job, in the activity, will be to make sure that the students are connecting to each other correctly.
- Have the students taper their papers to their chest, so everyone can read who they are. The *main idea* student goes first, curls into a ball on the floor, and becomes the center of the bubble map. The next student, one of the *supporting details* lays on the floor on his or her back and connects to the *main idea* student. Students continue to connect with each other until the map on the board has been duplicated.



Don't forget to use your comprehension cards! It's an easy way to facilitate a discussion on reading comprehension.

1. After the exercise, have students come back to their tables and start brainstorming ideas for their own stories. Encourage them to write or draw any ideas that come to mind, but gently warn them they are not allowed to use anything that might hurt someone else's feelings. Ask open-ended questions that inspire the thinking process.

1. **Recap**
 - Briefly summarize everything accomplished for the day. Let students know they ought to be proud of their accomplishments. Voice your pride in their participation.
2. **Reflect**
 - Expect lots of questions and concerns, especially from the more involved students. Ask students how they feel about the competition and the games. Ask if they have thought of any improvements that can be made to any of the activities, lessons or games.
3. **Reveal**
 - Next week, the writing begins! Hooray!

WEEK SIX

MATERIALS NEEDED

I am a Great Writer!

After last week's brainstorming activities, student delve right into writing their Silly Story. Through different worksheets and handouts, students come to realize writing a short story isn't really hard at all. In fact, it's fun!

STUDENTS WILL

- ⇒ Be refreshed on the makings of a great short story
- ⇒ Be reminded that this is the *Silly Story Show-off Competition*, so they must remember make their stories as silly as possible

- Any of the *Scholastic* concept mapping worksheet included
- Lots of blank paper for all the great ideas!
- Markers, pencils, pens, crayons, and/or highlighters to inspire creativity

SUMMARY OF STEPS

Activity One: Recipe for a Great Short Story — 20 minutes

Activity Two: Don't Forget to Add Some Silly! — 15 minutes

Activity Three: Let's Look at What We've Accomplished So Far— 30 minutes

Seal the Deal: Recap, Reflect & Reveal — 15 minutes

Game Time: Free Play — 30 minutes - 1 hour



1. The Main Ingredients

Use the handout to help students write their own great short story. Excitement is everything, when facilitating this activity!

Don't Forget to Add Some Silly!

1. Don't Forget About What Makes This Fun

Remind students that the story is supposed to be silly and fun, if not funny! The recipe helps them to make sure they have all the basics, but the silly stuff— that has to come from their own imaginations! Encourage them to be as creative as they want. If it makes them laugh and it doesn't hurt anyone's feelings, then it's probably perfectly silly!

Let's Look at What We've Accomplished So Far

1. Time to Review

With each student, go around and briefly discuss what has been completed so far. Congratulate them on their accomplishments. Offer any suggestions that would help them continue to write their stories. Students will be allowed to finish their stories at the beginning of the next session.

A RECIPE for a SUPER Silly Short Story

All you have to do is follow the directions

Everyone can be a great writer. Luckily, there's a recipe you can follow to make sure you have everything you need to create one of the silliest short stories the world has ever read! Below you'll find the ingredients and tools you'll need to make your silly story fabulous.

Tip: Read carefully. Make sure you have everything you need before you start writing.

INGREDIENTS:

1 Plot

2 Characters (add more if you want)

1 Setting

1 Problem

1 Solution

1 Theme

Silliness

Words from *Shout it Out!*, *The SuperStars*, or *The Challengers* lists

TOOLS YOU'LL NEED:

Paper

Pen or Pencil

Your favorite brainstorming tool, like the Idea Bubble worksheet

Your imagination (it's your most important tool— don't forget to use it)

THINK BEFORE YOU GET STARTED:

Before you add any of the ingredients, think about them first. As you come up with ideas, don't forget to add them to your favorite brainstorming tool. **What is the plot?** It's the order of events that happen in a story. What will your characters do in the story. Make sure you put them in order. For example, what happens first, second, and third? Or what happens in the beginning, the middle, and the end? **Who are the characters?** How many will you have in your story? **What is the setting?** In other words, where will your story take place? Unfortunately, mostly every story has **a problem or two**. Look on the bright side: at least you get to come up with **a few solutions** to those problems. That way, you, your characters and the people who read your story can learn from your story and use your solutions to fix future problems. Every story has to have a theme, too. **What is a theme?** It's the main idea of the story. The cool thing about the theme is that you decide to much magic to put in your theme! You can come right out and tell your readers what the main idea is, or you can leave it up to them to figure it out. Now, look at your word lists. Write down some of the words you've been working with from *Shout it Out!*, *The SuperStars*, or *The Challengers*. And one more thing: *don't forget about the silliness!* What's a super silly story without the silly? What will happen to your characters in your story that will make you roar with laughter? Remember, the more words you use correctly, the more points you'll earn! Okay, to all of you—my fabulous chefs, let's get started!

WEEK SEVEN

What's in a Book?

During this week, students will analyze the makings of a book. From the cover to cover, students will learn the different parts of a book.

STUDENTS WILL

- ⇒ Discuss the meaning of a popular saying
- ⇒ Create the cover of their own Silly Short Story

MATERIALS NEEDED

- Lots of blank paper for all the great ideas!
- Markers, pencils, pens, crayons, and/or highlighters to inspire creativity
- Variety of books for students to explore

SUMMARY OF STEPS

Activity One: Don't Judge a Book by Its Cover— 15 minutes

Activity Two: Let's Explore the Stories of Other Writers — 15 minutes

Activity Three: Create Your Own Cover! — 30 minutes

Seal the Deal: Recap, Reflect & Reveal — 15 minutes

Game Time: Free Play — 30 minutes - 1 hour



1. **People Say it All the Time, but What Does it Mean?**
 - Have your students gather around in a circle and join them. Discuss what the meaning of this popular meaning. Explain the literal and figurative meanings of the phrase. Encourage your students to apply the meaning to other areas of life besides reading. For example, it could mean don't assume a person acts a certain way based only on the way he or she dresses.
 - Connect the discussion to the next activity.

1. **Start with a Variety of Books**
 - For a moment, have students individually look at a variety of books. Come back together and identify the different parts of a book (i.e. the title, author, etc.). As a group, discuss the similarities and differences between the different books. If students have a difficult time understanding, show and explain some similarities and differences that you recognize.

1. **Make Artwork**
 - Inform students that they have the freedom to make the cover of their choice for their stories. Remind them that they cannot create anything offensive. Put all the paper and art supplies in the middle of the table, students may have to share. Encourage the students to ask any questions before they get started and during the process. After a while, make your rounds as you ask each student to talk about their story cover.

1. Recap

- Briefly summarize everything accomplished for the day. Let students know they ought to be proud of their accomplishments. Voice your pride in their participation.

2. Reflect

- Ask students if they got enough time to create their story covers. If not, give them time at the beginning of the next session to finish.

3. Reveal

- Next week, students will be making the finished product!

WEEK EIGHT

The Finished Product

During this week, students will put the finishing touches of their silly stories. Afterwards, students will sit in a circle and read their stories aloud!

STUDENTS WILL

- ⇒ Finish their Silly Stories
- ⇒ Show off their Silly Stories

MATERIALS NEEDED

- Markers, pencils, pens, crayons, and/or highlighters to inspire creativity
- Single hole puncher (for book assembly)
- Ribbon, straw, or string (for book assembly)

SUMMARY OF STEPS

Activity One: Create Your Own Cover (cont'd)— 15 minutes

Activity Two: The Finishing Touches—30 minutes

Activity Three: Show Off Your Silly Story! — 30 minutes

Seal the Deal: Recap, Reflect & Reveal — 15 minutes

Game Time: Free Play — 30 minutes - 1 hour



1. Make Artwork

- For students who didn't get to finish their story covers during the last session, inform them that they will get another 15 minutes to complete their covers.

1. Holes, Ribbons, Straws & String

- Now that the story has been written and the covers have been created, it's time to make the books! Using the one-hole puncher, punch holes in the students' books for them. Make sure you don't punch too close to the edge or the paper will tear!
- Allow students to choose the binding agent of their choice (i.e. ribbon, straw, string, etc.). When tying the agent, make sure enough room is left to allow the pages to completely turn.
- Once the book has been tied, Voila! The finished product is complete. Have your students give themselves a round of applause!

1. Now and Later

- Now that the projects are complete, have students sit in a circle. Prior to beginning the exercise, remind students of the rules they must follow during the activity. Call for volunteers to show off their stories. Depending on how long each description lasts, you might want some students to read now and some to read later. Have each student talk about their covers and read their story. After each student has finished their story, the group must give a round of applause.

1. Recap

- Briefly summarize everything accomplished for the day. Let students know they ought to be proud of their accomplishments. Voice your pride in their completion of the project.

2. Reflect

- Ask students to talk about their favorite part of the day. After everyone has talked about it, express your favorite part of the day.

3. Reveal

- Next week, the remaining students will show off their silly stories. Hint: afterwards, it will be time to celebrate!

WEEK NINE

Celebrate Good Time, C'mon!

An award ceremony will be conducted to celebrate the students' hard work and diligence. Each student will receive a certificate of completion.

STUDENTS WILL

- ⇒ Finish reading their students.
- ⇒ Celebrate their success!

MATERIALS NEEDED

- Certificates (completed and ready to distribute)
- Camera (if you have one)

SUMMARY OF STEPS

Activity One: Show Off Your Silly Story! (cont'd)— 20 minutes

Activity Two: Let the Awards Ceremony Begin!— 30 minutes

Seal the Deal: Recap, Reflect & Reveal — 15 minutes

Game Time: Free Play — 30 minutes - 1 hour



1. Make Artwork

- For students who didn't get to describe and read their stories during the last session, allow them the opportunity.

1. Start Off with a Speech

- This is your time (and your site supervisor's) time to really give your thanks and appreciation to your kids. Recognize all of their hard work and dedication. Express your pride in the process and the finished product. Talk about the growth you've witnessed happen in your students. Briefly describe all that was accomplished week-to-week. Close with how unforgettable the experience has been. Of course, these are just examples. You can come up with your own opening speech.

2. Time to Give the Awards!

- As you hand out each award, before you call the name: tell the audience the title, a brief summary, and show off the cover. Call the student's name and shake his or her hand as they receive the award. The audience, including you, applauds after each person.

Recap, reflect and reveal as part of pizza party, or some other celebratory event!

WEEK TEN

MATERIALS NEEDED

Post-Test Time!

Students will be post-tested to gauge the knowledge gained over the past nine weeks of games and activities.

- Post-tests (Member and Youth Surveys)
- Pencils
- Letter-sized Clasped Envelopes (the surveys are given to you in these envelopes. Hang on them, as you will need to submit the completed surveys to us in them.)

No summary of steps. Please follow the directions on the post-tests. Any questions or concerns should be directed to the OCAA staff. After testing, please make sure all surveys are collected and submitted to the OCAA office.

STUDENTS WILL

- ⇒ Take post-tests
- ⇒ Be assessed by you, in the form of a Member Survey

