

Activity: What to do After Dinner

Grade Level: Grade 2

Major Emphasis: Evening Activities

Major Curriculum Area: Human Relations

Related Curriculum Areas:

- Refer to Outdoor Education Curriculum Matrix K-2
- Career Education
- Physical Education
- Language Arts
- Social Studies
- Music



Program Indicator:

The student will be able to increase social skills by enhancing use of leisure time.

Student Outcomes: The student will:

1. participate in activities that expand interests into leisure time.
2. participate in oral activities such as riddles, stunts, skits and/or singing.
3. demonstrate appropriate audience behavior.

Readiness:

1. Introduce vocabulary:
 - journals
 - quilting
 - scavenger hunt
 - square dance
2. Prepare scripts and/or props for puppet plays.
3. Review words and music for songs.
4. Learn basic square dance steps.
5. Establish an attention-getting signal to which students respond at appropriate times (i.e. raised hand).
6. Make a plan for the banner design, if chosen for an evening activity.



Materials:

Ice Cream Making

- ice cream freezer
- ice
- rock salt

Popcorn in a Bundle

- popcorn
- oil
- fire source

Puppet Play

- animal puppets
- puppet backdrop
- script

Cooperative Games

- sourcebook

Rowing

boats
oars
Personal Flotation Devices

Square Dance

record player
square dance record

Journal

paper or notebook
pencil
Supplement B-Journal Ideas

Pioneer Crafts

arts and crafts materials

Night Hike

nocturnal animal mounts
rope

Campfire

song sourcebook
Supplement A-Campfire Suggestions

Procedures: (DL1,2&4)

Individual activity procedures are available from the Arlington Echo File System or attached to the activity as a Supplement. These activities are designed to involve students and adults in an atmosphere of cooperation, socialization and fun.

1. **Puppet Play:** Pioneers used puppets as a form of socialization in their communities. Animal puppets are available at Arlington Echo. Refer to Arlington Echo - LA-12.
2. **Astronomy - Stars and Their Myths:** This activity is a form of pioneer survival and entertainment. The pioneer was very familiar with the stars which were used for navigation as well as entertainment with the related stories which were told to amuse others. Refer to Arlington Echo - AS-1.
3. **Night Hike:** This activity is a form of survival and awareness of nature for the pioneer. The pioneer soon learned to travel by sounds and limited sight at night. He also became aware of many things which he had walked past during the lighted hours. Relate the activity to animal adaptation and the food chain. Use previously placed nocturnal animal mounts to be found by students. Discuss reasons for their presence at night and adaptation to night activity. Refer to Arlington Echo NI-1.
4. **Scavenger Hunt:** This activity is a form of survival for the pioneer since they had to hunt for food, shelter, medicine, etc. Refer to Arlington Echo SC-1, SC-3, SC-4, SC-6 and SC-8.
5. **Campfire:** This activity is a form of socialization and recreation similar to that used by a pioneer community. This is a time for singing, skits and storytelling to impress one and all. Refer to Supplement A. (MC)
6. **Journals:** This activity allows for the expression of the student's experience and imagination at camp. This can be guided to numerous science or social studies themes. This is an excellent activity for inclement weather. Refer to Supplement B.
7. **Banner:** This activity reflects the outdoor education experience of the individual school group. Materials are provided by Arlington Echo. The completed banner is then hung in one of the buildings on the Arlington Echo site.
8. **Cooperative Games:** This activity consists of physical games that are not only fun but require group cooperation to accomplish. *Adult supervision is required and safety stressed.*
 - a. Piranha, Clouds on the Clothesline, p. 156.
 - b. Search by Sound, Clouds on the Clothesline, p. 135.
 - c. Human Camera, Silver Bullets, p. 177.
 - d. Slip-Me Tag, Silver Bullets, p. 155.

Summary:

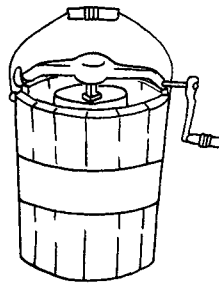
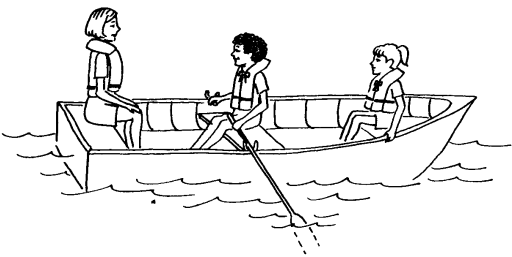
Will vary according to activity.

Follow-Up: (DL2&3)

1. Take a sensory hike around the school yard. Compare and contrast the different sensory experiences found on the school yard and at the outdoor education center.
2. Take a night hike around the community with parents. Compare the sounds heard at the outdoor education center and those in the community.
3. Following the outdoor education experience, continue journal entries.

Extension Activities:

1. **Ice Cream:** Making this is a rustic activity similar to what a pioneer may have used. Refer to Arlington Echo EV-1.
2. **Popcorn in a Bundle:** This is a rustic activity similar to what a pioneer family may have used. Refer to Arlington Echo EV-3.
3. **Square Dancing:** This activity is a form of socialization of the pioneer community. Refer to Arlington Echo EV-4.
4. **Pioneer Crafts:** This activity consists of several different crafts which will develop both motor skills and open thinking.
 - a. Candle Dipping, Making Things, Wiseman, Ann, p. 148, 745.5W.
 - b. Candle Casting, Making Things, Wiseman, Ann, p. 149, 745.5W.
 - c. Corn-in-the-Broom, Creative Nature Crafts, Bale, R.O., p. 79, 745.5B.
 - d. Quilting (use 8" felt squares).
 - e. Natural Sketching, Project Learning Tree, p. 44.
5. **Rowing:** This activity is a form of transportation often used by the pioneer in crossing large rivers and as a method of carrying supplies into rugged territories. Refer to Arlington Echo BO-3.



Teacher Resources:

Books:

- < *Campfire Songs, Maddos, Irene. 790.1.
- < *Clouds on the Clothesline, Pearse, Jack, et al. 790.1.
- < *Creative Nature Crafts, Bale, R.O. 745.5.
- < *Making Things, Wiseman, Ann. 745.5.
- < *More Campfire Programs, Pearse, Jack, et al. 796.5.
- < *Project Learning Tree, The American Forest Institute, Inc.
- < *Puppet Play Guidebook, Anne Arundel County Public Schools Outdoor Education Program.
- < *Silver Bullets, Rohnke, Karl. 796.
- < *Skits, Coghill 792. Anne Arundel County Public Library.
- < *Stories for Campfire, Hanson, Bob and Roemmich, Bill. 792.



Campfire Suggestions

This activity is designed to promote interaction and socialization between the children and between the children and adults. The time around the campfire can be divided into songs, skits and/or stories. The theme may be oriented toward pioneer life.

A. Have the group participate in singing songs.

<u>Sing (792 AME)</u>	Page
"Hey-Ho, Nobody Home"	31
"I Love the Mountains".....	66
"Puffen Billies".....	25
"Hole in the Bucket".....	12
"Sarasponda".....	17
"My Hat".....	59
"Patsy Once-ay"	18
"One Finger, One Thumb".....	16
"Peace of the River".....	1
<u>Campfire Songs (790.1 CAM)</u>	
"Frog Went-a-Courting".....	150
"Home on the Range".....	14
"I've Been Working on the Railroad"	106
"Jimmy Crack Corn".....	58
"Oh, Susanna".....	98
"She'll Be Coming Round the Mountain".....	60

B. Skits require the interaction of the children and can be fun. At this level, skits will require adult supervision and interaction. **Original skits** can be very difficult for a grade 2 child to develop. Several books of short skits area available through the county library system (Skits, Coghill, 792.).

C. Short stories require the active participation of an adult with the children in a more passive atmosphere. It is recommended that the story be kept to 2 or 3 pages and that the presenter be familiar enough to present the story with minimal reading (Stories for the Campfire, 792 ROE.). Short story references are numerous and should be obtained from the county or school library system. Outside storytellers may be available from the county library system or from the Maryland Department of Natural Resources.

Journal Ideas

Introduction

This is a writing activity that contains different compositions. The subject of the writings vary. It may contain serious, personal observations, feelings or thoughts. It may contain story starter ideas that the children will finish.

Story Starters

1. Today Dad told us we were moving West....
2. The squirrel told us about the last group of campers....
3. The trees began to talk....
4. The thunder cracked over my head....
5. I could see the storm coming....
6. I forgot to bring bug repellent to camp....

Observations

1. I see....
2. I hear....
3. The ground feels....

Feelings

1. I am glad about....
2.makes me happy.
3. I'd change....if I could.



Role Playing

1. I am a squirrel....
2. I am a tree....
3. I am a pioneer child....