

NATIONAL

AfterSchool

ASSOCIATION

The **AFTERSCHOOL GUIDE** for

GAMES  
THAT BUILD  
THE 4CS



# CRITICAL THINKING. COMMUNICATION. COLLABORATION. CREATIVITY.

## 21ST CENTURY LEARNING SKILLS ARE THE SKILLS THAT YOUNG PEOPLE NEED TO DEVELOP FOR SUCCESS IN COLLEGE, WORK AND LIFE IN THE 21ST CENTURY.

By enhancing these skills young people become more adept global learners and are better prepared to meet the challenges of a broader and ever-changing society. Among the 21st century learning skills are critical thinking, communication, collaboration, and creativity. These skills, or the 4C's, are considered the four most essential of the 21st century learning skills. While these four skills can be stand-alone skills, they frequently work in conjunction with each other.

### WHAT ARE THE 4CS?

#### CRITICAL THINKING

Critical thinking skills are often thought of as those skills that require a higher order of thinking and processing of information, such as inductive and deductive reasoning, analysis, evaluation, synthesis or making connections, and interpretation. When engaging critical thinking skills, young people are also engaging creative thinking, communication, and information literacy skills.

#### COMMUNICATION

Communication is the clear and coherent expression of ideas in either written, oral, or nonverbal language. Humans use communication for a variety of functions, such as informing, persuading, and motivating. Communication involves not only the delivery of information, but also the receipt of information in the form of effective listening skills. In the 21st century, young people will not only need to learn to effectively communicate in various environments, but

also use their communication skills to effectively assess and use technology and media as communication platforms.

#### COLLABORATION

Collaboration allows young people to share responsibility with a diverse group and gain knowledge from those they are working with. While collaborating, young people need to be respectful of and value other's opinions, be flexible to other points of view, and compromise to achieve a goal.

#### CREATIVITY

Creativity offers young people the opportunity to express their originality, innovation, and inventiveness. Creativity is a process in which young people explore, make mistakes, and learn from their mistakes in order to achieve their objectives. Within the creative process, young people begin to understand how the real world may place limitations on their ideas.



### TIPS FOR IMPLEMENTING 4CS SKILL-BUILDING ACTIVITIES

Within the AfterSchool Guide for Games that Build the 4Cs you will find a variety of games and activities that enhance the development of 4Cs skills across a range of content areas, such as science, literacy, creative arts, and fitness. As you implement these games and activities and develop your own 4Cs games, keep these points in mind:

- Incorporate project-based learning experiences, as they are excellent activities to build all 4Cs skills in one.
- Design activities that encourage young people to work in teams as these activities often enhance other 4Cs skills in addition to collaboration. However, remember to provide independent activities as well.
- Evaluate the learning environment and consider what you need and how to organize your environment to encourage young people to engage in 4Cs learning opportunities.
- Model the 4Cs skills for young people and remember they are taking their cues from you.
- Invite young people to flex their creative muscles and design projects and activities that reinforce the 4Cs. Young people boost their 4Cs skills by not only participating in the activities, but also in developing the activities.

### SKILLS KEY

Refer to the following key to determine which 4C skill is represented and enhanced in each of the following games.



CRITICAL THINKING



COMMUNICATION



COLLABORATION



CREATIVITY



## LITERACY SCAVENGER HUNT Grades K-3

### OBJECTIVE/INTRODUCTION:

Young people will work in small groups to participate in a scavenger hunt to locate a hidden book, which they will read together once found.

**4CS SKILLS ENHANCED/DEVELOPED:**  

### MATERIALS NEEDED:

- Book
- Index cards
- Writing utensils

### INSTRUCTIONS/HOW TO PLAY:

*Prior to conducting the activity, hide a selected book within the program space. Select a book that is appropriate to the reading skill level of the participating young people.*

- Create a series of progressive clues that leads to the location of the book. For example, the first clue will provide a clue that leads to the second clue, which then provides a clue to the third clue, and so on, with the final clue leading to the location of the book. Write each clue on an index card and place the index cards around the program space according to the details described in the clues. When creating clues, consider connecting each clue to details of the hidden book.
- Divide young people into small groups of three or four and have each small group take turns participating in the scavenger hunt. Provide one small group with the first clue of the scavenger hunt. Encourage young people to work together to search the program space to find each clue and the hidden book. When the group finds a clue, have them read the clue and return it to its original place for the remaining groups to find. Once each small group finds the hidden book, have young people work together to read the book. Continue the scavenger hunt each day until all small groups have an opportunity to find the book.

## LET US SELL YOU THIS...FOR AFTERSCHOOL Grades 3-5

### OBJECTIVE/INTRODUCTION:

Young people will work in small groups to design an invention that would help their afterschool staff enhance their work and then create a commercial or sales pitch to sell the invention to the afterschool community.

**4CS SKILLS ENHANCED/DEVELOPED:**    

### MATERIALS NEEDED:

- Tape
- Glue
- Coloring utensils
- Writing utensils
- Paper
- Variety of construction materials, including recyclables
- Variety of dramatic play props

### INSTRUCTIONS/HOW TO PLAY:

- Explain to young people that they will work together as a small group to design a tool that their afterschool staff can use to help them while working in the afterschool program. Once each group has designed and constructed their tools, they will work together to create and perform a commercial to entice the afterschool staff to use their tools. Divide young people into small groups of three to five. Invite each group to brainstorm and discuss design ideas for a tool. Encourage groups to sketch their design ideas. Next, have groups discuss the materials that can be used to construct their tools. Encourage the groups to gather their construction materials from the available options and build their tools. Provide about 10 to 15 minutes for each small group to complete their tools, allowing additional time if needed.
- After the small groups have built their tools, invite them to brainstorm and discuss commercials they have seen on television. Encourage young people to identify characteristics of the commercials. Discuss with young people the various techniques advertisers use in commercials such as free gift with purchase, celebrity endorsement, making the customer think they need a product, or providing proven research. Instruct each group to work together to write a script for a two to three minute commercial advertising their new tools. Encourage young people to utilize one of the selling techniques discussed. Instruct young people that their commercials should tell what the tool is, how it can be helpful, why someone might like it, and how to obtain the tool. Once each group has written a script, have them determine what role each group member will play in the production of the commercial. Have groups gather any props needed and perform the commercials for the afterschool staff and young people.

### VARIATIONS:

- Have each small group select a common item, such as a mop or can opener, and brainstorm a way to re-purpose the item. Invite the small groups to create a commercial promoting their re-purposed items.



## HANDSHAKE HELLO Grades 3-5

### OBJECTIVE/INTRODUCTION:

This game is best used as an icebreaker activity with young people who are unfamiliar with each other. Young people will have fun meeting new young people while practicing general greetings and social skills.

### 4CS SKILL ENHANCED/DEVELOPED:

### MATERIAL NEEDED:

- None

### INSTRUCTIONS/HOW TO PLAY:

- Have each student stand and choose a partner. Invite a volunteer to partner with you to assist in demonstrating the activity. Ask young people how people in the United States greet each other when they do not know one another. Young people will hopefully mention handshake. Demonstrate how to shake hands with your partner, using a firm grip, eye contact, and smile. Say a greeting, such as, “Hi, my name is Ann and it is nice to meet you.” Instruct young people to shake their partner’s hand and greet each other. Encourage them to make eye contact and smile.
- Next, ask young people how people in Japan greet each other. Demonstrate how to bow to your partner and say “konichiwa”. Explain that the older person must make eye contact, while the younger person must keep his or her eyes down while bowing. Have each pair determine who is older and practice the greeting.
- Ask young people how people in Hawaii greet each other. Explain that people say “aloha” when greeting each other; however, aloha means hello and goodbye. Ask young people how they would know if someone is saying hello or goodbye. Demonstrate how to say aloha with your partner and do a hula dance. Have the pairs say aloha to their partners and swing their hips and wave their arms like ocean waves in a hula dance.
- Encourage young people to complete one last greeting. Instruct the pairs to turn so they are back-to-back with their partners. Have each young person change one thing about his or her appearance, such as untie a shoe or let down a ponytail. Instruct partners to face each other and guess what has changed about each other.

### VARIATIONS:

- Have young people practice greetings used in other countries, such as how people greet the Queen in England.



## PROTECTOR Grades K-3

### OBJECTIVE/INTRODUCTION:

Young people will play a game of tag in which two players work together to save others who are tagged and revive them for continued play.

### 4CS SKILLS ENHANCED/DEVELOPED:

### MATERIALS NEEDED:

- Large, open area
- Cones

### INSTRUCTIONS/HOW TO PLAY:

Prior to conducting the activity, set up the cones in the playing area to create boundary lines for play.

- Ask two young people to volunteer to be It and two young people to be Protectors. Explain to the group that the two young people who are It will attempt to tag other players. If a player is tagged, he or she must sit where tagged. A Protector can save a tagged player by tagging him or her where he or she is seated. The saved player can then resume play. If a Protector is tagged, he or she must sit where tagged. Once a Protector has been tagged, he or she cannot be saved or resume play. If both Protectors are tagged, the remaining players will no longer be able to be saved. Play continues in this manner until both Protectors have been tagged or one player remains untagged.



## THE YCC GAME Grades 6-12

### OBJECTIVE/INTRODUCTION:

Young people will share attributes about themselves in order to recognize commonalities and differences among each other. In turn, young people will discover how these similarities and differences interact to create a strong and inclusive team.

### 4CS SKILLS ENHANCED/DEVELOPED:

### MATERIALS NEEDED:

- Position marker for each young person, such as pieces of tape, Post-it® notes, index cards or similar items that can be placed flat on the floor
- Large, open area

### INSTRUCTIONS/HOW TO PLAY:

Prior to conducting the activity, place the position markers in a circle within the playing area. Have enough position markers for each young person, minus one.

- To begin the game, it is recommended that the facilitator serve as the first leader and stand in the center of the circle. Instruct young people to each stand on a position marker. The leader will make a statement about himself or herself, such as, “I’ve never been to another country.” Explain to young people that if they possess that attribute or characteristic they will move around the circle to a new position marker that is not immediately next to them. The leader also leaves the center of the circle to stand on a position marker. One young person will be left standing without a position marker. The young person without a position marker becomes the new leader, stands in the center of the circle, and shares an attribute about himself or herself. Repeat play in this manner until young people no longer express interest. At the conclusion of the game, discuss the commonalities and differences young people have learned about each other and how knowing these commonalities and differences might enhance the group and their ability to work as a team.



## FILL THE BILL Grades 3-5

### OBJECTIVE/INTRODUCTION:

Young people will participate in an interactive exercise to discover the various adaptations that birds use to feed themselves.

**4CS SKILLS ENHANCED/DEVELOPED:**   

### MATERIALS NEEDED:

- Plastic forks
- Clothespins
- Plastic spoons
- Pencils
- Chopsticks
- Pipe cleaners
- Toothpicks
- Paper clips
- Marbles
- Food collection bowls
- Scissors
- Masking tape

### INSTRUCTIONS/HOW TO PLAY:

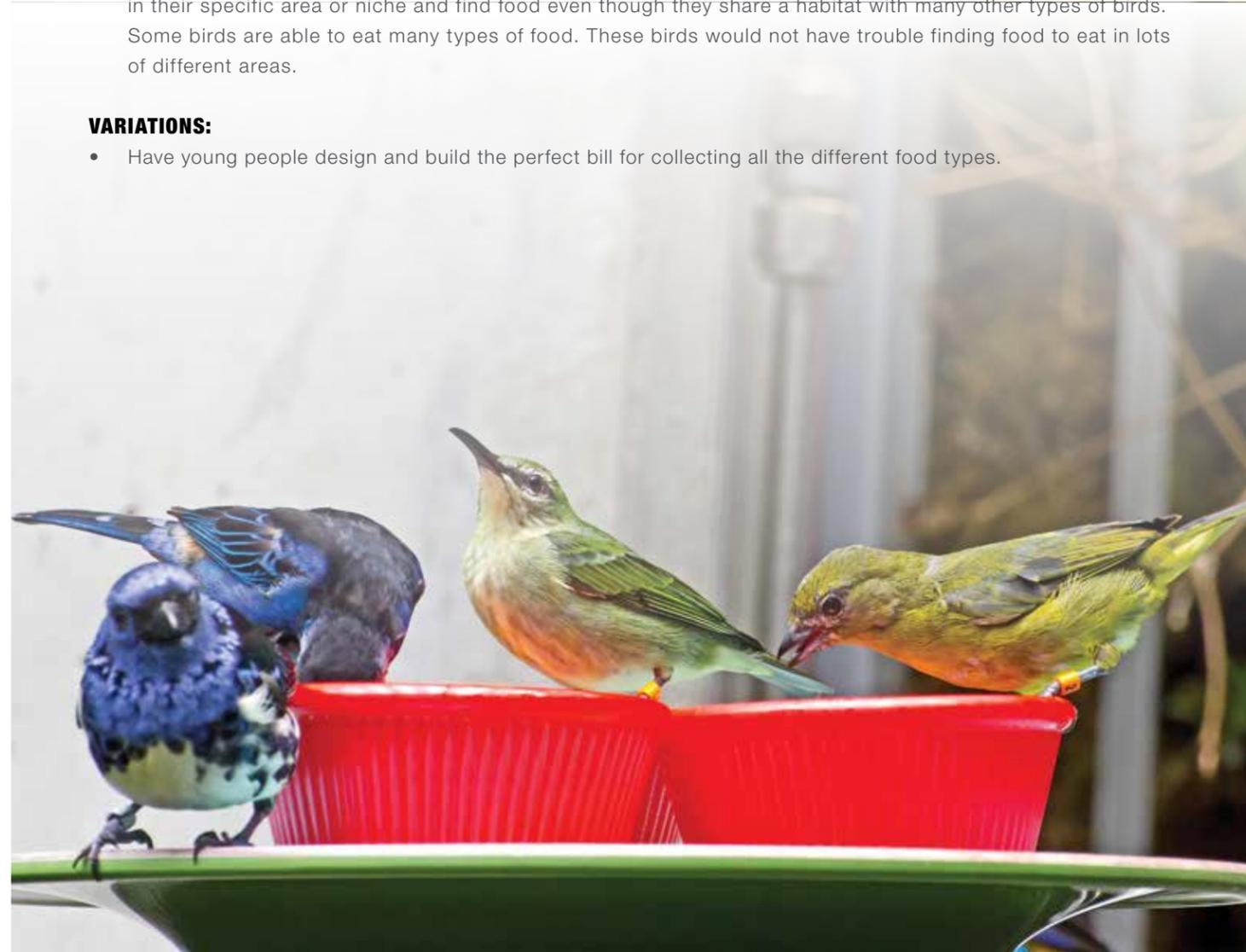
Prior to conducting the activity, cut pipe cleaners into three equal-sized pieces. Make loops with the tape and attach to the erasers of the pencils. Scatter the pipe cleaners, toothpicks, paper clips, and marbles around the playing area. Place these items in more difficult-to-find locations based on the skill level of the young people.

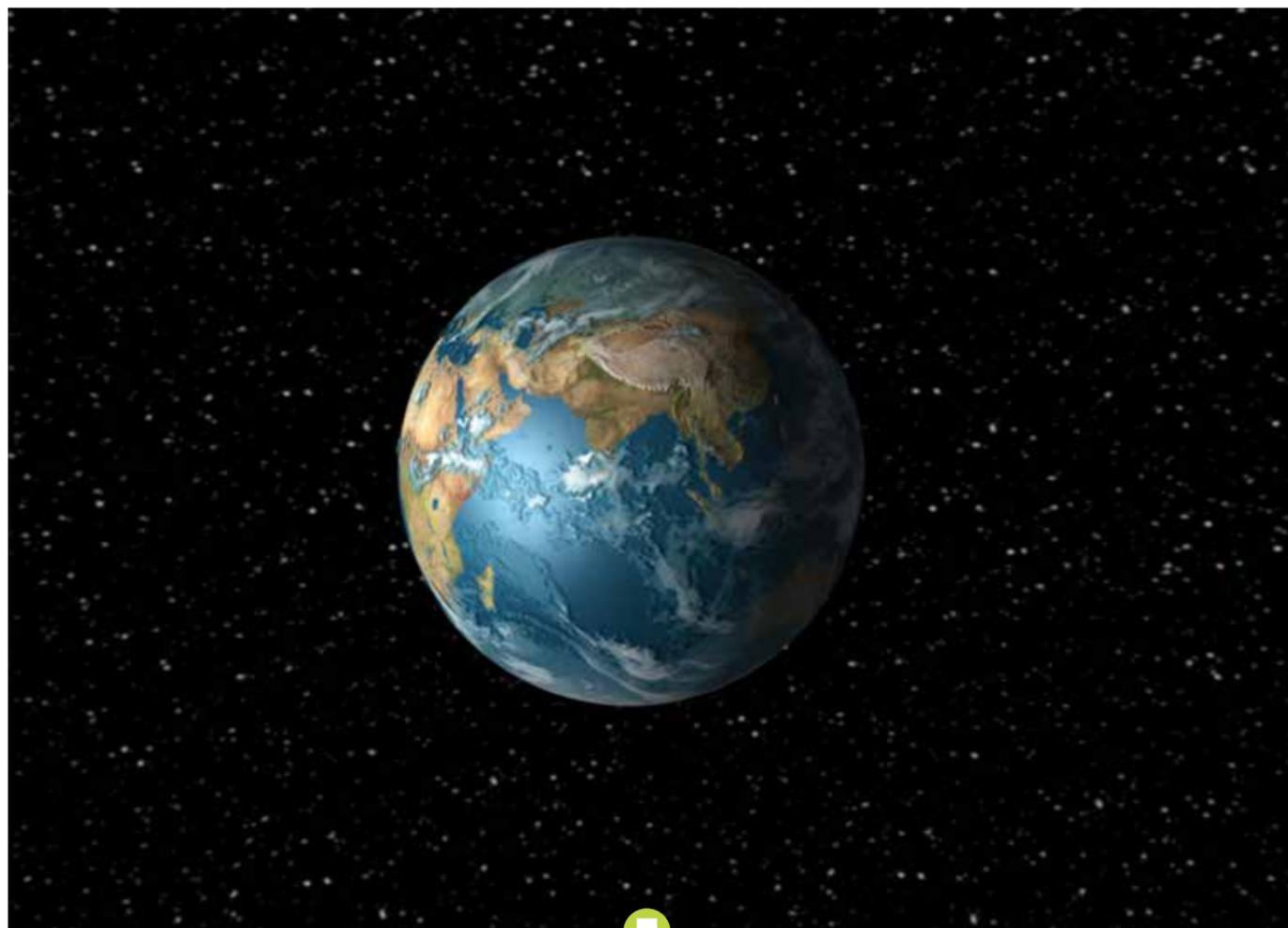
- Explain to young people that birds come in all shapes and sizes. The shape and size of a bird's bill dictates the type of food that it will eat. A variety of birds are able to live in the same area because they eat different types of food; therefore, they are not competing with one another.
- Divide young people into small groups of three or four and provide each group with a food collection bowl. Explain that each group represents a type of bird. These types of birds are not actual birds found in nature, but will help demonstrate how different types of bills determine the type of food birds eat. Give the young people in each group one of the following tools, which they will use as a bill, and tell them the type of bird they will represent:
  - **Plastic fork** = Forkbills
  - **Clothespin** = Clothesbills
  - **Plastic spoon** = Spoonbills
  - **Pencil with masking tape** = Tapebills
  - **Chopstick** = Stickbills
- Explain to young people that there are several types of items scattered around the playing area. These items represent different types of food that birds eat. These items include:
  - **Pipe cleaners** = caterpillars
  - **Toothpicks** = worms
  - **Paper clips** = beetles
  - **Marbles** = snails

- Tell young people they will have two minutes to pick up as much “food” as possible using their tools or “bills”. Instruct young people to place their collected food in their group’s collection bowl. Remind young people that birds do not have hands and can only use their bills to collect their food. On the “go” signal, have young people begin collecting the food. After two minutes has expired, invite each group to share what type of food they were able to collect and how much. Discuss which type of bird was able to collect the most food and which type of bill was best suited for each type of food.
- Redistribute the food in the playing area. Explain to young people that each type of bird will have one minute to take a turn collecting food. Have the young people determine the order each group will take a turn. On the “go” signal, the first type of bird will have one minute to collect as much food as possible. Continue in this manner until each type of bird completes a turn collecting food. Have young people share their results and discuss what differences they saw when they waited to take a turn.
- Remove one type of food and redistribute the remaining food in the playing area. Have young people repeat the activity for two minutes. Invite young people to discuss the results of their food collection when one type of food is removed. Discuss what would happen to the Stickbills if only snails (marbles) were available to eat. Explain that they would have to fly to another area to find the appropriate food they can eat. Tell young people that birds are specialized to live in their own habitat. The type and shape of bill they have helps them survive in their specific area or niche and find food even though they share a habitat with many other types of birds. Some birds are able to eat many types of food. These birds would not have trouble finding food to eat in lots of different areas.

### VARIATIONS:

- Have young people design and build the perfect bill for collecting all the different food types.





## SOLAR SYSTEM NAVIGATOR Grades 3-5

### OBJECTIVE/INTRODUCTION:

Young people will work in pairs to guide each other through a course to collect samples from each planet in the solar system.

**4CS SKILLS ENHANCED/DEVELOPED:**  

### MATERIALS NEEDED:

- Large, open area
- Jump ropes
- Cardboard squares
- Cones
- Plastic counters in various colors
- Neon-colored tape
- Collection cups
- Construction paper
- Markers

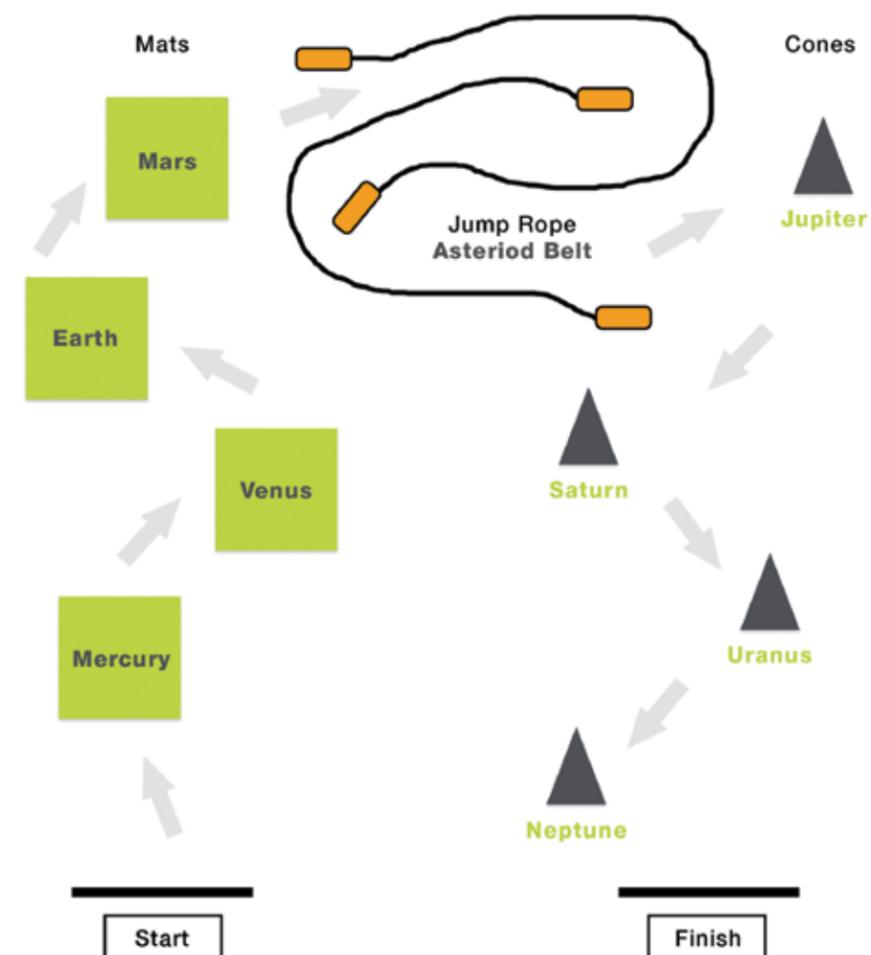
### INSTRUCTIONS/HOW TO PLAY:

Prior to conducting the activity, use the various materials to set up a navigation, or obstacle, course, including designated markers for the eight planets in the solar system. Label each planet and place a pile of several plastic counters at each planet. Create a start line for the course.

- Explain to young people that they will work together with a partner to navigate a course and collect samples from the eight planets in the solar system. One partner will be a space probe and will attempt to collect the planet samples with his or her eyes closed. The other partner will be mission control and will guide the space probe through the course using only verbal commands.
- Have each young person choose a partner. Each pair will take turns completing the course. Invite the first pair to stand at the starting line and provide them with a collection cup. On the “go” signal, the partner acting as the space probe will close his or her eyes and the partner acting as mission control will stand behind his or her partner and begin giving commands. The mission controller can stand behind the space probe for the duration of the course, but may not touch the space probe. As the partner who is the space probe collects a planet sample, he or she places it in the collection cup. The pair completes the course after they successfully collect a sample from all eight planets. Invite another pair to complete the course when the preceding pair has completed one-third of the course.

### VARIATIONS:

- Invite young people to design a new navigation course.





## NEWSPAPER STRUCTURES Grades 3-5

### OBJECTIVE/INTRODUCTION:

Young people will work together to create a structure made of newspapers that can hold books or other objects.

**4CS SKILLS ENHANCED/DEVELOPED:**    

### MATERIALS NEEDED:

- Newspapers
- Several rolls of masking tape
- Books

### INSTRUCTIONS/HOW TO PLAY:

*Prior to conducting the activity, collect several newspapers. Invite families to donate newspapers as needed.*

- Divide young people into small groups of three or four. Explain to each group that they will work together to create a structure made of newspapers that is strong enough to support the weight of one or more books. Discuss ways to increase the strength of newspaper, such as rolling it into a tube, crumpling it, folding it, or twisting it. Provide each group with newspapers and a roll of masking tape. Encourage the groups to brainstorm designs for their structures and ways they might change them to improve the strength. Once the groups have completed construction of their structures, invite them to test the strength of the structures by placing one book on top. If the structures are strong enough to hold one book, have the groups test the maximum number of books the structures will hold, by placing one book at a time on top until the structures can no longer support the weight of the books. If a structure cannot support one book, encourage the group to change the design until the structure is strong enough to do so. Invite young people to discuss their group designs, how they determined the designs, and how they worked together as a group.



## PARTNER TAG Grades K-5

### OBJECTIVE/INTRODUCTION:

Young people will participate in a tag game in which they work together as partners to tag players.

**4CS SKILLS ENHANCED/DEVELOPED:**  

### MATERIALS NEEDED:

- Large, open area
- Cones

### INSTRUCTIONS/HOW TO PLAY:

*Prior to conducting the activity, set up the cones in the playing area to create boundary lines for play.*

- Ask two young people to volunteer to be It. Have the two It players clasp hands to form a partnership. The partners will try to tag the other players while maintaining their grasp of each other's hands. The partners will need to effectively communicate to decide where to run and who to tag. The first child tagged joins the partnership, clasps hands with It, and works as partners to tag other players. The next player tagged joins the partnership. It now splits into two teams of two. Each team is a partnership that can tag other players. Each partnership continues to tag players and split into teams of two when it becomes a group of four. Play continues in this manner until all players are tagged.





## BUMPER STICKER SLOGANS Grades 3-5

### OBJECTIVE/INTRODUCTION:

Young people will create bumper stickers with slogans related to a self-chosen topic.

### 4CS SKILLS ENHANCED/DEVELOPED:



### MATERIALS NEEDED:

- Chart paper
- Markers
- Drawing utensils
- Poster board
- Scissors

### INSTRUCTIONS/HOW TO PLAY:

Prior to conducting the activity, prepare a bumper sticker template for each young person by cutting the poster board into three-inch by 12-inch rectangles.

- Share with young people that a bumper sticker is a label or sticker intended to be adhered to the bumper of a vehicle. Bumper stickers are meant to be read by people in other vehicles. Tell young people that bumper stickers are usually read quickly, so the messages on them are short.
- Invite young people to brainstorm a list of topics for their bumper stickers, such as sports, animals, or fun spots for kids. Record young people's ideas on chart paper. Provide each young person with a piece of poster board. Invite young people to determine a topic for their messages, using the brainstormed list or another idea, and create a message related to their chosen topics. Have young people write their messages on the poster board, large enough to be seen from a distance. Invite young people to add a border, small picture or other decoration to their bumper stickers. Encourage young people to share their completed bumper stickers with each other.



## FUN RUN Grades K-5

### OBJECTIVE/INTRODUCTION:

Young people will design, organize and participate in a group running race.

### 4CS SKILLS ENHANCED/DEVELOPED:



### MATERIALS NEEDED:

- Large, open area
- Chart paper
- Markers
- Cones
- Stopwatch

### INSTRUCTIONS/HOW TO PLAY:

- Explain to young people that they will design and participate in a group fun run. Ask young people to brainstorm and share ideas about the questions listed below. If necessary, guide young people's responses to be realistic and relevant to the project. Encourage all young people to share ideas and remind them that all ideas are accepted when brainstorming and to be respectful and considerate of others ideas.
  - How will the running course be set up?
  - When will the fun run take place?
  - What is the maximum time or distance limit?
  - What safety issues need to be considered?
  - What type of running gear is acceptable?
  - Who will participate in the fun run?
  - What tasks or jobs will young people be responsible for with the fun run?
  - How can the fun run be organized as a group?
  - What adult assistance will be needed?
- Record young people's ideas on chart paper as they share. Have young people make decisions about the ideas shared. Explain that these decisions will determine how the fun run is organized and facilitated. Have young people choose tasks or jobs they would like to be responsible for. After all decisions are finalized, have young people set up the running course. Invite all young people to participate. Invite families to attend or participate in the event. After completing the fun run, ask young people about its success. Discuss the challenges encountered, improvements to be made if done again, and additional assistance the young people may have needed.

### VARIATIONS:

- Get young people thinking about how they can help their community and organize the fun run to benefit a local charitable organization. Have them determine a method for soliciting sponsorship and donations. Have young people donate any proceeds earned during the fun run to the charitable organization of their choice.





## TEAMMATES PUZZLE Grades K-5

### OBJECTIVE/INTRODUCTION:

Young people will work together to create a puzzle that incorporates the photos of their peers.

### 4CS SKILLS ENHANCED/DEVELOPED:



### MATERIALS NEEDED:

- Photos of young people
- Poster board
- Glue
- Scissors

### INSTRUCTIONS/HOW TO PLAY:

*Prior to conducting the activity, collect a photo of each young person in the program. Take photos as needed or ask families to donate photos if a camera is not available. If families donate photos, be sure to explain that the photos will be used for an activity and will not be returned.*

- Invite each young person to share his or her photo with the group and some interesting facts about himself or herself. Encourage young people to discuss the similarities and differences among themselves. Provide young people with poster board and glue. Invite young people to work as a group to place their photos in an interesting configuration on the poster board and adjust the placement until they have agreed upon a design. Have young people glue the photos in place once they have achieved their desired design. Young people may need to trim excess poster board around the design. Once the glue has adequately dried, instruct young people to draw puzzle shapes on the backside of the design and cut them out. Then, invite young people to work as a group to put the puzzle together. Encourage them to share information they have learned about each other as they complete the puzzle. Place the puzzle within the program materials for young people to complete throughout the school year.

### VARIATIONS:

- Thin the consistency of the glue by adding a small amount of water. This will help eliminate lumps or irregularities when adhering the photos to the poster board.
- Divide young people into small groups of four or five. Have each small group create a puzzle of its teammates and incorporate each puzzle into the program materials.



## REPORTING LIVE Grades 3-5

### OBJECTIVE/INTRODUCTION:

Young people will work together in small groups to create and perform a newscast about a sports story.

### 4CS SKILLS ENHANCED/DEVELOPED:



### MATERIALS NEEDED:

- Sports Illustrated For Kids (or similar age appropriate sports periodical)
- Paper
- Writing utensils
- Toy microphones
- Masking tape
- Butcher paper (or similar)
- Drawing utensils

### INSTRUCTIONS/HOW TO PLAY:

*Prior to conducting the activity, gather a collection of Sports Illustrated for Kids magazines or other age appropriate sports-themed periodicals.*

- Explain to young people that local television sportscasters inform their audiences of the local, state, and national sporting news on a daily basis. Ask young people to share sporting news stories they have recently heard, such as the winner of a recent championship or a major accomplishment made by an athlete. Divide young people into groups of four. Present each group with an issue of Sports Illustrated for Kids or other similar periodical. Have each group review their issue and choose an article to report. Instruct groups to create television newscasts about the articles they have chosen. Encourage groups to identify a task or role for each group member for the production of their newscasts. Young people can use butcher paper to create backdrops for their newscasts. Have each group use or make a microphone. Encourage groups to create cue cards to use as reference for the live presentations. Allow each group time to practice their newscasts. Then have each group perform their newscasts to the afterschool program.

### VARIATIONS:

- Have small groups review their local newspapers for upcoming events or stories of accomplishments, such as a local spelling bee champion. Invite young people to create and perform a newscast about their chosen local events.



## MAKE YOUR OWN BOARD GAME Grades 3-5

### OBJECTIVE/INTRODUCTION:

Young people will work together to create a unique board game related to a self-chosen theme.

### 4CS SKILLS ENHANCED/DEVELOPED:



**MATERIALS NEEDED:**

- Cardboard
- Butcher paper (or similar)
- Drawing utensils
- Glue
- Scissors
- Game pieces (e.g., glass beads, coins, stones)
- Paper
- Writing utensils

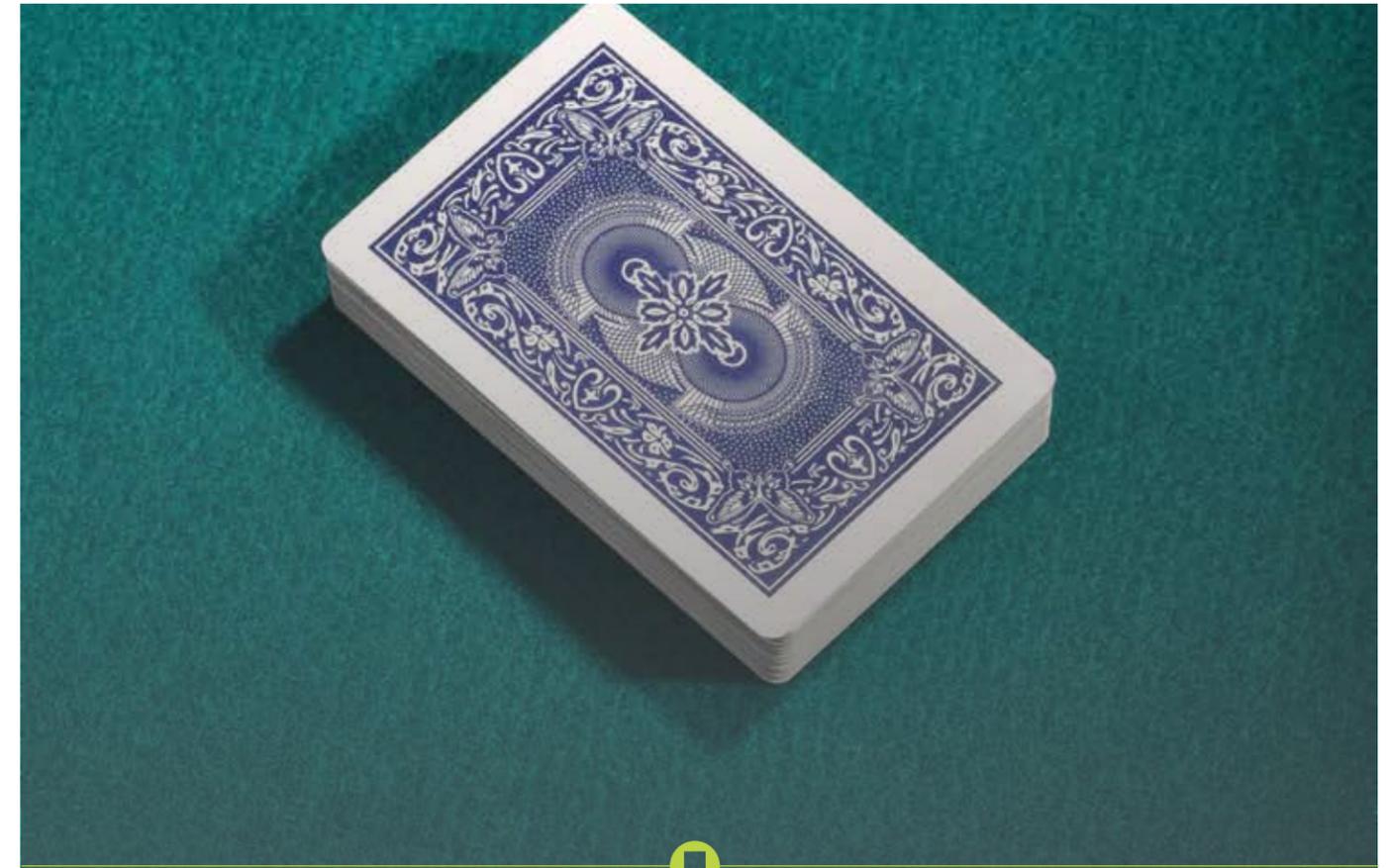
**INSTRUCTIONS/HOW TO PLAY:**

*Prior to conducting the activity, gather a collection of cardboard and games pieces. Consider using excess or loose game pieces from existing board games.*

- Divide young people into small groups of four or five. Explain to young people that they will work together to choose a theme and create a unique board game that incorporates their chosen themes. Instruct each small group to brainstorm concepts and rules for their games by sharing ideas about the questions listed below. Encourage all young people to share ideas and remind them that all ideas are accepted when brainstorming and to be respectful and considerate of others.
  - What theme could be used, such as sports, math, or a historical event?
  - How many players can play the game?
  - How do the players move about the board game, such as rolling a die or choosing cards?
  - What problems might players need to solve or what choices might they need to make?
  - How might these solutions or choices impact other players?
  - What is the goal of the game?
  - How do the players progress toward the goal?
  - How does a player win the game?
- Once the groups have developed a concept for their games, encourage them to complete sketches of possible designs for their games. Provide each group with a piece of cardboard and have young people cut the cardboard to their desired size. Encourage them to use an existing game board as a template. Next, have young people cut a piece of butcher paper to fit the cardboard and glue onto the cardboard. Invite them to use their sketches and brainstormed ideas to draw and construct their game board designs onto the butcher paper. Encourage young people to test their completed games and make adjustments to the designs as needed. Invite the groups to share their completed games with each other and play. Place the completed board games within the program materials and invite all young people to play the new games.

**VARIATIONS:**

- Instead of creating a unique game, invite each small group to choose a favorite board game and modify one element of the game to create a new version of the game.
- Invite young people to create game pieces using wood scraps or recycled materials.
- Have young people write an instruction manual for their games.



## CARD TOWER Grades K-5

**OBJECTIVE/INTRODUCTION:**

**Young people will work together to create the tallest card tower possible within a given time limit.**

**4CS SKILLS ENHANCED/DEVELOPED:**
**MATERIAL NEEDED:**

- Several decks of playing cards

**INSTRUCTIONS/HOW TO PLAY:**

- Divide young people into small groups of four or five. Provide each group with one deck of playing cards. Instruct young people to work as a group to build the tallest card tower possible. Each group will need to determine the most effective way of placing their cards to build the towers as tall as possible without collapse. Groups will have five minutes to build their towers. Groups must start over if any cards fall from their towers. After each group completes the activity, ask young people what was challenging about the activity, what strategies they used to build the towers, how the members of the group helped each other, and how they worked through any challenges.

**VARIATIONS:**

- Have young people build the card tower using only one hand, while their free hand is placed behind their backs.



## REENACTMENT PLAYS Grades 3-5

### OBJECTIVE/INTRODUCTION:

Young people will work in small groups to write a script and produce a reenactment of a historical event.

### 4CS SKILLS ENHANCED/DEVELOPED:



### MATERIALS NEEDED:

- Paper
- Writing utensils
- Reference materials featuring historical events
- Variety of dramatic play props as determined by young people

### INSTRUCTIONS/HOW TO PLAY:

Prior to conducting the activity, gather reference materials featuring various events throughout history.

- Discuss with young people that history is filled with many amazing feats and discoveries, such as the creation of the airplane and the first steps on the moon. Divide young people into small groups of four or five. Provide them with a variety of reference materials featuring historical events. Invite young people to use the reference materials to research historical events. Have each group select one event and work together to write a script for a reenactment of this real event. Encourage young people to incorporate dialogue within their reenactments.
- Once the groups have written a script, have them identify tasks that will need to be completed in order to conduct their reenactments, such as costume designer, set designer, and actors. Encourage each member of the groups to share in a responsibility and work together to determine plans for production. Have each group gather and make the props and costumes brainstormed as part of their production design. After the groups have completed production of their reenactments, allow them adequate time to rehearse their plays. Once rehearsal is complete, invite each group to perform their plays for the afterschool program.

### VARIATIONS:

- Invite family members to attend the program to view the performances.



## ARCHITECT Grades 3-5

### OBJECTIVE/INTRODUCTION:

Young people will design and construct a sporting venue.

### 4CS SKILLS ENHANCED/DEVELOPED:



### MATERIALS NEEDED:

- Craft sticks
- Toothpicks
- Legos® or other building materials

- Paper
- Drawing utensils
- Reference information featuring sporting venues

### INSTRUCTIONS/HOW TO PLAY:

Prior to conducting the activity, gather a collection of reference materials featuring sporting stadiums and venues. Be sure the reference materials contain pictures of the venues.

- Discuss with young people various types of sporting venues, their purpose and their similarities and differences. Provide young people pictures of sporting venues for reference. Invite young people to choose a sport and design a new venue for that sport. Have young people begin creation of the venues by drawing a sketch of their designs. Next, encourage young people to choose a building medium that will work best for their designs. Based on their sketches or imagination, have them use their selected building materials to construct models of their designs. Encourage young people to share and describe their creations with each other when completed.

### VARIATIONS:

- Invite young people to design and construct various types of buildings, including homes, office complexes, or shopping centers.



## AFTERSCHOOL PROGRAM SURVEY Grades K-5

### OBJECTIVE/INTRODUCTION:

Young people will create and conduct a survey to identify student preferences of the afterschool program.



### 4CS SKILLS ENHANCED/DEVELOPED:

### MATERIALS NEEDED:

- Paper
- Writing utensils
- Markers
- Chart paper

### INSTRUCTIONS/HOW TO PLAY:

- Have young people brainstorm a list of questions related to events and experiences that occur during the afterschool program. Record their responses on chart paper. Examples include:
  - What is your favorite outdoor game?
  - What is your favorite snack?
  - Do you work on homework during the afterschool program?
- Have each young person create a survey based on things they want to know about the program, using the shared questions as a guide. Instruct each young person to write his or her chosen questions on paper. Encourage young people to ask each other their survey questions and record the answers. After young people have conducted their surveys, instruct them to compile the results into a graph. Encourage them to share and discuss their results with the program.

### VARIATIONS:

- Have young people work together in small groups to create surveys if they have difficulty developing questions as individuals.



## AFTERSCHOOL PROGRAM SONGS Grades K-5

### OBJECTIVE/INTRODUCTION:

Young people will write songs describing and celebrating the afterschool program.

**4CS SKILLS ENHANCED/DEVELOPED:**   

### MATERIALS NEEDED:

- Paper
- Writing utensils

### INSTRUCTIONS/HOW TO PLAY:

- Divide young people into small groups of four or five. Have each group select a tune for their songs. Encourage them to consider using the tune of a popular song they are familiar with. Next, have young people work together to write lyrics that represent their afterschool program. These lyrics may include favorite activities, special events, or special accomplishments. Encourage young people to test and modify their lyrics to match their chosen tunes. Invite each group to perform their completed songs for the afterschool program. Have musical instruments available for young people to add accompaniment if they would like.

## ANIMAL TRANSFORMATIONS Grades K-5

### OBJECTIVE/INTRODUCTION:

Young people will work together in small groups to create a human formation of the shape of an animal.

**4CS SKILLS ENHANCED/DEVELOPED:**   

### MATERIAL NEEDED:

- None

### INSTRUCTIONS/HOW TO PLAY:

- Divide young people into small groups of three or four. Explain to each group that they will work together to create a human formation of an animal. Choose a group to begin the game. Provide the group with the name of an animal. The group must then arrange itself into the shape of that animal. For example, if you suggest an elephant, the members of the group must decide how they will link themselves together to form the ears, tusk, trunk, and body of an elephant. Continue play for as long as young people express interest.



# THANK YOU

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