

SLIME CLUB

The Great Slime Debate



Curriculum and Activities
Created by Mallory Riesberg
September 2018

Objectives:

- Participants will demonstrate literacy and comprehension skills through creation and analysis of various slime recipes.
- Participants will demonstrate their observational and analysis skills through evaluation of various slime recipes.
- Participants will develop and practice 21st century skills including communication, collaboration, critical thinking, and creativity through completion of various activities.

Club Area: Academic (STEM)

Time Frame: 8 weeks; twice per week; 30 minute sessions

Age of Participants: 3rd - 5th grade

Overall Program Description: Slime Club will offer 8 weeks of high interest and engaging activities that provide all participants a unique hands-on STEM experience. While this club is based in fun and silliness, there are academic aspects such as STEM principles, literacy, and 21st century skill building incorporated strategically throughout. Each week participants will be focusing on a new slime recipe from the *Ultimate Slime Book* (Weldon Owen Publishing). As groups they will create each recipe and then analyze the properties. Their observations will be focused on basic characteristics such as texture, stickiness, flexibility, and will include a grade level rating for each slime recipe. At the end of the Club, each group will have to determine which slime recipe is the best and provide justification for their decision.

Potential Club Measurements:

- Active participation and engagement of all Club participants
- Completion of slime recipes
- Completion of Slime Observation Chart
- Completion of "Best Slime Recipe" mini-debate

Slime Club Schedule

Week 1: Slime Club Welcome

- Slime Club Agreement
- Slime Club Basics & NewsELA Slime Article

Week 2: Basic Slime

- Slime Creation
- Slime Observations, Analysis, & Discussion

Week 3: Contact Solution Slime

- Slime Creation
- Slime Observations, Analysis, & Discussion

Week 4: Fluffy Slime

- Slime Creation
- Slime Observations, Analysis, & Discussion

Week 5: Glitter Slime

- Slime Creation
- Slime Observations, Analysis, & Discussion

Week 6: Squishy Dough Slime

- Slime Creation
- Slime Observations, Analysis, & Discussion

Week 7: Bouncing Slime

- Slime Creation
- Slime Observations, Analysis, & Discussion

Week 8: The Great Slime Debate

- Debate Preparation
- Debate & Celebration

Slime Club Agreement

Objective: Participants will develop Slime Club expectations to create a binding work agreement that all will sign.

Materials:

- Chart paper or whiteboard
- Chart markers or whiteboard markers

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| A | All Aboard <ul style="list-style-type: none">Engage - excited them about what they will learn<ol style="list-style-type: none">“Welcome to Slime Club! What are you most excited about for this Club? Why did you choose Slime Club?” [Share responses.] |
| B | Background Check <ul style="list-style-type: none">Share the Goal and Make Connections - introduce the lesson and goal<ol style="list-style-type: none">Today we’re going to jump into developing our Slime Club Agreement. Everyone will sign it saying that agree to all of the expectations. We need this agreement in place so that we can get messy and have fun later.[Explain vocabulary as necessary, pass out materials to groups, engage kids in discussions.] |
| C | Challenge or Choice <ul style="list-style-type: none">Explain the activity - list the steps, model, example, where, and how<ol style="list-style-type: none">“Today we are creating our own Slime Club Agreement. This will be our binding contract so we know what behavior and actions to expect throughout Slime Club.”Begin a discussion with the group about what expectations (or rules) we might want to see in our Slime Club. Record responses on whiteboard or chart paper.After discussion, decide on 3-5 of the most important expectations and write them in a positive manner emphasizing what we want versus focusing on the negative or what we do not want. Gather input on wording from the group. These will be the bullets in our Slime Club Agreement. |
| D | Do It <ul style="list-style-type: none">Work and Engage Together - encourage and guide as participants work<ol style="list-style-type: none">Decide on what discussion strategy to use during expectation development: whole group, small group then whole group, or individual then whole group. Carry it out.Create a final list of expectations to be incorporated into Slime Club Agreement. The final product will be available to sign at the next session. |
| E | Expert Time <ul style="list-style-type: none">Share and Expand - summarize or wrap up learning<ol style="list-style-type: none">Typically this is saved for the end, but today it was incorporated throughout the whole activity. |

Slime Club Basics & NewsELA Slime Article

Objective: Participants will review the Slime Club basics including slime-making tools & tips. Participants will read an article about how slime brings out the entrepreneurs in children.

Materials:

- Slime Club Agreement & markers
- Ultimate Slime School Book (USSB)
- NewsELA Slime Article(s)

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| A | All Aboard <ul style="list-style-type: none">• Engage - excited them about what they will learn<ol style="list-style-type: none">1. “Welcome back to Slime Club. Let’s take a look at our Slime Club Agreement and make sure to sign our names.” [Share responses.] |
| B | Background Check <ul style="list-style-type: none">• Share the Goal and Make Connections - introduce the lesson and goal<ol style="list-style-type: none">1. Today we’re going to review the basics of making slime so that next time we can jump right in. We also are going to read about how making slime turned these children into young entrepreneurs.2. [Explain vocabulary as necessary, pass out materials to groups, engage kids in discussions.] |
| C | Challenge or Choice <ul style="list-style-type: none">• Explain the activity - list the steps, model, example, where, and how<ol style="list-style-type: none">1. Today we are reviewing the basics of slime making. Let’s read through the first few pages of the USSB about slime, safety, ingredients, and tools and tips.2. After reviewing slime making basics transition into how making slime can be applied in the real-world. Pass out copies and read through the NewsELA Slime article. Make sure to pause and ask big picture and comprehension questions throughout and summarize at the end.3. Host a discussion on participants’ thoughts on the slime making basics and their reactions to the article. |
| D | Do It <ul style="list-style-type: none">• Work and Engage Together - encourage and guide as participants work<ol style="list-style-type: none">1. Read through USSB while allowing access to participants to follow along.2. Read the NewsELA article while participants follow along. Discuss thoughts and reactions.3. Allow 5-7 minutes of Expert Time (and clean up). |
| E | Expert Time <ul style="list-style-type: none">• Share and Expand - summarize or wrap up learning<ol style="list-style-type: none">1. Ask participants what their thoughts are about the Slime article and the entrepreneurial children creating a slime business.2. Ask participants to summarize slime making basics and safety and how it applies in our Slime Club (and relates to Slime Club Agreement). |

Chicago girls use their slime-making talents to open a popular online store

By Chicago Tribune, adapted by Newsela staff on 03.17.17

Word Count 683



(From left) Caitlyn Garofoli and Zoe Martin, both 13, Caitlyn's little sister Kelra, 8, and their brother Ryan, 10, after making slime for their business, Chicago Slime, on March 7, 2017, at Caitlyn's home in Chicago, Illinois. Photo : Nuccio DiNuzzo/Chicago Tribune/TNS

CHICAGO, Ill. — Across the United States, kids are crazy for slime.

Slime is a stretchy, gooey substance. It is easy to make at home using ingredients you can find in a grocery store or craft shop.

While making slime has become popular, it has caused concern for parents and teachers. They are worried slime could be bad for children's health.

Girls Take Slime Trend Online

Caitlyn Garofoli and Zoe Martin, two 13-year-olds who live in Chicago, make slime at home.

"At school, everybody will talk about it. Some people will have it in their backpack and at recess, they'll play with it," Caitlyn said.

She and Zoe decided to make money off of slime's popularity. They now sell their homemade slime in an online store.

In just three months, the girls have sold more than 100 tubs of the gooey stuff.

Slime has gotten so popular that many stores are running out of Elmer's Glue. The white glue is a necessary piece of the slime recipe.

Slime-Sharing And Mess-Making

Slime has upset some parents, who are tired of cleaning up after their kids' experiments.

"It creates a lot of dishes — a lot of measuring cups, spoons and bowls," said Kelly DiFilippo, a mother of four girls. Three of her girls are having fun making slime, she said.

Slime-making is not new. The Museum of Science and Industry in Chicago has had a slime exhibit for some time, said Brett Nicholas, who works for the museum. Nicholas believes slime has gotten popular again because of social media. People are sharing slime recipes and making money from selling it.

That is what happened with Zoe and Caitlyn. They watched tons of slime-making videos on Instagram for months. Soon, the girls came up with the idea for their business on the way home from gymnastics practice.

Mixing Science, Crafts And Business

Many students at the girls' schools were already making and selling slime to each other. To stand out, the girls decided to create an Instagram account and online store to sell their slime. The girls now sell many varieties of the colorful blobs.

Erin Garofoli, Caitlyn's mom, is happy with how much the girls are learning about business by making slime.

Marta Block was puzzled when her daughter, Madeline, started asking for cornstarch and glue. But then she watched Madeline make slime. Now, Block is used to seeing slime around the house.

Madeline had always enjoyed science and crafts, and her mother was happy to see her using her talents, she said. "I thought it was great if that's what she wants to do."

Safety First, Even With Slime

The science behind slime-making is simple. White glue, such as Elmer's, is loaded with polymers. Polymers are long chains of molecules. Borax, a mineral, links those polymers together into even bigger chains. Borax is usually found in things like makeup and cleaning products.

The result is even larger polymers. It creates a thickened slime, says Nicholas, of the Museum of Science and Industry.

Borax can be poisonous if it is swallowed. If Borax is inhaled, it can hurt the lungs and respiratory system.

But doctors say children using small amounts of Borax for slime should be just fine. It just has to be used carefully. Borax can only be harmful if someone is in contact with it for a long time.

Unlucky Science Fair Slime

Slime probably will not be popular for a long time, said Jennifer Lowry. She is a children's doctor and leads a group on environmental health.

Martha Henriksen is an elementary school principal in Illinois. She hopes the slime trend does not stick around for long.

Her school held a science fair recently. Some third- and fourth-grade students brought in homemade slime. Unfortunately, some of it had too much water.

Pink and blue slime stuck onto the shoes and clothes of people at the fair. Many people ran to the bathrooms to clean off the goo.

Luckily, the slime washed away easily.

Henriksen said she will still allow slime at school. She just does not want it to become a huge problem.

Fifteen-year-old finds success selling homemade slime

By Dallas Morning News, adapted by Newsela staff on 08.06.18

Word Count **668**

Level **830L**



Samantha Zumwalt, 15, works with slime at her home in Garland, Texas, July 12, 2018. Samantha and her mom, Jessica Burks, run Samantha's Slime Shop, a business selling hundreds of containers of slime per week to people all over the country. Photo by: Smiley N. Pool/The Dallas Morning News/TNS

The Garland, Texas, home looks just like the other homes around it. Inside it's a different story, though.

Welcome to the "slime house."

Slime is that goey stuff that everyone wants these days. It looks like a blob of Jell-O and is fun to handle. Jessica Burks' home is full of all kinds of slime.

Packaged slime lines one wall of the living room. The slime comes in many different colors and smells.

In the back of the house is the "slime room." It is here that the slime is made. There are rows of bottled oils, each with a different smell. There are gallons of glue and a huge kitchen mixer.

It's not the amount of slime in Burks' house that shocks people, though, she said. It's the fact that the slime business is headed up by her 15-year-old daughter, Samantha Zumwalt.

The mother-daughter team run Samantha's Slime Shop out of their home. They sell it online. In just one year they sell over \$100,000-worth of the squishy stuff, they said.

Everyone Likes Slime

Samantha's slime is in high demand. Since she launched her business in February 2017, Samantha has made more than 34,000 sales.

Most customers are between the ages of 9 and 12, Burks said. However, teens and grown-ups buy slime too.

Some customers buy Samantha's slime because they say playing with it is calming. Others want it because it gives them something to do with their hands, Samantha said.

Up To 100 Orders A Day

When Samantha first told her mom she wanted to start making slime, her mom didn't like the idea.

"I told her no for months," Burks said. She was afraid slime-making would be nothing but a messy waste of time.

"I was like, 'Mom, I promise, I'm going to make a business out of this,'" Samantha said.

Finally, Burks decided it was worth a try, in part because she had lost her job and needed to find a new way to bring in money. The two dove into the slime business. Today it helps support them.

When she started, Samantha only expected to get a few orders a week. Today, they receive anywhere from 20 to 50 a day, and during the holidays, it's closer to 100 a day.

Filling Orders Keeps Them Busy

Burks and her daughter spend their days making slime. Samantha wakes up late, but she stays up late too. She stays awake late into the night filling orders. The two take turns mixing up the ingredients.

Samantha is home-schooled, and her mom considers the slime business part of her hands-on learning and a great way to gain practical experience.

All the time they spend together has changed the women's relationship, Samantha said. These days they're more than just mother and daughter, they're also business partners.

"It made me and my mom closer," Samantha said.

Samantha's Mom Is Proud Of Her

People have encouraged Samantha to find an investor to put more money into the business so it can continue to grow. However, Samantha says she is not interested in expanding the business any further. She is happy with the level she's at now.

"I get to control what happens," she said. "I get to make sure there's no hair in the slime — there's nothing that isn't supposed to be there. I get to make sure I know what the product looks like before it goes out." If the business grew to the point where hundreds of orders were being filled every day, she would no longer be able to pay that kind of attention to detail.

Burks is proud of what Samantha has been able to do. She says she'll be happy with whatever direction her daughter wants to take the business.

"I want to see her be able to meet all of her business goals — whether that's still running the slime enterprise, or buying another business out or starting a new business," she said. "Whatever her dreams are is where I want her to be."

Slime Creation

Objective: Participants will follow the recipe of the week to create a new slime variety.

Materials:

- *Ingredients will vary depending on recipe* - Ultimate Slime School Book
- Airtight containers for storing slime

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| A | All Aboard <ul style="list-style-type: none">• Engage - excited them about what they will learn<ol style="list-style-type: none">1. “It is SLIME CREATION DAY! We will be making a new variety of slime based on a recipe.” [Share responses.] |
| B | Background Check <ul style="list-style-type: none">• Share the Goal and Make Connections - introduce the lesson and goal<ol style="list-style-type: none">1. Review the Slime Club Agreement and slime making basics and safety.2. [Explain vocabulary as necessary, pass out materials to groups, engage kids in discussions.] |
| C | Challenge or Choice <ul style="list-style-type: none">• Explain the activity - list the steps, model, example, where, and how<ol style="list-style-type: none">1. Today you will be following a new recipe to create a new slime!2. Pass out the required recipe. Pass out or set up ingredients station.3. Every member of the group should be engaged in making the slime. They can hold different roles as needed, but still be engaged consistently. Assign or have groups choose responsibilities or roles to engage everyone equally throughout the process.4. Make sure each group stores and marks their slime in an airtight container so observations can be completed the next session. |
| D | Do It <ul style="list-style-type: none">• Work and Engage Together - encourage and guide as participants work<ol style="list-style-type: none">1. Walk around while groups work and ask them “Tell me what you’re doing”2. Praise groups for engagement. Encourage or redirect as needed3. Allow 5-7 minutes for Expert Time (and clean-up) |
| E | Expert Time <ul style="list-style-type: none">• Share and Expand - summarize or wrap up learning<ol style="list-style-type: none">1. What worked well in this recipe? What didn’t work so well?2. What went as planned? Did anything surprise you?3. What are your initial reactions or thoughts about this slime recipe? |

Slime Observations, Analysis, & Discussion

Objective: Participants will analyze and record observations of their slime in their group chart.

Materials:

- Slime from previous session
- Pens or other writing utensils
- Slime Observation Chart
- Ultimate Slime School Book (USSB)

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| A | All Aboard <ul style="list-style-type: none">• Engage - excited them about what they will learn<ol style="list-style-type: none">1. “Remember back to the last session. What type of slime did we create? How did it work out?” [Share responses.] |
| B | Background Check <ul style="list-style-type: none">• Share the Goal and Make Connections - introduce the lesson and goal<ol style="list-style-type: none">1. Today we are going to make observations to analyze our slime recipe of the week. This is a critical step to determining the Best Slime Recipe.2. [Explain vocabulary as necessary, pass out materials to groups, engage kids in discussions.] |
| C | Challenge or Choice <ul style="list-style-type: none">• Explain the activity - list the steps, model, example, where, and how<ol style="list-style-type: none">1. Today you will use your slime from the last session and make observations about it.2. Pass out the required materials including slide, observation chart, writing utensils, and necessary materials for observations and analysis.3. Review examples of what types of observations we are looking for. Have participants give examples, as needed, about descriptions, flexibility, how far it can stretch, its translucence, etc.4. Allow groups work time to complete their observations and record them in their chart. |
| D | Do It <ul style="list-style-type: none">• Work and Engage Together - encourage and guide as participants work<ol style="list-style-type: none">1. Walk around while groups work and ask them “Tell me about your observations”2. Praise groups for engagement. Encourage or redirect as needed3. Allow 5-7 minutes for Expert Time (and clean-up) |
| E | Expert Time <ul style="list-style-type: none">• Share and Expand - summarize or wrap up learning<ol style="list-style-type: none">1. What were some of your observations?2. How does this slime compare to others you have seen or felt or made?3. What predictions do you have about the next slime recipe? |

The Great Slime Debate & Celebration - (2 days)

Objective: Participants will decide which is the best slime recipe and present their case to the other groups.

Materials:

- Slime Observation Chart
- Scratch paper
- Debate Template
- Pens or other writing utensils
- Ultimate Slime School Book (USSB)

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| A | All Aboard <ul style="list-style-type: none">• Engage - excited them about what they will learn<ol style="list-style-type: none">1. "It is finally time to figure out which is the BEST SLIME RECIPE" [Share responses.] |
| B | Background Check <ul style="list-style-type: none">• Share the Goal and Make Connections - introduce the lesson and goal<ol style="list-style-type: none">1. Today we are going to start the Great Debate to determine which of our slime recipes is the BEST.2. [Explain vocabulary as necessary, pass out materials to groups, engage kids in discussions.] |
| C | Challenge or Choice <ul style="list-style-type: none">• Explain the activity - list the steps, model, example, where, and how<ol style="list-style-type: none">1. Today you will use your knowledge and observations from the past weeks in Slime Club to choose the best slime recipe.2. Pass out the Debate Template (Building an Argument) and other necessary materials. Review the different areas of the template and give an example of how you would go about using it to prove that chocolate is the best flavor ice cream or some similar example.3. Allow groups work time to complete their Debate Templates and practice giving their argument.4. Host the Great Slime Debate with one candidate from each group giving their argument and justification. If desired, vote to choose a winning recipe. CELEBRATE! |
| D | Do It <ul style="list-style-type: none">• Work and Engage Together - encourage and guide as participants work<ol style="list-style-type: none">1. Walk around while groups work and ask them "Tell me about your slime choice."2. Praise groups for engagement. Encourage or redirect as needed.3. Host the Debate. Vote. Celebrate.4. Allow 5-7 minutes for Expert Time (and clean-up) |
| E | Expert Time <ul style="list-style-type: none">• Share and Expand - summarize or wrap up learning<ol style="list-style-type: none">1. What was the highlight of Slime Club? What did you like?2. What was something that could be changed about Slime Club?3. What were you surprised most about the winning recipe? Or the Debate? |

BUILDING AN ARGUMENT

MAIN IDEA

Here's what I think...

Evidence to back up my reasons

Here are my **REASONS!**

1. _____

2. _____

3. _____

Strong Finish!

COUNTER ARGUMENTS

You **COULD** argue that...

...but here's the **WEAKNESS...**

PRO **CON**
When you weigh all the evidence, you conclude that...