

Right Club Curriculum
*SUMMER SPORTS &
RIGHT CLUB
MEMORIES*



Summer Sports & Right Club Memories Overview

Focus: Sports and Self-Reflection

Unit Description: Time for fun in the sun as we take it outdoors for friendly competition. We will prepare for an active, healthy, and exciting summer by playing together and reflecting on a year full of Right Club memories.

Essential Questions: What is sportsmanship? How can teamwork help a team be more successful? What are some of our favorite Right Club memories from the past year?

Enduring Understanding: As we prepare for summer, it's important to look back at all the memories we made this year. We've learned a lot, had tons of fun, and made many new friends. Let's celebrate by sharing these memories and head outdoors to experience friendly competition with familiar and not-so familiar energetic games. Playing competitive, active games provides ample opportunities for social interaction, self-expression, physical activity, and most of all fun! Exhibiting good sportsmanship, teamwork, and playing by the rules are life lessons that can all be learned through sports.

Standards Addressed:

- **LITERACY** Students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SCIENCE** Students develop an understanding of the motion of objects and the various forces acting on them.
- **PHYSICAL EDUCATION** Students will develop gross motor skills.
- **PHYSICAL EDUCATION** Students will demonstrate respect for differences among people when participating in competitive, physical activity.
- **PHYSICAL EDUCATION** Students will exhibit a physically active lifestyle.
- **PHYSICAL EDUCATION** Students will exhibit responsible personal and social behavior in physical active settings.
- **SOCIAL-EMOTIONAL LEARNING** Students have the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself.
- **SOCIAL-EMOTIONAL LEARNING** Students have the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior.
- **SOCIAL-EMOTIONAL LEARNING** Students have the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, cooperate with others, negotiate conflict constructively, and seek and offer help when needed.



Daily Activities

- 1) **Up Cup** – You don't need a lot of fancy equipment to have fun this summer. This fast-moving, fun, team game only requires cups, energy, and steady hands.
- 2) **Spikeball** – This new sport is taking off! It's part volleyball, part handball, and pure entertainment! We'll learn the basics before we team up for a Spikeball bonanza.
- 3) **La Tomate** – All kids like to play games, no matter where they live. When you learn about life in other countries, you can often find games unique to their culture. Let's travel to France and learn a popular game – La Tomate.
- 4) **Dry Marco Polo** – Many of us are familiar with Marco Polo in the pool, but have you ever played this game on dry land? This version of Marco Polo is a model of the original but is played anytime, anywhere.
- 5) **Extreme Team Kickball** – You may have played kickball before, but not like this! With a few small changes, we turn a good game into a great one. This extreme version of kickball takes away the waiting around and replaces it with non-stop action!
- 6) **Create-A-Sport** – Why play boring old games when you can create your own newer, cooler, more awesome game? In groups, we will collaborate to create some great new games to debut for our friends!
- 7) **Kids' Choice Day 1** – It's time for kids to be in charge! Students and educators swap roles as we revisit one of our favorite activities from the past year.
- 8) **Kids' Choice Day 2** – So fun we thought we'd do it twice! Kids are running the show again as we experience a Right Club activity from a whole new perspective.
- 9) **Thanks for the Memories** – We accomplished so much this year, but we didn't do it alone. Let's give a special shout out to all the people that helped us along the way.
- 10) **Can I Have Your Autograph?** – As we say farewell for now and head into summer, we'll take a moment to remember all the friends we made at Right Club by having an autograph signing party!



S&S Supplies Needed

Activity	Item #	Description	Amount
Up Cup	BR190	Cups	1 per program
Can I Have Your Autograph?	FA3373	Color Me Backpacks	1 per 12 students

Right Club Supplies Needed

- Playground balls
- Cones
- Hula hoops
- Gatorskin balls
- Various recess equipment



1) Up Cup

Supplies: cups, large open space

Preparation: Spread cups around, on their sides, in a large open space.

Learning Objective: Students will experience sportsmanship, teamwork, and camaraderie through gross-motor, competitive play.

Warm-Up:

- *Summer is a great time to get outside and be active! Why is it important to live an active lifestyle? (strong muscles, cardiovascular health, chance to socialize with friends, other various health benefits)*
- *In Summer Sports and Right Club Memories, we are going to discover some new ways to stay active indoors and outdoors by playing games you are familiar with, others that are new to you, and some with a few twists and surprises. You will even have the opportunity to invent new games! Then, we'll wrap the year up by reflecting on our time together and celebrating with an autograph party! Let's take a look at what we have in store.*
- Read Daily Activities page with students to preview the unit and build excitement!
- *As part of this unit, students will be stepping into the shoes of educators and teaching two lessons to the group. First, we need to decide which activities we want to do again.*
- Review list of activities from Pics for Kids. Have students vote on two activities they would like to do again during Lessons 7 & 8. If they want a lesson that is not on the list, please make sure that you have the necessary materials for the lesson.
- When you have time, print the two lessons out and give them to your Junior Educators. Have them decide how they will present the lesson to the rest of the group and what everyone's responsibility will be.
- *An important part of playing games with your friends is showing good sportsmanship. What does good sportsmanship look like? (shaking hands after game, not getting upset, cheering your friends on, etc.) Why is it important? (makes games more fun, friends will want to play with you again, it shows friendship is more important than the game, etc.)*
- *Today, we will practice our sportsmanship with a simple but exciting game with our friends. Let's go!*

Unit-Long Project Note:

Remind students that they have the option of developing and participating in a unit-long, student-driven project that ties to the theme. This is what makes every day a Daily Double! (Add free art, and you've got a Triple Play!) Ideas for this project can include, but are not limited to, the following:

- Create closing ceremonies for Summer Sports unit.
- Invent sports equipment for a new game using available materials.
- Build trophies for students participating in the unit.

These are just a few ideas to get you started. Ideally, this project is developed by the students, reflecting their interests.

Activity (**Take It Outdoors!**):

1. *You will be split into two teams. One will be the up team and one will be the down team. The goal of the up team is to have all of the cups facing up. The goal of the down team is to have all of the cups facing down.*
2. *When I say go, you will move as fast as you can to turn as many cups as you can either up or down. You cannot stop anyone from turning a cup and only one person can touch a cup at a time. You are allowed to turn over a cup someone else just turned over. Go!*
3. *Allow students to run from cup to cup turning and returning them over and over. When they start getting tired, give them a 2 minute warning. Call time after 2 minutes.*
4. *For the second part of the game, your team has to build the largest tower possible with cups. The up team will collect all the cups facing up, and the down team will collect all the cups facing down. Those are the only cups you can use to build your tower. Any cups facing sideways cannot be used.*



5. *If your tower falls over, rebuild it quickly. You are racing against the clock, but you never know when the other team's tower will fall. Go!*
6. Have students build the tallest tower they can. Encourage them to rebuild after the tower falls. Remind them to work quickly. Each team should have to rebuild their tower at least once. Call time before students become frustrated.

Wrap It Up:

- *Who noticed someone showing good **sportsmanship**? What did they do?*
- *It's easy to get caught up in the competition and desire to win in a game like this. Can you show good sportsmanship and still work hard to win? How?*

Take It Away:

- *Sometimes people don't display good **sportsmanship**. Why do you think that is? What can we do to help them?*

Lead In:

- *Tomorrow, we will play a new game you'll love. You've never played a game like Spikeball!*



Pics for Kids

The following list contains popular activities from the past year that require no special materials and use materials that every program should have. Which activity would you most like to revisit in Lessons 7 & 8 of this unit? You may also choose a lesson not listed here, but be sure to check that you have the materials to successfully complete the activity.

Young Olympians

Awesome Athletes - Goal Ball, designed by an Austrian and a German for hearing-impaired military veterans, shows there is an athlete in all of us! This game will test your listening, athleticism, and teamwork.

Team Bobsleigh - You may have seen daredevils racing down the track in the sport of bobsleigh, but in this team version, you will become the track moving a luge to the finish line in a team-building challenge.

Fall into Fun

The Art of Nature – Let’s head outside to discover the beauty in nature! We will use what we find to make some awesome artwork that incorporates the amazing seasonal changes underway.

Storage Wars – To survive the harsh winter, many animals gather and save up food during the fall. You’ll step into paws of your own to collect food for the rough months ahead. Be careful though, other animals are out to get your stash!

Inventors’ Workshop

Pipeline Problems – Oh no! We’ve got a community that needs fresh water, and our design team has been brought in to fix the problem. Can our team design a way to transport it to the people and save the day?

So You Think You Can Dance? – We’ve invented all kinds of things, but now it’s time for something completely different – inventing new dance moves! We’ll discover our inner-choreographers in this fun, physical game.

Unusual Art

Picture Consequences – Creating art together can lead to some amazing work, but what happens when we don’t know what our fellow artists are up to? We will find out with a collaborative drawing experiment designed by some of the most unusual artists in history – Surrealists.

Vikings, Sailors, & Pirates, Oh My!

Battle at Sea – Shiver me timbers! We’re under attack! It’s a deep sea battle. Don’t end up in Davey Jones’ locker.

Career Quest

Game On! – It takes a team of skilled and creative people to make our favorite video games. We will discover all that goes into it by trying out some of the roles. From artist and designers to programmers, there is something here for everyone.

Galaxy, Far, Far Away

Where’s Waldo? – When an object is too dangerous to grab ourselves, we can use technology to handle it for us. We will design our devices, first envisioned by science fiction author Robert Heinlein, to use in an exciting competition against our friends.



Twisted Tales

Silly Stories – Do you know your favorite story backwards and forwards? We will find out, as we test our acting chops with this wacky attempt at backwards storytelling.

Strange But True

Web Slingers – If spiders can create incredible webs on their own, what can they accomplish as a group? One very special species of spiders uses teamwork to find out the answer. We'll even spin our own webs in a web slinging competition.

History's Mysteries

Dancing Plague of 1518 – There have been many diseases that have plagued humanity throughout history, but have you heard of the one that caused people to dance? While the Dancing Plague of 1518 led to devastating consequences for the people of Strasbourg, a new Dance Plague will lead to lots of fun for us!

Top Secret

Sleeper Spy Tag – It's hard to know who to trust when you are a spy. It's also hard to know who to trust in a game of Sleeper Spy Tag! Are they friend or foe?

Spy vs. Spy – In this game of secret motives and hidden agendas, it's everyone for themselves! We'll have to move fast and think faster to stay safe.

Phenomenal Earth

Earthquake Proof – Engineers use creativity and problem-solving to make buildings that can withstand some of Earth's most destructive forces. We will step into their shoes by building our own super-strong structures

Water Wizards

Life Savers – Water safety is an important matter. To stay safe, people need the right equipment. Luckily, Right Club students are here to save the day! We'll create personal floatation devices in this exciting engineering challenge.

Sky High

Car-Go Crazy – What kind of vehicle would you need to send an elephant to another country? What about to send an army tank? We'll discover how aeronautical engineers create the world's biggest cargo planes by creating some paper versions of our own in this high-flying challenge.

Stack Attack – This action-packed and fun-filled team game requires catching and throwing to win. The secret is teamwork. Let's see how we "stack up" against the competition!



2) Spikeball

Supplies: hula hoops (1 per 4 students), playground ball (1 per 4 students)

Preparation: Spread out hula hoops on the blacktop, sidewalk, or other hard surface. Each hula hoop should have at least 10 feet of open space around them for students to move. See Pics for Kids for visual representation.

Learning Objective: Students will explore teamwork and gross-motor movement, while learning to play **Spikeball**.

Warm-Up:

- **Spikeball**, a relatively new game, is similar to volleyball, but with more action and movement. There are more than 250,000 **Spikeball** players in the U.S. with over 1,000 nationally ranked teams!
- To be successful at **Spikeball**, you have to use teamwork by hitting the ball to your partner. You can use your fist, forearms, or any other part of your body to hit it. Let's practice a little. Ask students to practice hitting the ball back and forth to one another. Once they grasp the concept, have them practice spiking it to the ground after two hits back and forth. Demonstrate the correct movements first then ask for questions.
- When students have a grasp of the game, start playing.
- Looks like we are ready to play **Spikeball**. Let's head outside!

Activity (**Take It Outdoors!**):

1. **Spikeball** is a 2-on-2 game. The goal of **Spikeball** is to hit the ball into the center of the hula hoop. See picture on Pics for Kids for visual representation. It is not necessary to share picture with students. After one team hits the ball into the hoop, the next team takes a turn. The other team has three hits or less to spike the ball back into the hoop. Players cannot hit the ball twice in a row, so they must hit it to their teammate or spike it into the hula hoop.
2. There are no boundaries, players may move all the way around the hoop. If a team fails to spike the ball into the hula hoop in three hits, interferes in the other team's attempt to hit the ball, or the ball hits the ground outside of the hula hoop, the other team scores a point. The first team to score 21 points wins.
3. Choose a few students to demonstrate how to play. Stop the game as necessary to explain the rules. When students have a firm grasp of the game, separate the students into groups of 4 to play **Spikeball** on their own. After one game is over, tell students to find another team to play or mix up teams.

HELPING ALL STUDENTS SUCCEED!

- Group younger students together and replace the hula hoop with a larger circle drawn with sidewalk chalk.

Wrap It Up:

- What tips would you give to someone playing **Spikeball** for the first time?
- Did you adjust your strategy after playing a few rounds? How so?

Take It Away:

- Learning a new game can be frustrating. What do you do to get over the frustration and improve your play?

Lead In:

- Next time we meet, we travel across the Atlantic Ocean to see how kids in France play!



Pics for Kids



Picture of students playing Spikeball. Note that the hula hoop is placed in the middle of a group of 4 students.

3) La Tomate (la TOE-mah-tay)

Supplies: Gatorskin balls, large open space

Preparation: Set up field as shown on diagram below with cups stacked in groups of three.

Learning Objective: Students will learn different cultures have different games they play for recreation.

Warm-Up:

- *Do you think kids in other countries play the same games as you? Sometimes they do and sometimes they don't. Soccer, basketball, and baseball are popular in many countries. There are also games that kids in other countries play that you probably haven't heard of. Does anyone know any games that are played in other places, but not here? (Luta de Galo – Brazil, Hull I Hatten – Norway, Tumbang Preso – Phillipines, etc.)*
- *One of the great things about learning about other cultures is to learn the different ways kids all over the world have fun! Today, we are going play a game from France. Show students Pics for Kids.*
- *The name of the game is La Tomate (la TOE-mah-tay). Can you guess what it means? That's right, the tomato. Let's head outside to play La Tomate!*

Activity (Take It Outdoors!):

1. Choose 5 student volunteers and arrange them in a circle facing inwards. Tell students to spread their legs so their feet are touching the feet of the person next to them.
2. *The goal of this game is to knock the tomato, or ball, through your opponent's legs without letting them do the same to you. I need 5 volunteers to show us how to play. To begin the game, bend over and clasp your hands together. One player will knock the ball to another student with his/her hands. Each player will then knock the ball back and forth to try to get the through the other players' legs.*
3. *If the ball goes through your legs, you put one hand behind your back. If the ball goes through your legs a second time, you have to turn around. You may use two hands again, but you will be facing the outside of the circle.*
4. *If the ball goes through your legs a third time, put one hand behind your back, if it goes through a fourth time, you are eliminated. Simply step out of the circle, raise your hand, and find other students with their hands raised to start a new game.*
5. Tell the volunteers to demonstrate the game going slowly. Ask one player to allow the ball to pass through their legs to demonstrate the consequence of placing one hand behind their back. Continue by asking the student to demonstrate each consequence (turn around, one hand behind their back, and elimination on the fourth time.)
6. Split students up into multiple circles of 4-6 students each. Allow them to play, and then tell them to switch to another game once eliminated.

HELPING ALL STUDENTS SUCCEED!

- For an added challenge, have students play blindfolded or with their eyes closed using the bell ball from the *Young Olympians* unit.



Wrap It Up:

- *How is La Tomate similar to games we play here? How is it different?*
- *What game would you like to share with kids from France that we play here??*



Take It Away:

- *What are some other benefits of learning about other cultures? What country's culture would you like to learn more about? How can you do that?*

Lead In:

- *Tomorrow, we play a brand-new team sport that is fast-moving and action-packed!*



Pics for Kids



France is shown in red.

Can you find where you live in relation to France?



4) Dry Marco Polo

Supplies: cones, blindfold (optional), open space

Preparation: Mark off a small, open space with cones.

Learning Objective: Students will explore creativity and problem-solving by turning a popular pool game into game that can be played on dry land.

Warm-Up:

- *Playing Marco Polo at a pool is a popular summer pastime. Can anyone explain how to play the game to the group? What do you enjoy about the game?*
- *Marco Polo, always popular in swimming pools during the summer, can be difficult to play when the weather doesn't cooperate or there is no pool access. How can we alter the game to be played on dry land? How can we keep the part of the game that makes it fun? What safety concerns should we keep in mind?*
- Brainstorm alternate versions with students. One version is listed below, but if you feel your group has come up with a safe and fair version, feel free to use that instead.
- *Sounds like we have some creative solutions. Let's head outside and see how they work!*

Activity (**Take It Outdoors!**):

1. Show students playing area. Discuss boundaries.
2. Choose one person to be "it" and have them close their eyes or blindfold them. This person must walk at all times. Other students must find a place to stand inside the playing area. Once they find a spot, they cannot move from it, but may pivot on their right foot only.
3. A staff member should be positioned on the perimeter of the field. "It" can call out, "Marco" at any time. Non-blindfolded players must reply with, "Polo." When they call out, "Polo," they may take one and only one step. The staff member should also let the blindfolded student know when they are getting close to the boundary.
4. The blindfolded student should try to tag any of the other players, while they try to avoid being tagged. Once a student is tagged, they become "it."

Wrap It Up:

- *What did you like about our new version? What worked? What did not?*
- *How could it have been improved?*

Take It Away:

- *What other games could be altered to take place in different places or with different equipment?*

Lead In:

- *Next time, we will put another new twist on one of our favorite games - Kickball.*



5) Extreme Team Kickball

Supplies: playground ball, cones/bases/poly spots, large open space

Preparation: Find a large open space. Set out cones/bases/poly spots in a baseball diamond shape. Adjust distances between bases to meet the skill and needs of your students.

Learning Objective: Students will explore the creative process of altering rules of existing games to create something new.

Warm-Up:

- *Kickball is a game similar to baseball, but you kick a large playground ball instead of hitting a baseball. Who has played kickball before? What do you like about it? What do you dislike?*
- *Kickball is fun when you are the one kicking, running, and catching. The only problems are when players have to sit and wait for their turn to kick or they have stand in the field waiting for the ball to come to feel like they are involved. By making a few quick changes to this game, we can create a sport that is more active and more exciting!*
- *Let's head outside to see how a few small tweaks can make a good game, great!*

Activity (**Take It Outdoors!**):

1. *In the actual rules, one player in the field rolls the ball to one player on the other team who then tries to kick the ball. After he/she kicks the ball, he/she runs to the base before the team in the field throws the ball to a base to get the runner out.*
2. *In today's version of kickball, when the kicker kicks the ball, the kicker's entire team must run the bases with him/her. The team in the field then runs towards the ball and when they reach the ball, they align themselves into a straight line. When the first player in the field touches the ball, he/she must pass it to the next teammate, and the next, and so on until everyone touches the ball. The last player to touch the ball must run with it all the way to home base before the kicker runs around all of the bases and returns to home.*
3. *Each player from the kicking team who touches home plate before the fielding team brings the ball to home plate scores one point. After 5 people have kicked, the teams switch places. The team with the most points after everyone has kicked wins.*
4. *Split group into two teams. Determine order of kickers. Play the game until each player has kicked or until time allows.*

Wrap It Up:

- *Which version of kickball do you prefer? Why?*
- *What other games would be improved by changing a few rules? What would you change? Why?*

Take It Away:

- *Sometimes changing a game's rules can cause problems. Has anyone experienced this? If so, how did you handle the situation?*

Lead In:

- *Next time, we will create games that no one has ever played before!*



6) Create-A-Sport

Supplies: various recess equipment (balls, hula hoops, cones, etc.), large open space

Preparation: Print one graphic organizer found on Pics for Kids for every 4-5 students. Set out materials.

Learning Objective: Students will know how to create new games by altering rules of existing games.

Objective:

Warm-Up:

- *The last two days, we experienced new versions of existing games by changing a few rules and conditions. Today, let's try another one. Who knows how to play Duck, Duck, Goose?* Ask a volunteer to explain how to play the game.
- *Let's give it a shot.* Play one round using traditional rules.
- *That was fun, but let's try something a little different. This time, instead of everyone sitting down, we are going to stand up and walk in a circle in the opposite direction of the person who is "it."* Play a round or two.
- *What other rules can we add or change?* (must hop or skip, walk backwards, etc.) Discuss pros and cons of each rule. Play using variations suggested by students.
- *See how easy and fun it is to create new games? Let's get together in groups to create our new games!*
- **Note:** Remind students leading Activities 7 and 8 they will be presenting tomorrow and the following day. Allow them time to prepare, if necessary.

Activity (Take It Outdoors!):

1. *First, I will explain the directions, and then you will be placed into groups to begin the Create-a-Sport project. The goal of each group is to choose one game they like, but they feel needs improvements. Discuss in your group what you like and what you dislike about the game. I will give you a graphic organizer to help brainstorm ideas.*
2. *Once you choose a game, you will then brainstorm rules you could add or change to improve the game. Perhaps the change addresses a rule you don't like about the original game, like how we removed standing around during our kickball game yesterday. Or the change could address amplifying a part of the game you enjoy, like scoring more runs in our kickball game yesterday. You could also include a new or different piece of equipment.*
3. *When you decide on a rule change, test the new game out with your group. Remember, the game needs to be safe, fair, and fun! We'll share our games with the rest of the group, so be ready to explain and to demonstrate how to play for other people.*
4. Place students in small groups and ask students them to begin working on choosing a game, and deciding what rule to add and/or change. Encourage each group to test out their new rules before making any decisions. More rules can be added, but be sure groups test each rule before moving onto additional rules. Games should be playable.
5. Have each group present their new game to the whole group. If time allows, play each.

HELPING ALL STUDENTS SUCCEED!

- Younger students may need assistance using the graphic organizer. Grouping them together with a staff member to lead the brainstorming session will help.

Wrap It Up:

- *Why did you choose the game you did? How did you choose the rule changes?*
- *What is it about the rule change that made the game more fun?*

Take It Away:

- *Why are rules important? What would happen if we tried to play a game without rules?*

Lead In:



- *Next time, it's your turn to run the show! Kids will lead our activity!*



Pics for Kids

<i>Game</i>	<i>What We Like</i>	<i>What We Dislike</i>	<i>Rules, Equipment, or Conditions We Can Add/Change</i>



7) Kids' Choice Day 1

&

8) Kids' Choice Day 2

Supplies: See activity chosen in Lesson 1.

Preparation: Print out activity chosen in Lesson 1. Share with Junior Educators or other students who will be teaching. Allow them to determine each person's role in delivering the activity. Follow directions on printout.

Learning Objective: See activity chosen in Lesson 1.

Warm-Up:

- *Last week, you chose some activities you wanted to do again, because they were your favorite of the year. So today, we're doing...* See activity chosen in Lesson 1.

Activity:

1. See activity chosen in Lesson 1.

Wrap It Up:

- See activity chosen in Lesson 1.

Take It Away:

- See activity chosen in Lesson 1.

Lead In:

- *Next time, we'll take a minute to remember all the people that helped us along the way.*



9) Thanks for the Memories

Supplies: construction paper, scissors, glue, various art supplies

Preparation: Create your own card for your school's principal or other administrator.

Learning Objective: Students will know expressing appreciation for the hard work of others shows gratitude and makes them feel good.

Warm-Up:

- *We've accomplished so much this year. What's something you've accomplished this year that you are proud of?*
- *We didn't achieve these things on our own. There were lots of people that helped us along the way, like friends, family, and teachers. Who is someone that helped you this year?*
- *Today, we are going to show our appreciation for the people who helped us this year by making cards for them. Why is it important to show appreciation for people who help you?*
- *We have a lot of people to thank. Let's get to work!*

Unit-Long Project Note:

Remind students working on the unit-long project that they will be presenting their project to the group tomorrow. Allow them the opportunity to plan how they would like to do that.

Activity:

1. Give students access to arts and crafts supplies. Allow them to work in groups or independently to make cards for people that have helped them.

Wrap It Up:

- *Who would like to share the card that they made?*
- *Why did you choose the person you did?*

Take It Away:

- *Besides helping us achieve goals in schools, what are some other things we should thank others for? How can we show our appreciation to them?*

Lead In:

- *Next time, we will say farewell for now with a special Right Club keepsake to remind us of all the fun we had this year!*



10) Can I Have Your Autograph?

Supplies: Color Me backpack, markers

Preparation: Set out materials.

Learning Objective: Students will reflect on the many friends and memories they made this year.

Warm-Up:

- *Today is the final day of Right Club! This isn't a day to be sad, but rather a day to celebrate all the great times we've had this year.*
- *We've got a special keepsake to help you remember your friends in Right Club.* Show students Color Me backpack.
- *In just a moment, we are going to go around and get all of our friends to sign your new backpack. You might even want to include a little message or something you like about that person. What would be some nice things to write on a memento like this?*
- *This summer, you can take your backpack on all your adventures. That way, you'll have a reminder of all the fun we had this year!*
- *Let's start collecting those autographs!*

Unit-Long Project Presentation:

Invite students that worked on the unit-long project an opportunity to present to the group.

Activity (**Take It Outdoors!**):

1. Give each student backpack and access to markers.
2. Allow students to move freely collecting autographs on their backpack. Enhance the festive atmosphere with music. This time should be lightly structured, allowing students freedom to say their goodbyes to their friends.

Wrap It Up:

- *What part of summer are you most looking forward to?*
- *What are those of you that will be joining us next year most looking forward to about Right Club?*
- *What will you miss most about Right Club?*

Take It Away:

- How has Right Club helped you this year? What happened in Right Club that will help you prepare for next year?
- What do you have planned this summer? Be sure to take pictures or keep a journal so you can share your summer adventures with us next year in Right Club!

Lead In:

- *Who will be joining us next year at Right Club? It will be even bigger and better next year! We will have many of the things you loved about Right Club this year, like the Variety Show, Junior Educators, and the Daily Double. Plus, much, much more!*

