STEMTaught Camp – I'm a Scientist

Jane Goodall: Day 5 Grades: 4-8

WELCOME

(5 min)

Earn sand dollars

Introduction: Welcome your students to camp. Be friendly.

Remind students they have the opportunity to earn sand dollars when they complete a task, help another student, help set up or clean up, write in their journal, read a book, etc. Tally the amount of sand dollars that each student earned from helping and record it on the weekly pay role sheet.

STEM READERS THEATER

(30 min)

-Act out story: 15 min

-Discuss story: 5 min

-Activity: 30 min

READ JANE GOODALL, DAY 5: AND THE STORY CONTINUES

Prepare beforehand: Print out one copy of "Day 5: And the Story Continues" from the Jane Goodall story. Print one coloring page for each student from the "Student Sheets" section of Day 20. Gather scissors and tape.

What you'll do:

1. **Setup storytelling props (10 min):** Call up volunteers to help with the readers theater for "Day 5: And the Story Continues" Ask students to cut out the story props found in the story document. Remember to tape the headband ends together to fit a child's head. Students that are not helping with the story setup can color their coloring pages while they wait.

2. Gather all students and have them sit to listen to the reader's theater. Ask students to leave their coloring pages behind.

3. Assign a volunteer actor to handle each prop for story time.

4. Read the story to your students. Guide your volunteer prop holders in following the acting instructions as you read.

5. Discuss the story with your students following the discussion prompts printed underneath the story text.

Materials:

- Print one copy of "Day 5: And the Story Continues"
- Three pairs of scissors
- Roll of tape

STEM LAB

(30 min)

Materials:

- Ropes
- Chairs
- Balls
- Green streamers
- Etc.

CHIMP GAMES

Chimpanzee Course

Set up an outside course for the kids to go through. It could include ideas like running and jumping over ropes laid on the ground to form a river, climbing over chairs, swinging on the monkey bars, going down a slide, knuckle walking like a chimp, making chimp noises, throwing a ball at a target, getting sprayed by "rain" from a spray bottle or squirt gun, doing a somersault or cartwheel on the grass. Consider using green streamers to make a maze of "vines" stretched between trees, poles or chairs that the kids crawl under. Make it challenging and fun! (Print out pictures to lay on the ground to remind kids what to do for things like cartwheels or knuckle walking, or just remind them!)

1. Build the course (Choose helpers!)

2. Kids line up and run through individually, or in pairs.

3. The next pair of kids can start about 20 seconds after the first kid. Twenty seconds later the next kid runs until everyone in the group has had a turn.

4. Optional: Timed challenges. After everyone has had a chance to do the course, kids can challenge a friend to see who can do it faster! Have a helper stand at the finish line holding a timer/phone. On "GO" the runner starts running and the helper starts timing, recording the time when he finishes. Then his friend runs the course and tries to beat his time. The kid with the fastest time is awarded the title Alpha, the highest ranking chimpanzee in the troop!

Piggy Back Races

Young chimps ride on their mother's backs!
1. Make a course about 20 feet long. Place cones at the end.

2. For the 1st race, bigger kids pair up, with smaller kids riding on their back.

3. On "GO" the pairs will race to the cones and race back. First pair to return is the winner.

For the next race kids will choose a partner approximately their same size.
1. On "Go" the pairs will race to the cone, stop and switch positions so the runner is now the rider, and race back. First pair to return is the winner.

STEM LAB

(60 min)

Materials:

- Bamboo
- Sheets
- Clamps
- Tent bungees
- 2 Kea Crates

BUILD A CHIMP FREE CAMP!

1. The students get to build an outdoor camp that is chimp proof, like Jane used! Choose an area for the students to set up the camp. This can be outside, in a classroom, or in the multipurpose room.

2. Supply the kids with the fort building supplies, and let them build their own structures. The goal is to build a structure, such as a fence or walls, that will keep the chimpanzees out, and that will be a safe place to keep their food and supplies, as well as observe the chimps. They can us trees, tables, chairs, a bookcase, etc. to anchor their sheets to.

3. Let them work with their friends. Give them plenty of time to build. Trial and error is part of the learning and discovery process. If they are having a hard time or getting discouraged, offer ideas.

4. Once the camp has been set up, have the students play as scientists observing chimps in the jungle! Give them a research task to guide their imaginative play. Encourage them to observe and write down what they see!

STEM TIME

(60 min)

Materials:

- Chocolate and/ or vanilla ice cream, slightly softened
- Cones (have extra, some are usually broken)
- Vanilla wafers
- Candy eyes
- Edible marker

ICE CREAM TIME AND GROUP DISCUSSION

Make a Monkey Cone

Say: "What's better than ice cream on a hot summer day? How about an ice cream monkey in honor of Jane Goodall!"

1. Place a rounded scoop on each cone.

2. Kids will come to the table, draw 2 nostrils and a smile on a vanilla wafer and stick it on the front of the ice cream, then add eyes, and ears.

3. Enjoy!

Lead a Group Discussion

Lead a group discussion based on the provided commentary. This section is important. It will take some time, but it will be impactful. Have lots of sand dollars, or a treat or reward to hand out for the kids participating. Praise them for thinking and answering.

Jane Goodall is Amazing! She changed the way the world looks at chimps. We know so much more about them now because she lived with them for 25 years, and worked with them for over 60 years. Now she is teaching the kids, adults and companies to take care of the people, the animals, and the land.

Let's talk about how we can help. Jane says each of us can make a difference every day. We need to think about things in a new way.

Do you ever think about the clothes you wear?

A lot of us see cute clothes at the store and want them when we still have plenty of clothes at home. What do you think happens to all the clothes in the United States that people don't want anymore? (Give kids time to think and answer)

Some of the clothes go to a thrift store like GoodWill, and some of the clothes get shipped to other countries. A lot more of the clothes get burned. This can be bad for the air. Most of the clothes that we don't want go to the landfills. In the U.S. over 11 million tons of clothes end up in the landfills every year!

Jane says make a difference, and think of things in a new way. What are some ways we can make better choices with our clothes? Guide their thoughts if they need help.

Do you think about the food you eat?

A lot of food we eat is processed in factories that use chemicals in the food. Chemicals aren't good for us. The factories also make a lot of pollution. Most food is packaged in plastic that is bad for us and the environment.

Think about all the plastic water bottles that get thrown away. Only about 9% gets recycled. Plastic can take between 20 and 500 years to break down in a landfill. All the food that is made in factories and grown far away has to get to us somehow. They bring it to us on big trucks, or ships. They use fuel to get here. Schools use plastic silverware, with plastic straws, and a tiny napkin wrapped in plastic. All this gets thrown away every day and most of it isn't even used.

Jane says make a difference, and think about things in a new way. How can we make better food choices? Guide their thinking if they need help.

Do You Think about the things you buy or ask for?

Everything we buy new has to be made. It uses resources from the earth. It gets shipped causing pollution, and has an impact on our earth. Some things are made to last a very long time, but a lot of things we buy are unnecessary. Think about most of the stuff in the dollar stores. It is made of plastic, is poor quality, and can break easily. Think about your toys at home. You probably have some things that you use or play with a lot, but you probably have a lot of things that you have only used a couple of times.

Jane says make a difference, think about things in a new way.
How can we make better choices about the things we buy or ask for?
Give kids time to think and answer. What if we really think about if we need something, or will use it a lot before buying it. Consider buying things from thrift stores or yard sales. Think about trading things with your friends. Maybe you can make things to use yourself. When you want to give a gift, think about making something. Handmade gifts are the best! For your birthday think about asking to go someplace fun, or have an experience instead of asking for things you won't end up using for long.

Jane Goodall believes young people have the potential to make a huge difference in the world. She started Roots and Shoots so kids could make a difference. So far there are kids in over 140 countries around the world doing projects to make the world a better place.
We can all make a difference.

WATER GAMES

(60 min)

Materials:

- Refer to the "Water Games Printable" document for materials

ENJOY A WATER DAY

This is your special water day! You can make it your own by choosing games from the Water Games Printable, or you can follow the suggested schedule below which works great!

4-8th

Water Balloon Tag

Water Ball Volleyball

Jump Rope Splash

The first 30 minutes will be organized games. The games can be found in the "Water Games Printable" PDF. You will need at least 2 hoses available. One will go to fill pools and wet the slip n' slide, and one to have a sprinkler going. If you have access to more hoses you can have more sprinklers going.

It is best if the kickball station is always set up at every water day, as this is the students favorite activity, especially for free time. If there is more than one class per water session, then it is best to alternate games. Before starting the activity, you will need to explain to the students the directions from the Water Games Printable.

After the water games, allow the next 15-20 minutes for free time. Free time could include sprinklers, reusable water balloons, squirters, water table, slip n' slide kick ball or any of the activities they've already done!

Now it's time for some water fun! Encourage the students to be respectful, work together and have a blast! The last 10-15 minutes is clean up and drying time! Have an amazing water day!