



INSTRUCTOR'S GUIDE

Your Daily After-School Schedule

WEEK 2

May 11 - May 15, 2015

"The true soldier fights not because he hates what is in front of him, but because he loves what is behind him."

-G.K. Chesterton

Today's Tasks

1. List daily priorities, make contacts, pick-up supplies for the week and maintain brochure racks in local businesses.
3. Hold staff meeting to go over teaching and marketing strategies for the week.
4. Read the story, follow along on the CD or find the audio at www.amsonlinesms.com.

Arrival – 3:30 Snack/Change Clothes/Restroom Break

3:30 – 3:50 Learning Activity

Weekly Stories: The Bear & the Sculptor

The bear was very anxious to know in what estimation he was held by mankind; so he disguised himself as a man and walked into a Sculptor's studio, where there were a number of statues finished and ready for sale. Seeing a statue of a Lion among the rest, he inquired the price of it. "A dollar," said the Sculptor. "Is that all?" said he, laughing; "and" (pointing to one of the shark) "how much is that one?" "That," was the reply, "is half a dollar." "And how much might you be wanting for that one over there in the mirror?" he continued, pointing to what looked like a statue of himself. "That one?" said the Sculptor; "Oh, I'll throw him in for free if you'll buy the other two."

Moral of the Story: Be humble in appearance.

Questions for Discussion

1. What connection does the moral have to the actual story?
2. What is one way you can use the moral in Martial Arts class?
3. What is one way you can use the moral at school?
4. What is one way you can use the moral at home?

The Peacock & the Queen

The Peacock was greatly discontented because he didn't have a beautiful voice like the nightingale, and he went and complained to the queen about it. "The nightingale's song," said he, "is the envy of all the birds; but whenever I utter a sound I become a laughing-stock." The queen tried to console him by saying, "You don't have, it is true, the power of song, but then you far excel all the rest in beauty: your neck flashes like the emerald and your splendid tail is a marvel of gorgeous color." But the Peacock was not pleased. "What is the use," said he, "of being beautiful, with a voice like mine?" Then the queen replied, with a shade of sternness in her tones, "Fate has allotted to all their destined gifts: to yourself beauty, to the eagle strength, to the nightingale song, and so on to all the rest in their degree; but you alone are dissatisfied with your portion. Make, then, no more complaints. For, if your present wish were granted, you would quickly find cause for fresh discontent."

Moral of the Story: Everyone has their faults and fortes.

Questions for Discussion

1. What connection does the moral have to the actual story?
2. What is one way you can use the moral in Martial Arts class?
3. What is one way you can use the moral at school?
4. What is one way you can use the moral at home?

3:55 – 4:15 Physical Activity

Turtle Tag

Objective: This fun physical activity develops students' coordination and stamina.

Materials: 3 kicking targets (may be the same or different colors)

Directions:

1. Create a large rectangular area (you may use the sparring rings) to serve as the boundaries.
2. Choose one player to be "It". They will chase after their classmates and attempt to tag one of them. If they successfully tag someone, that student becomes "It" and continues the chase. Students can avoid being tagged by dropping down on the floor, rolling over on their backs, like turtles.
3. After several students have been "It", the game will probably slow down from exhaustion. Add a second "It" to the game so two people are trying to tag classmates.

4:20 – 5:00 Martial Arts Class

5:00 – Pick up Worksheets/Homework

Today's Tasks

- 1. List daily priorities and make necessary contacts.
- 2. Review AMS report.
- 3. Replace and maintain road signs.

Arrival – 3:30 Snack/Change Clothes/Restroom Break

3:30 – 3:50 Learning Activity

Positive or Negative?

Objective: This Educational Activity will help students learn to identify Positive and Negative Attitudes, so that they can change their thinking from negative to positive.

Directions:

- 1. Instruct students to sit down on the floor in a circle, meditation style.
- 2. Explain that there are two ways to look at any situation: the positive way and the negative way. The classic example is the half-glass of water: Is it half full or half empty? Do you focus on what you have, or what you don't have?
- 3. Explain that today you will read the students some statements, and they must decide whether they are positive or negative. We recommend that you read the statement, then pick a student to say, "Positive," or, "Negative," and then ask the student to explain why. Encourage discussion of each statement.

Statements:

- 1. My bike is old and rusty. N
- 2. My bike is fun to ride. P
- 3. The snow looks beautiful. P
- 4. The weather today is freezing. N
- 5. I hate to wake up early. N
- 6. Every day I learn something new! P
- 7. Math is boring. N
- 8. I hate to do homework. N
- 9. If I can add and subtract, I can count my money. P
- 10. Watching TV is boring. N
- 11. I read a great story last night! P
- 12. If I try my best, I will be a winner. P
- 13. He's so much bigger and stronger than me; I have no chance to win. N
- 14. There's not enough candy for everyone to have two pieces. N
- 15. I always do poorly on spelling tests. N
- 16. If I practice spelling my words, I will pass the test. P
- 17. I like to share my candy with others. P
- 18. My foot hurts when I break a board. N
- 19. I feel strong and powerful when I break a board. P
- 20. We do fun things in the A+ program. P

3:55 – 4:15 Physical Activity

I Can Do That, Too!

Objective: This character building activity will help students practice the way they think positively about doing what looks like a difficult activity, while improving their strength and balance.

Directions:

1. Instruct students to sit down on the floor in a circle, meditation style.
2. Ask, "Have you ever seen the circus? Well, today we are going to practice a circus act." Pick out one of the older, more athletic students to demonstrate with you.
3. Lie down on your back, with your hands and feet in the air.
4. Ask your partner to grasp your feet in his hands, then step one foot onto your hand, and then the other foot onto your other hand.
5. Count out 30 seconds, then gently bring one of your partner's feet to the floor, then the other foot.
6. Ask, "Who can do this trick?"
7. Encourage everyone to say they can. Remind everyone that they can if they believe they can.
8. Divide the students into pairs, and let each one try the trick, while the rest of the group counts out 10 seconds (20 or 30 seconds for older children). You stand close as a spotter, so that no one falls and gets hurt.
9. Anyone who doesn't make 10 seconds must say, "I can do it!" and try again until they succeed. If they are tired or discouraged, give them a rest while someone else tries.
10. Encourage everyone to cheer for those who are having trouble.

4:20 – 5:00 Martial Arts Class

5:00 – Pick up Worksheets/Homework

Today's Tasks

1. List daily priorities and make necessary contacts.
2. Look for new brochure locations.

Arrival – 3:30 **Snack/Change Clothes/Restroom Break**

3:30 – 3:50 **Learning Activity**

Group Story: Giving Thanks

Objective: This activity develops listening, logical thinking, creativity, and storytelling while reinforcing the concepts of gratitude and thankfulness.

Directions:

1. Have your students sit in a circle on the floor meditation style.
2. Explain to students that you will begin a story about thanking others for good deeds, by giving the first line. You will then pick a student to go next, who will make up the second line of the story that follows the first line.
3. The next person (clockwise) then adds a new line to the story.
4. This continues until every student has had a chance to add a line. Typically the stories are funny.
5. Encourage students to make the story sensible, not just silly.
6. Keep going and see if anyone can remember what the entire story is about at the end of time.
7. Just make sure they keep the theme of thanks as a way of showing gratitude.

3:55 – 4:15 Physical Activity

Hop Tag

Objective: This fun physical activity develops students' coordination and stamina.

Materials: 3 kicking targets (may be the same or different colors)

Directions:

1. Create a large rectangular area on your training room floor (you may use the sparring rings) to serve as the boundaries for the game.
2. Choose one player to be "It". She hops after her classmates and attempts to tag one of them. If she successfully tags someone, that student becomes "It" and continues the chase. Students can avoid being tagged by only hopping.
3. After several students have been "It", the game will probably slow down from exhaustion. Add a second "It" to the game so two people are trying to tag classmates.

4:20 – 5:00 Martial Arts Class

5:00 – Pick up Worksheets/Homework

Today's Tasks

1. List daily priorities and make necessary contacts.
2. Visit schools, develop relationships with staff, and replenish brochures, flyers, etc.

Arrival – 3:30 **Snack/Change Clothes/Restroom Break**

3:30 – 3:50 **Learning Activity**

Good Deeds Indeed

Objective: This educational activity will help students understand the importance of doing good deeds.

Directions:

1. Divide your class into groups of no more than 15 (groups do not need to be even). Instruct the students to sit on the floor in a circle meditation style. To launch the activity, share the phrase, "The Best Things in Life are Free".
2. Ask each student to share a good deed they have done recently that was free (literally costing no money). The following are some examples to get the group started: Compliment a person on something he has done. Share something of yours with someone else. Listen to a friend's trouble. Offer to help with a problem or chore. Spend time with someone who is lonely. Introduce two of your friends to each other.
(That's where her bird was)

3:55 – 4:15 Physical Activity

Battle Dodgeball

Objective: In this fun activity, students will develop their reflexes and reaction time.

Materials: Tape, 2 balls

Directions:

1. Form 2 large groups (an ideal number for each group is 10 to 15 players -- larger schools may need 4, 6, or more groups). Have both groups form a big circle with one group making one half of the circle and the second group making the other half. Place two playground balls in the middle of the circle.
2. Assign a number to each player in each group so that Group A has a 1 and Group B has a 1. Continue numbering students until every player has a number.
3. To play the game the instructor calls out a number. The two players (one from each team) run out into the middle of the circle where they pick up a ball. The object is to hit the other player with the ball (below the shoulders). The players on the circle can retrieve a ball, but may not throw it. Players in the middle of the circle may NOT cross over the imaginary (or real if you use tape) line cut half way across the circle.
4. Allow play to continue until a player is hit with the ball, or 1 minute has passed. The first team to score 10 points wins.

4:20 – 5:00 Martial Arts Class

5:00 – Pick up Worksheets/Homework

Today's Tasks

1. List daily priorities and make necessary contacts.
2. Inventory supplies for daily operation, preview next week's activities, and create a shopping list.
3. Inventory pro-shop supplies such as uniforms and order more, if necessary.

Arrival – 3:30 Snack/Change Clothes/Restroom Break

3:30 – 3:50 Learning Activity

Add Some Excitement

Objective: This leadership activity will help students practice Changing Their Language by taking a dull word and making it more exciting.

Directions:

1. Instruct students to sit down on the floor in a circle, meditation style.
2. Explain that when they use a dull word, nobody really cares about what they are saying. When they use an exciting word, people notice them and what they are saying. Changing Your Language by using exciting words will add more power to whatever you say.
3. Explain that today you will read the students some statements, and they must say the same thing but use more exciting words. For example, if you say, "Today is a nice day," the student would say something like, "Today is a beautiful day!" or, "Today is a gorgeous day!" or even, "Today is the best day of my life!"
4. We recommend that you read the statement first, then pick a student to make it exciting so that everyone must listen to every statement.
5. At the end, remind everyone that if they use dull words, people will think they are dull. If they use exciting words in their self-talk, their lives will become fun and exciting.

Statements:

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|------------------------------------|------------------------------|
| 1. I am hungry. | 11. The food was good. |
| 2. I am tired. | 12. The weather is cold. |
| 3. She is fat. | 13. I feel great! |
| 4. That was the wrong answer. | 14. That was fun. |
| 5. I saw a small bug. | 15. I feel sick |
| 6. The elephant was big. | 16. He was driving fast. |
| 7. That dog looks mean. | 17. The movie was exciting. |
| 8. The cat was cute. | 18. The garbage smelled bad. |
| 9. The snake was slippery. | 19. My teacher is smart. |
| 10. The car was red like an apple. | 20. She was a pretty girl. |

3:55 – 4:15 Physical Activity**Balance Beans**

Objective: This activity continues to introduce and develop various balancing movements.

Directions:

Students should select a partner and find a space in your training room area. Ask students to allow as much space as possible between each set of partners.

1. Handstand Support

Both partners begin facing each other approximately 5 feet apart. One partner is the handstand person, the other is the supporter. The handstand person should lean and fall forward toward the supporter leading with their hands. In one continuous motion the handstand person plants both hands on the floor and pushes up with both legs. When the handstand person's legs are almost vertical, the supporter will grab each leg by the ankle and help balance the handstand person. Clearly it may take several tries before certain people can do it. Switch roles and repeat activity.

2. Leg Support

The first partner should lie down on the floor on their back. Slowly raise both legs together and bring the knees in towards the body until the legs are straight up and down (the back should be flat on the floor). The second partner stands over the other partner facing the opposite direction. Slowly the partner should sit down so that their bottom comes to rest on the partner's feet. To help support the upper partner, the lower partner should take hold of each foot and help steady them. How long can they stay in that position? Switch roles and repeat activity.

3. Arm and Leg Support

The first partner should lie down on the floor on their back as in the previous exercise. Slowly raise their legs into the same position as in the previous exercise. The second partner should stand over the lower partner facing his feet. Slowly the upper partner should lean over and place their hands on the lower partner's feet. Next, the upper partner should place each foot onto each of the lower partner's hands. The lower person then pushes up with his hands so that the top partner has both his arms and legs and his back straight. How long can they stay in that position? Switch roles and repeat activity.

4:20 – 5:00 Martial Arts Class**5:00 – Pick up Worksheets/Homework**

May

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If you have any questions or concerns feel free to contact us.
We're always glad to address any concerns or comments you might have.

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