

## PART TWO: MATH AND SCIENCE

### Texas Hold 'Em Relay

Begin by writing "lose a turn" on all the face cards. Divide the large group into two teams; make a column on a white board or flip chart for each team. Draw a card and write that number in each team's column. Explain that the first player on Team 1 draws a card and writes that number under the number you wrote. That player then adds the two numbers together. If the answer is correct, the next person on the team draws a card and continues until a "lose a turn card" is played. If the answer is incorrect, the answer and number are erased and the other team gets a turn. Begin play, declaring the first team to reach 100 points the winner.

**Optional:** For older members, assign each card suit a math function (hearts = addition, spades = subtraction, diamonds = multiplication, clubs = division).

**Activity Type**

Small-group

**Age Group**

Ages x to x

**Time**

45 minutes

**Materials**

- Old deck of cards

**Core Areas**

- Education & Career Development

## Math Hangman

Begin by dividing the large group into two teams. Draw the basic hangman platform and rope. Select a math problem (such as  $9 + 13 = 22$ ) and draw blanks to indicate where the operation sign and numbers belong ( \_ \_ \_ = \_ ). Give members on the first team a chance to guess one of the numbers/operations in the math problem. If Team A guesses correctly, they get another turn. If they guess incorrectly, a part of the victim to be hung (such as the head, arms or legs) is drawn on the hangman and the turn goes to the other team. The first team to guess the problem without being "hung" is the winner.

**Activity Type**

Small-group

**Age Group**

Ages x to x

**Time**

30 minutes

**Materials**

- Flip chart paper
- Markers

**Core Areas**

- Education & Career Development
- Sports, Fitness & Recreation

## No Smoking Section

Begin by writing the questions below on two sheets of flip chart paper taped to the wall. Divide the large group into two teams; have them line up in front of the questions. Play begins when a player on each team goes to the chart and writes an answer to the first question, then goes to the back of his or her team's line. The first team to answer all questions correctly wins. Questions include:

1. What are the top three reasons teens start smoking?
2. A cigarette smoker's life is shortened by how many minutes per cigarette smoked?
3. Three million kids under what age currently smoke?
4. What three diseases can result from smoking?
5. Almost 90 percent of adult smokers began at or before what age?
6. Asthma, bronchitis and respiratory illness in non-smokers often are the result of what?
7. Still-born birth, low-birth weight and respiratory problems in infants often result from what?
8. More than a third of kids who try smoking become regular, daily smokers by \_\_\_\_\_?
9. The addiction rate for smoking is higher than the addiction rate for what (name one)?
10. Strong urges to smoke or difficulty quitting smoking appears how quickly after young kids begin?
11. A third of all kids who become regular smokers before adulthood will eventually do what?
12. What are *immediate* effects of smoking? (name one)

Answers:

1. Peer pressure, cigarette ads, friends/relatives smoke
2. Eleven minutes
3. Age 18
4. Emphysema, bronchitis and cancer
5. Age 19
6. Secondhand smoke
7. The mother smoking during pregnancy
8. The time they graduate from high school
9. Marijuana, alcohol or cocaine
10. Within weeks or days
11. Die from smoking
12. Persistent cough, respiratory problems, susceptibility to illness and decreased physical performance

### Activity Type

Small-group

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- Flip chart paper
- Markers

### Core Areas

- Education & Career Development
- Health & Life Skills
- Sports, Fitness & Recreation

## Blue Plate Special

Ask members to form into groups of two or three.

Explain that they will be opening an imaginary restaurant and that their job is to develop a healthy menu. Youth will work in teams to do research on the following Web sites:

- [www.kidshealth.org](http://www.kidshealth.org)
- [www.dairycouncilofca.org](http://www.dairycouncilofca.org)
- [www.mypyramid.com](http://www.mypyramid.com)

Tell members that the focus of the research is to find out what makes a healthy meal and identify nutritional information on foods they might want for their menus. Instruct youth, once they have completed their research, to develop menus with choices for two appetizers, four entrees, two desserts and beverages.

**Optional:** Youth can hand-draw their menus using art materials or use Microsoft Publisher to create them.

### Activity Type

Small-group

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- Flip chart paper
- Markers
- Art materials
- Computers

### Core Areas

- Education & Career Development
- The Arts
- Health & Life Skills

## Quiz Bowl

Ask youth to form into groups of four or five. Allow group members to choose team captains. Explain that teams will compete against each other to answer correctly as many of the math problems as they can. As you read each problem aloud, players on each team quietly tell the answer - if they know it - to the team captain, who writes it down. At the end of the game, collect all the answers from the team captains and declare the winning team the one with the most correct answers.

**Activity Type**

Small-group

**Age Group**

Ages x to x

**Time**

45 minutes

**Materials**

- Math flash cards
- Pencils/pens
- Paper

**Core Areas**

- Education & Career Development

## Math Bingo

Create or find math problems appropriate to the age level of the group (for example: addition and subtraction for younger members, multiplication and division for older members). Distribute bingo cards and candy markers to each member. Tell youth that you will read a series of simple math problems and if anyone has the answer to the problem on the bingo card, he or she uses the candy marker to cover that spot. Explain that the first person to get a line across the card or diagonally wins. If there is a tie, read a bonus math question to determine the winner for that round. After the game, allow youth to eat the candy markers.

### Activity Type

Large-group

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Bingo cards
- M&Ms® or Skittles® candies
- Math problems

### Core Areas

- Education & Career Development

## Out of Order!

Ask youth to form into teams of six members each. Give each team a set of cards numbered from zero to nine. Explain that you will call out a number and team members will line up, holding the numbers in the correct order. For example, if you say, "one-hundred, three thousand, four-hundred and seventy-two," team members should line up holding their cards in the following order: 103472. The first team to line up correctly gets 10 points, the second team gets five points and the third team gets one point. The winning team is the one with the most points at the end of the game.

**Activity Type**

Small-group

**Age Group**

Ages x to x

**Time**

30 minutes

**Materials**

- Several sets of cards numbered from 0 to 9

**Core Areas**

- Education & Career Development
- Sports, Fitness & Recreation

## The Va Dinci Code

Write the following problems (without answers) on a white board or flip chart and ask members to solve them. Instruct them to first solve the math problem and then use the answer to unscramble the accompanying sentence.

Problem 1

$$\begin{array}{r} 6,479,820 \\ +336,397,131 \\ \hline 342,876,951 \end{array} \text{ (answer)}$$

1-thing, 2-having, 3-trustworthiness, 4-means, 5-right, 6-do, 7-to, 8-courage, 9-the (*Trustworthiness means having courage to do the right thing.*)

Problem 2

$$\begin{array}{r} 827,098,307 \\ +18,593,020 \\ \hline 845,691,327 \end{array} \text{ (answer)}$$

1-the, 2-of, 3-feelings, 4-involves, 5-being, 6-considerate, 7-others, 8-respect, 9-of (*Respect involves being considerate of the feelings of others.*)

Problem 3

$$\begin{array}{r} 560,732,832 \\ +32,449,842 \\ \hline 593,182,674 \end{array} \text{ (answer)}$$

1-before, 2-act, 3-thinking, 4-consequences, 5-responsibility, 6-and, 7-considering, 8-you, 9-means (*Responsibility means thinking before you act and considering consequences.*)

Problem 4

$$\begin{array}{r} 626,895,026 \\ +55,522,333 \\ \hline 682,417,359 \end{array} \text{ (answer)}$$

1-and, 2-taking, 3-to, 4-turns, 5-others', 6-fairness, 7-listening, 8-requires, 9-opinions (*Fairness requires taking turns and listening to others' opinions.*)

Problem 5

$$\begin{array}{r} 164,703,992 \\ +783,400 \\ \hline 165,487,392 \end{array} \text{ (answer)}$$

1-caring, 2-need, 3-people, 4-compassionate, 5-being, 6-means, 7-helping, 8-and, 9-in (*Caring means being compassionate and helping people in need.*)

### Activity Type

Individual

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Pencils/pens
- Paper

### Core Areas

- Character & Leadership Development
- Education & Career Development



## Times Takeout

Divide the large group into two teams. For each round, write on a white board or flip chart a string of five numbers. All of the numbers should relate to one of the multiplication tables *except* one number. For example, you might write the numbers 2, 3, 9, 12 and 24. All the numbers are products of three and the number that members should "take out" is the number two. Award points to each team that calls out the "take-out" number the quickest. The first team to reach 10 points wins.

**Optional:** This activity also can be conducted as an individual, paper-and-pencil practice.

### Activity Type

Small-group

### Age Group

Ages x to x

### Time

30 minutes

### Materials

None

### Core Areas

- Education & Career Development

## Multiplicity

Ask members to sit in a circle and name a number between two and nine. Choose a member to begin the game by saying the number one. The next member says the number two and so on around the circle. Each time the number called out is a multiple of the number chosen, the member must raise his or her hand rather than calling out the number. If a member fails to raise his or her hand or raises it at the wrong time, he or she is out. Continue until the group reaches the last multiple of the number times nine.

**Activity Type**

Large-group

**Age Group**

Ages x to x

**Time**

30 minutes

**Materials**

None

**Core Areas**

- Education & Career Development

## Super Saver

Cut store coupons from the Sunday newspaper or from mailed advertisements. On each coupon, write in bold marker the *original* price of the item pictured (a guess is fine). Divide the coupons into stacks of five and place each stack of five coupons in a separate envelope. Ask members to form into small groups and give each team an envelope. Explain that each team must calculate how much money they save by using the coupons (by subtracting the reduced price of each item from its original price and then calculating the total savings). The first team to figure out the total savings represented by the coupons in their envelope is the winner.

### Activity Type

Small-group

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- Store coupons (from Sunday paper or ad mailings)
- Envelopes
- Pencils/pens
- Paper

### Core Areas

- Education & Career Development
- Health & Life Skills

## Around the World

Ask members to sit in a circle on the floor. Instruct one youth to stand behind another member in the circle. Explain that the goal of the game is to answer math problems and see how far one member can "travel" without making any mistakes. Say a math problem aloud or display a flash card with a math problem on it. Ask both members (seated and standing) to figure out the answer. The first one to call out the correct answer within five seconds moves to stand behind the next member in the circle. Only the two youth are eligible to call out an answer; anyone else who does is disqualified. If one member calls out a wrong answer, the other member gets an extra five seconds to answer correctly. If neither member answers correctly within five seconds, both sit down and two new youth are chosen.

**Activity Type**

Large-group

**Age Group**

Ages x to x

**Time**

30 minutes

**Materials**

- Math flash cards (or set of math problems)

**Core Areas**

- Education & Career Development
- Sports, Fitness & Recreation

## Survey Says...

Begin by placing five sheets of flip chart paper around the room, one to represent each of the sample survey questions below (any question with a yes or no answer will work). Pose the first survey question and instruct youth who answer "yes" to the question to come and get an index card or post-it in one color and place it on the first flip chart so that each card or post-it rests directly above the one below it. Ask members who answer "no" to do the same but with a different colored card or post-it. Explain that the cards have formed a simple bar graph that illustrates members' responses to the questions. Continue with additional survey questions. Possible questions include:

- Do you have an older brother?
- Are leash laws for pets a good idea?
- Do you have a TV in your bedroom?
- Have you been a Club member for more than one year?
- Have you ever lived in another state?

**Optional:** With older youth, you might ask questions that have more than two responses. If so, be sure to have cards in as many colors as there are possible responses.

### Activity Type

Large-group

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- Flip chart paper
- Colored index cards or post-it notes
- Tape

### Core Areas

- Education & Career Development

## Animal Crackers

Distribute animal clue strips to all members and ask them to sit in a circle. Explain that one member will read his or her animal clue and the person who has the animal described by the clue will then read his or her clue, and so on. Instruct the first member to begin and continue the game until the animal described gets back to the first member. After one round, ask members to give their strips to the person beside them and play the game again. Members may want to beat their time on each successive round. Animal clues are as follows:

- I have a butterfly, who has an animal with eight legs?
- I have a spider, who has an animal living in the ocean?
- I have a starfish, who has an animal with gills?
- I have a fish, who has an animal with stereo vision?
- I have a human, who has an animal with feathers?
- I have a bird, who has an animal with webbed feet?
- I have a duck, who has a mammal that lives in water?
- I have a whale, who has a marsupial?
- I have a kangaroo, who has a feline?
- I have a tiger, who has an animal that lays eggs?
- I have a lizard, who has an animal that has a queen?
- I have a bee, who has an extinct animal?
- I have a dinosaur, who has an animal that hibernates?
- I have a bear, who has an animal that lives in a cocoon?

### Activity Type

Large-group

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- Animal clues (cut into strips)

### Core Areas

- Education & Career Development

## Now You See It...

Instruct members to work in pairs to research animals that use camouflage to fit into the natural world. Give examples such as moths, butterflies and snakes. Ask pairs to select an animal to camouflage and to create a model of it using art materials. When they have finished, instruct pairs, one at a time (with others not in the room) to place their animal somewhere in the room where it will *not* be immediately visible. Explain that members may not hide their animals or place them behind something; instead animals should be visible when one looks closely. Once all the animals have been placed, invite pairs to try to find other teams' camouflaged animals. Award points for the teams finding the most animals.

### Activity Type

Pair

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- Art materials
- Construction paper
- Tape
- Computers

### Core Areas

- Education & Career Development
- The Arts

## Blackjack

Begin by asking members to form into small groups of three and to select a team captain. Distribute a set of number cards to each team. Explain that in each round, you will write a number on the board. Team members will quickly figure out which card they have that, when added to the number on the board, equals 21. The team captain then holds up the appropriate card for the team. The first team holding up the correct card is awarded a point. The winning team is the one that reaches 15 points first.

**Activity Type**

Small-group

**Age Group**

Ages x to x

**Time**

30 minutes

**Materials**

- Several sets of cards numbered from 1 to 20

**Core Areas**

- Education & Career Development



## Snake Eyes

Have each member write the word "SNAKE" in large letters at the top of a piece of paper, making a column under each letter. Roll the dice and announce the two numbers. Depending on age level and ability of youth in the group, have them add, subtract, multiply or divide the two numbers. Be sure to tell members to do this *quietly* in their heads (or on paper) and enter their answers in the first column headed "S." As you continue to roll the dice, members continue to record their answers in the "S" column until they choose to sit down and play it safe or until the round ends. When a youth has chosen to sit down, he or she can no longer collect points and must wait until the next round to stand up and rejoin the game. A round (or column) ends when one of the following occurs:

- All members have chosen to sit down.
- You roll a "1" on one of the dice. All members who are still standing lose all their points for that column.
- You roll "snake eyes." All members still standing lose all points in each completed column and current column.

After a round ends, all members may stand up again and begin collecting points for the next column. After all five rounds have been played, members add up all the columns to determine their final score. The one with the highest overall score wins.

### Activity Type

Individual

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- Pencils/pens
- Paper
- Calculator
- Set of dice (six-sided)

### Core Areas

- Education & Career Development

## High-Card Draw

Instruct members to draw three lines on their papers to represent three digits of the mystery number. Shuffle the set of number cards. Select the first card and ask members to write this digit on any of the three lines. Continue this process until all lines have been filled in. Select one member to arrange the three selected cards from greatest to least. Any member with that number gets a point for that round. Reshuffle the number cards and repeat the process for each round. The member with the most points at the end of the game is the winner.

**Activity Type**

Individual

**Age Group**

Ages x to x

**Time**

30 minutes

**Materials**

- Set of cards numbered from 0 to 9
- Pencils/pens
- Paper

**Core Areas**

- Education & Career Development

## High Low

Begin by drawing on a white board or flip chart two parallel lines, then two intersecting lines to make a grid of empty boxes, with three boxes in three rows. Place a "+" or "-" sign next to the left of the second parallel line. Have members copy the grid onto paper. Explain that you are going to roll a die and the number rolled should be placed into one of the squares in the top two rows. You will continue to roll the die until the empty boxes in the top two rows are filled, leaving the bottom row for the answer. Tell members that the object of the game is to get the highest number, if adding, or the lowest number, if subtracting. Roll the die, and while members are placing the numbers into their grids, place the numbers into your grid on the board. Ask if anyone has beat your answer; write the best answer on the board and give a point to that member. The winner is the one with the most points at the end of the game.

### Activity Type

Individual

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- Pencils/pens
- Paper
- One die

### Core Areas

- Education & Career Development

## Great Paper Airplane Contest

Instruct members to spend some time researching different types of paper airplanes and different strategies for making them. The following sites are good ones to check out:

- [www.paperairplanes.co.uk/](http://www.paperairplanes.co.uk/)
- [www.wannalearn.com/Just\\_for\\_Fun/Making\\_Paper\\_Airplanes/](http://www.wannalearn.com/Just_for_Fun/Making_Paper_Airplanes/)
- <http://phoenix.gov/AVIATION/kids/airplanes.html>
- [http://teams.lacoe.edu/documentation/projects/math/airplane\\_sites.html](http://teams.lacoe.edu/documentation/projects/math/airplane_sites.html)

Explain to youth that they will make their own paper airplanes using the instructions they found online. Tell members that their planes will be judged on the basis of three criteria: distance, tricks and appearance. Award prizes for the winner in each category.

### Activity Type

Individual

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Paper
- Scissors
- Paper clips
- Tape
- Art materials
- Computers

### Core Areas

- Education & Career Development
- Sports, Fitness & Recreation

## Hot Air Balloon Race

Tie two strings from a raised surface to another (the length of string can vary from short to long, depending on how far you want the balloon to travel). Place a straw on one end of each string. Instruct youth to blow up balloons (without telling them how large or how small to make them). Make sure that they do not tie the ends of the balloons but instead hold them closed with their fingertips. Have two members compete against each other by wrapping tape around each straw onto their balloon. Remind them to hold the balloon tips so they do not lose air. When you give the signal to begin, have members let go of their balloons and see which one reaches the end of the string first. Help members see that balloons with more air in them travel faster and further than those with less air.

### Activity Type

Individual

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Balloons
- String
- Straws
- Tape

### Core Areas

- Education & Career Development
- Sports, Fitness & Recreation

## Math Ball

Have members sit in a circle. Explain that they will toss the ball to each other while working a math problem. Tell them that you will begin by stating a problem - such as "multiplication tables - two." The first member must say "two," then pass the ball to another member who says "four," on to another who says "eight" and so on. If a player does not have the correct answer, he or she is out. Play continues until a member misses, then a new round is begun with a new math problem.

**Activity Type**

Large-group

**Age Group**

Ages x to x

**Time**

30 minutes

**Materials**

- Any soft ball

**Core Areas**

- Education & Career Development
- Sports, Fitness & Recreation

## Rainbow Skittles®

Begin by putting a selected number of candies in plastic cups and placing one cup near each computer. Ask each member to open an Excel spreadsheet and, in column A, to enter the different names of each color of candy from top to bottom. Instruct them to count the number of each color in their cup and enter it into the appropriate row in column B. Ask them to highlight both columns and hit the graph wizard button on the toolbar. Tell them to choose a bar graph and follow the steps outlined by the graph wizard. Encourage youth to try different types of graphs and allow them to eat the candy when finished.

### Activity Type

Individual

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- M&Ms® or Skittles® candies
- Plastic cups
- Computers

### Core Areas

- Education & Career Development

## Math Relay

Divide the large group into two teams. Place two sheets of flip chart paper several feet apart on the same wall and assign each team one sheet on which to write. Ask all members of each team to line up in front of that team's page. Explain that you will state a simple math problem and teams will challenge each other to answer the problem as quickly as possible. The player who writes the correct answer most quickly wins a point for his or her team and goes to the back of the line. Players who answer incorrectly are out. The team with the most points at the end of all rounds is the winner. Make sure that problems are simple enough for players to compute in their heads, but difficult enough to challenge players.

**Activity Type**

Small-group

**Age Group**

Ages x to x

**Time**

30 minutes

**Materials**

- Flip chart paper
- Markers
- Math problems

**Core Areas**

- Education & Career Development
- Sports, Fitness & Recreation



## McHealthy Food

Ask members to form pairs. Instruct them to visit the U.S. Department of Agriculture Web site for nutrition information ([www.usda.gov/wps/portal/usdahome](http://www.usda.gov/wps/portal/usdahome)) and, after finding out what a healthy diet is, compare what they have found to nutrition information for popular fast-food restaurants:

- McDonald's
- Taco Bell
- Wendy's
- Burger King

Encourage youth to compile the nutrition information into a spreadsheet, comparing the amount of fat, calories, carbohydrates, etc. in fast food to the amount recommended by the USDA.

### Activity Type

Pair

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- Computers

### Core Areas

- Education & Career Development
- Health & Life Skills

## Candy Graphs

Give each member a sealed plastic baggie containing a random number of M&Ms® or Skittles® candies. Ask them to estimate how many of each color candy there are in their bag. Instruct them to record their estimates on paper, using colored markers to indicate how many of each color. Ask members to set up an Excel spreadsheet with columns or rows labeled "Estimate" and "Actual." Have them record their guesses in the "Estimate" column, count the actual number of each color of candy and record those numbers in the "Actual" column. As each color is counted and recorded, instruct members to change the text color in their spreadsheets to correspond to the color of candy. Instruct youth to convert their spreadsheets into a bar graph. When the activity is completed, allow youth to eat the candy.

### Activity Type

Individual

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- M&Ms® or Skittles® candies
- Plastic baggies
- Paper
- Colored markers
- Computers

### Core Areas

- Education & Career Development

## Power Shopping

Divide the large group into several teams. Have each group call out numbers, beginning with one, and instruct each team member to remember his or her number. Call member number one from each group and give each an identical shopping list. Give youth a money limit and set the timer for one to two minutes. When you give the signal, members select their items from the "store" and purchase as many items as they can without going over their limit. Allow members to take items back to their groups so they can help estimate the total. If a youth has money left and time allows, they can purchase additional items. When the timer rings, have members return to their groups and add up their purchases. If they estimated carefully and did not go over their limit, they may give themselves one point for each item they purchased. No points are given for teams that go over their limit. Begin the process again with number two members. Continue the activity until all have had a chance to participate. Keep a running tally of each team's points.

### Activity Type

Small-group

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Empty packaging from grocery items (milk carton, cereal box, frozen food package, etc.)
- Timer
- Calculators

### Core Areas

- Education & Career Development
- Health & Life Skills

## Candy Coins

Divide the large group into three teams. Explain that each team will be given candy worth a certain amount of money. Point out that the candy represents "commodities" traded on the stock market. Tell teams that their goal is to trade with other teams to get the candy with the highest value. Distribute candy to the three teams in the following quantities and write their value on a white board or flip chart:

- M&Ms® - **10¢** each  
(Give Team A **100** M&Ms)
- Reese's Pieces - **25¢** each  
(Give Team B **40** Reese's Pieces)
- Hershey® Bars - **\$1.00** each  
(Give Team C **10** Hershey Bars)

Give youth a few minutes to calculate the value of their candy (each team has candy worth \$10.00). Point out that, although the value of each team's "investment" is currently the same, it may change over time as a result of various factors. Ask members to consider what would happen, for example, if all of a sudden M&Ms became rare - if it was difficult to find and buy M&Ms. Would people pay more money or less money for the M&Ms if this happened? Write these new values on the board:

- M&Ms® - **15¢** each (Team A's new value = \$15)
- Reese's Pieces - **15¢** each (Team B's new value = \$6)
- Hershey® Bars - **80¢** each (Team C's new value = \$8)

Instruct team members to trade with other teams to try to increase the value of their candies. Allow teams to complete their trades and then change the value again:

- M&Ms® - **8¢** each (Team A's new value = \$8)
- Reese's Pieces - **30¢** each (Team B's new value = \$12)
- Hershey® Bars - **\$1.00** each (Team C's new value = \$10)

Allow team members to trade again to try to increase the values of their holdings. Instruct teams to record their transactions in an Excel spreadsheet, showing the gains and losses as they traded with other teams.

### Activity Type

Small-group

### Age Group

Ages x to x

### Time

30 minutes

### Materials

- M&Ms®, Reese's Pieces and Hershey® Bars
- Pencils/pens
- Paper
- Computers

### Core Areas

- Education & Career Development
- Health & Life Skills

## Treasure Hunt

Ask members to form pairs. Explain that youth will work together to research a topic of interest, develop three questions about the topic and create a treasure map that others can follow to find answers to the questions. Tell members that they may choose any topic they like, as long as it is related to science. Here are a few ideas:

- volcanoes
- natural wonders
- oceans
- spiders
- hurricanes
- dinosaurs
- Mars

Distribute index cards and tell members to make notes about their topics, identify useful resources and Web sites for information and come up with three basic questions related to their topics. Once they have completed their research and gathered information, ask youth to develop a treasure map to show others how to find information on the topic. Encourage them to create their own icons and other symbols to illustrate and personalize their maps. When everyone is ready, have pairs exchange maps and follow the clues to the treasure.

### Activity Type

Pair

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Construction paper
- Colored markers
- Art materials
- Index cards
- Computers

### Core Areas

- Education & Career Development
- The Arts

## You Are What You Eat

Tell members that this activity will give them the chance to compare what they eat every day with the U.S. Department of Agriculture's recommendations for healthy eating. Instruct youth to visit several Web sites for information on nutrition and healthy eating:

- [www.mypyramid.gov](http://www.mypyramid.gov)
- [www.eatright.org](http://www.eatright.org)
- [www.nutrition.gov](http://www.nutrition.gov)

Have youth create an Excel spreadsheet to evaluate their eating habits based on what they have learned. Explain that they can estimate the quantity and type of foods they eat in a typical day. Help them set up their spreadsheets by suggesting they create **columns** for "My Choices," "Food Group," "What I Eat" and "Goal Amount."

Food Group    What I Eat    Goal Amount    Difference

Suggest that they create **rows** for each meal of the day:

- Breakfast
- Lunch
- Snack
- Dinner

Encourage youth to consider where they need to make some changes to their eating habits in order to find a more healthful balance.

**Optional:** You may want to download a copy of the MyPyramid Worksheet from [www.mypyramid.gov](http://www.mypyramid.gov) and let youth use it to evaluate their eating habits.

### Activity Type

Individual

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Computers

### Core Areas

- Education & Career Development
- Health & Life Skills

## Clue-Less

This is a team activity in which members solve problems to find out where clues are hidden. Before beginning, identify spots within the Club where you can hide clues. You will need quite a few locations because there are five clues and four need to be hidden in a different spot for each of three teams: purple, red and green. (For example, with three teams, you will need 12 different locations.) Print three copies of the clues below and fill in the blanks with the locations you have identified. Cut the clues into strips and place them in separate envelopes, with the appropriate team color on the outside. Keep the envelopes with Clue #1 and hide the others in the locations associated with the correct answer to the problems (make sure these are *different* for each team).

### Activity Type

Small-group

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Clue strips
- Envelopes

### Core Areas

- Education & Career Development
- Sports, Fitness & Recreation

### Clue #1

Sam has 45 marbles. He wants to put them in cups, but he wants the same number in each cup. If he has five cups, how many marbles can he put in each?

4 marbles - go to the \_\_\_\_\_

**9 marbles - go to the** \_\_\_\_\_

40 marbles - go to the \_\_\_\_\_

5 marbles - go to the \_\_\_\_\_

### Clue #2

Suzy has eight boxes of donuts. Each box has 12 donuts in it. How many donuts does Suzy have?

92 donuts - go to the \_\_\_\_\_

**96 donuts - go to the** \_\_\_\_\_

20 donuts - go to the \_\_\_\_\_

86 donuts - go to the \_\_\_\_\_

### Clue #3

Billy has five dogs, Sally has three cats, Isaac has two dogs and one cat, Tom has one dog, two cats and one parrot. Jessica has eight dogs and one turtle. How many dogs are there?

**16 dogs - go to the** \_\_\_\_\_

24 dogs - go to the \_\_\_\_\_

14 dogs - go to the \_\_\_\_\_

17 dogs - go to the \_\_\_\_\_

**Clue #4**

The third-grade class is going on a field trip. It takes two hours to drive to the museum from the school. The bus stops for lunch for 30 minutes. What time will the students get to the museum if they leave the school at 10:00 a.m.?

1:00 p.m. - go to the \_\_\_\_\_

12:30 a.m. - go to the \_\_\_\_\_

**12:30 p.m. - go to the \_\_\_\_\_**

1:00 a.m. - go to the \_\_\_\_\_

**Club #5**

It costs \$.35 for a can of soda, \$.50 for a bag of chips, \$.60 for a candy bar and \$.75 for a bottled drink. If Logan buys two cans of soda, one candy bar, three bags of chips and one bottled drink, how much will he spend?

\$3.00 - go to the \_\_\_\_\_

\$4.00 - go to the \_\_\_\_\_

**\$3.55 - go to the \_\_\_\_\_**

\$2.20 - go to the \_\_\_\_\_

Divide the large group into three teams: purple, red and green and give each team an envelope with Clue #1 in it. Explain the scavenger hunt to them and let them solve the problems to find the next clue. Place a reward for each team at the end of the scavenger hunt.



## Game of Life

Divide the large group into teams of four or five. Instruct team members to work together to develop a profile of an individual, detailing that person's profession or job, marital status, children, etc. Give the group a few examples to get them thinking creatively:

- A female college student in St. Paul lives off campus with a roommate and works part-time at McDonald's.
- A married father of three lives in North Dakota and works full-time as an electrical engineer.

Instruct team members to set up a budget for this individual using an Excel spreadsheet. Ask them to include a column for the person's monthly income and columns for basic expenses such as rent, electricity, water, cable, telephone, groceries, medical bills, car payments, gas, insurance and savings. Once teams have their spreadsheets set up, have members research real-life income and real-life expenses. Ask them to find out what a typical salary is for a person in the job and area they have outlined. Instruct them to research basic monthly expenses as well. Have them enter the income and expenses in the Excel spreadsheet and consider what choices this person might have to make in order to stay within a budget.

**Optional:** If time allows, have members brainstorm unexpected situations that might affect the budget - events like getting a speeding ticket, needing surgery or receiving a cash gift from a relative.

### Activity Type

Small-group

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Pencils/pens
- Paper
- Computers

### Core Areas

- Character & Leadership Development
- Education & Career Development
- Health & Life Skills

## Shop 'Til You Drop!

Ask members to imagine that they are a music or sports star who has just received a \$1,000,000 signing bonus. Have youth think about the types of things they would like to buy with the money. Point out that taxes on this amount of money would be approximately \$300,000 so that leaves \$700,000 for members to spend. Write the following list on a white board or flip chart:

• House	200,000
• Penthouse	400,000
• Private jet	80,000
• CDs	17
• Books	40
• Sports equipment	25
• CD player	1,000
• Snowboard equipment	1,000
• ATVs	7,000
• Food (for one month)	300
• Home furnishings	10,000
• Trip around the world	20,000
• Live animals	200
• Trip to Disney World	7,000
• T-shirts	20
• Automobiles	40,000
• Nintendo 64	150
• Scooter	120
• Shoes	40
• Toys	35
• Computer	5,000
• Bikes	150
• Cell phone	300
• Movies	20
• Video games	30
• Coat	200
• Jeans	30
• Stuffed animals	20
• Ski equipment	1,000

Instruct members to create an Excel spreadsheet showing the items they have chosen, the cost of each item and the total amount they have spent. Give a prize to the member who spent exactly \$700,000.

### Activity Type

Individual

### Age Group

Ages x to x

### Time

45 minutes

### Materials

- Pencils/pens
- Paper
- Computers

### Core Areas

- Education & Career Development
- Health & Life Skills