



10-14 YEAR-OLDS

SUNNY
IDEAS
FOR A
RAINY
DAY 4

Contents

● My Body: To Know It Is To Love It.....	2
● How To Use These Books.....	3
● 10/11 year olds.....	4
● 11/12 year olds.....	7
● 12/13 year olds.....	10
● 13/14 year olds.....	13
● iSleep Check-In.....	16
● What's Speed Got To Do With It? Chart.....	18
● Resources.....	19
● Acknowledgments.....	20

The Body: To Know It Is To Love It

One of the most powerful gifts you can give your child is comfort in, appreciation for, and acceptance and love of his or her own body. Integral to healthy growth in all senses of the word healthy, physically, emotionally, intellectually, socially, sexually, and spiritually; the body is the home of it all.

As you know from your own life, many of the messages children receive about themselves via the media, school, and other people in their lives will be skewed toward the negative. So, it's ultra important to give your child the most loving and affirming experiences you can when it comes to his body - himself.

So, what are the components of a healthy relationship with our bodies? Here are a few:

- Freedom to explore the five senses; allowing all types of sensual experiences related to skin, eyes, mouth, ears, and nose. Opportunities to explore, wonder, recoil, and muck around within safe and secure boundaries.
- Validation of their inner senses; hunger, elimination, pain, emotions, and connection to others; language to describe and accept their experiences, the ones that can't be seen.
- Experiences that give confidence in their appearance, their type of beauty.
- Exposure to a variety of concepts of beauty.
- Factual knowledge about their bodies and how they function.

If you are anything like my clients and me, you can benefit from applying the above to your adult life, as well– it's never too late. ☺

I plan on continuing with this theme for a few installments, as it is such a rich topic. For now, here are some fun and easy activities that support your child's growing understanding of, and appreciation for, his or her body. As always, you'll find that these hands-on activities integrate academic, social and emotional learning.

Enjoy,

Judy

How To Use These Books

There are *Sunny Ideas for a Rainy Day* for each of these age groups: 2 - 6, 6 -10, 10 -14. AND, there are multiple installments so that you can add to the activities you already have. This is *Sunny Ideas for a Rainy Day #4*.

What will you get?

- ♥ A few general developmental attributes of a typically developing child for each age year
- 1 activities per age (feel free to mix and match)
- Instructions for each activity and a list of materials (supplies are easy to find)
- A parent key for:
 - Prep/set up time (1- 4 clocks) 
 - Messy /clean up (1-4 sponges) 
 - Level of supervision (green, yellow, red)   
 - *Why* do this activity (besides fun, of course) 
 - Ideas for extending or adding on 
- Templates for activities when needed
- A list of resources for further reading

Ten - Eleven

- ♥ Love factual information and collecting it.
- ♥ Good at memorizing.
- ♥ Can think about and enjoy organizing-type principles like classification.
- ♥ Generally content.
- ♥ Bodies growing rapidly – need frequent breaks and snacks.
- ♥ Some will have begun puberty.
- ♥ Social groupings, popularity and social hierarchy take on importance.
- ♥ Cooperative, inclined to problem solving and mediation.
- ♥ Greater understanding of others' feelings and intentions.
- ♥ Can follow multiple storylines at once.
- ♥ Enjoys group bonding experiences and working with younger children.



Activity: What Do Germs Like Best?



You'll need:

1. 3 medium sized bowls
2. 3 tsp. sugar
3. 3 packets dry active yeast – make sure the date is good
4. 1 cup boiling water
5. 1 cup ice water
6. 1 cup room temperature water
7. Access to the Internet (optional)

What to do:

1. If your child doesn't know about microbes, it might help to give her a bit of background. Something like this...

If you've ever been sick, you know that many illnesses – like colds – are caused by teeny life forms called microbes. Microbes are too small to see unless you have a microscope. These microbes are everywhere including inside our bodies, in the air, and on our skin. Some of them are very good for our bodies and some cause us harm. *If you want to know more facts about microbes and investigate the types go to this [website](#).*

2. The Experiment - use yeast to observe how microbes, a.k.a, germs, grow best:

We are using yeast for this experiment because it is a microbe that isn't harmful to us. We will try and discover which environment germs (the harmful and the helpful) like best to grow in.



3. Look at the pictures above. Which environment do you think is going to grow the yeast the fastest? Write your answer on the line.

-
4. Fill each bowl with a packet of yeast.
 5. Add 1 tablespoon of sugar to each bowl.

6. Pour ice water into the first bowl – stir.
7. Pour boiling water into the second bowl – stir.
8. Pour room temperature water into the third – stir.
9. Wait 5 to 10 minutes.

Where did the yeast grow the fastest?

? This activity engages your child in the scientific process: posing a question, making a guess, experimenting, observing, and concluding.

+ Have your child roam your home, as if she were a safety inspector, looking for germ-growing environments. Have her “adopt” an area that she thinks needs to be relatively germ-free in order for your family to stay healthy. She can create a poster to place there with instructions about what to do and why.

+ To balance out the idea that microbes can harm us, use yeast to make [pizza dough](#) or bread to demonstrate how useful (and tasty) this one microbe can be.

Eleven - Twelve

- ♥ Curiosity about and ability to identify with other cultures and time periods.
- ♥ Can grasp abstract concepts – including abstract humor.
- ♥ Body changes (some are in puberty) = body consciousness and strong confusing emotions.
- ♥ Focused on peers and what everyone else is doing – uses phone, texting, etc., to keep up.
- ♥ Dramatic and can appreciate complex social situations.
- ♥ Emphasis on physical appearance, including clothing.
- ♥ Can think about moral and ethical questions and confront issues of loss, separation, and exclusion.
- ♥ Challenges, argues, tests limits.
- ♥ Can be impulsive.
- ♥ Looks to learn new skills. Refine and practice old ones – not so much.
- ♥ Needs a good deal of physical activity, sleep, and breaks to recharge and distress.
- ♥ Likes to imagine self in adult roles.



Activity: iSLEEP



Become an Expert

There's gobs of new research about the benefits of sleep for over-all health, specifically for weight regulation, mood, and especially for optimal learning. Even so, as your child matures, he may not understand why sleep is so important. His previous bedtime ritual may no longer work and he may have abandoned a routine altogether. This can mean he's getting less than optimal sleep. In addition to setting a reasonable bedtime with your guidance, he can use this activity to observe *for himself* how sleep effects his life and how his habits affect his sleep.

You'll need:

1. Check-In prompts on page 16. Or make your own.

What to do:

1. Introduce the idea of investigating how sleep might have an effect on your day. Offer to join him in using the iSLEEP Checklist for 7- 14 days so you both can observe your sleep scientifically.
2. Decide how long the experiment will last. (From 7 to 14 days).
3. Have your child make copies of the iSLEEP Check-In for himself and print the same amount for yourself. Or, do it all digitally. You may have to make adjustments in the activities checklist to reflect adult activities.
4. After you have completed the experiment, take a look at what patterns might emerge.
5. Rather than decide for your child what needs to be adjusted, if anything, you might pose this question, "Assuming that _____ and _____ are true, and that you don't *have* to do anything about it, what things *might* you do to sleep better."
6. Be sure to share the changes you intend to make in your own life as a result of the experiment.

? This activity gives your child structure for self-observation, a skill that is much neglected in schools.

? It's possible that your child (and maybe you, too) will see a correlation between sleep and quality of life.

- + You can do a Sleep Study, by asking members of your family or friends to participate in doing the Check-In.

- + FOLLOW UP: If your child comes to the conclusion that he needs to make changes, help him replace old habits with new ones. Pick those that he likes and that are calming. After three months with the new routine, do the Check-In again.

Twelve - Thirteen

- ♥ Body changes (some are in puberty) = body consciousness and strong confusing emotions.
- ♥ Very energetic + growth spurts = need to eat frequently.
- ♥ Cares deeply about peer opinions, grapples with decisions and defining ethical behavior for self.
- ♥ Uses a good deal of slang.
- ♥ Admires older teens.
- ♥ Self critical, especially of appearance.
- ♥ Can reason hypothetically.
- ♥ Moody.
- ♥ Can understand multiple perspectives, and sides to an argument.



Activity: What's Speed Got To Do With It?

Does the Music You Listen to Affect your Heart?



You'll need:

1. A stopwatch or timer
2. Graph paper
3. Paper and pencil
4. 5 - 10 friends your age or a multi-age group
5. A music player of some kind
6. Chart on page _____
7. One piece of music for each category; 140 BPM (Beats Per Minute), 130 BPM & 100 BPM. Or use one of these:
 - 140- *Change Your Mind* by The Killers
 - 130 - *Diamond* by Rihanna
 - 100 - *Another One Bites the Dust* by Queen

What to do:

1. What do you think, does the music you and I listen to affect our heart rate? Make a guess before beginning the experiment.
2. Then, practice taking each other's pulses for 20 seconds and record the results on a scrap piece of paper.



3. For each person in the experiment do the following,
 - Ask each to sit restfully for 3 minutes
 - Take pulse as practiced (record your answer on chart)
 - Listen to music 140 BPM (Beats Per Minute) for 3 minutes
 - Take pulse as practiced
 - Sit restfully for 3 minutes
 - Listen to music 130 BPM for three minutes
 - Take pulse as practiced (record your answer on chart)
 - Sit restfully for 3 minutes
 - Listen to music 100 BPM (Beats Per Minute) for 3 minutes
 - Take pulse as practiced (record your answer on chart)
4. Who was affected the most?
5. Now calculate the average pulse rate for each piece of music.

6. Make a bar graph using the graph paper to look at the findings.

7. What do you see? Do you have more questions?

? **This activity is filled with science skills including forming a hypothesis, implementing an experiment, and drawing conclusions.**

? **Math skills in this activity include calculating averages and designing a bar graph.**

+ **FOLLOW UP:** Do this experiment again with a specific age group or specific gender or both (13 year old girls, 12 year old boys, etc.).

+ **Research the effect of music on the heart and on the brain. See Resources.**

Thirteen - Fourteen

- ♥ Looks for explanations of how things work, why things happen the way they do. Issues of fairness and justice become important and interesting.
- ♥ Complains about aches and pains.
- ♥ Can be critical of self and others, anxious and easily worried.
- ♥ Wants to “make deals” with adults and peers.
- ♥ Can manage two concepts simultaneously.
- ♥ Keeping it light, laughing and good-natured humor go a long way.



Activity: Helmet Head



There's been a good deal of discussion, reporting, and information about concussions in professional and recreational sports. Your child may be seeing and hearing this, yet she may be challenging your rules about wearing a helmet and other safety precautions.

You'll need:

1. One white swim cap or baseball cap that's large enough to cover from hairline to nape of the neck
2. Paint or permanent marker in several colors, including black
3. White stickers or label maker
4. Access to the Internet or a book about brain anatomy
5. Any type sports helmet (ski, skate board, bike, football, etc.)

What to do:

1. Ask your child what's so special about her head and brain. Why protect it?
2. Go [here](#) to read about the basic areas of the brain. Or go your book page that shows the general areas/lobes of the brain.
3. Map out the basic areas on your cap with the black marker.
4. Pick a lobe to color and label. As you do this, make a list of something that both you and your child are capable of doing because of this area, e.g., the frontal lobe - I can think about what I want to eat for lunch and plan how I'm going to put it together.
5. Do the same for all the general areas of the brain.
6. Refer to "This is Your Brain," page 10 of *Sunny Ideas For a Rainy Day Volume 4 Ages 6-10*. This activity will remind your child just how soft and vulnerable her brain truly is. Luckily we have a skull made of bones. These bones can crack. Hence the helmet.
7. After completing the cap, try it on your head too. Then put on a helmet and notice which parts of the brain are protected.
8. A physician's report on head injuries <http://pediatrics.aappublications.org/content>

? The more your child can learn about her brain the more likely she is to appreciate its complexity. Perhaps she'll be more likely to choose to protect it or comply with your rules despite age appropriate protestations.

+ Try the cap on members of the family and friends. Does it fit? Do they know what each area does?

- + Make one for each member of your family.
- + Help your child make the same brain areas on a helmet she uses.
- + Find out what your child wants to know about her brain and do some research!

Watch TV or movie	What?
Online	Where?
Sports/exercise	What kind?
Listened to music	What kind?
On the phone – or text	Fun or upsetting?
Homework	What subject (s)?
Video or computer games- Xbox, Wii etc.	Exciting or calming?
Snack	What did you eat?

In the Evening – This section takes 3 minutes

	1-2 Very difficult	3 Somewhat difficult	4 Somewhat easy	5 very easy	How much sleep I got last night
Complete work assignments/school					
Sustain attention in class or on work					
Solve math Problems					
Read a text or book for school or in school					
Listen attentively					
Eat healthfully					
Perform best work, including on tests, if applicable					
Maintain a good mood					
Get along with family and friends					
Be on time for classes & activities					

What's Speed Got To Do With It Chart

Name	Pulse at Rest	Pulse music 140	Pulse music 130	Pulse music 120

RESOURCES

(For more see *Sunny Ideas for a Rainy Day 10-14 Volumes 1, 2, & 3*)

Websites on Microbes

http://www.biology4kids.com/files/micro_main.html

<http://friendlymicrobes.com/facts.htm>

Websites on Sleep

<http://www.sleepfoundation.org/sleep-top-100>

<http://faculty.washington.edu/chudler/sleep.html>

Websites Music and the Heart

The Music Instinct: <http://www.pbs.org/wnet/musicinstinct/>

"The Music Instinct: Science and Song, a fascinating two-hour documentary on the science of music... Researchers and scientists from a variety of fields are using groundbreaking techniques that reveal startling new connections between music and the human mind, the body and the universe. Together with an array of musicians from rock and rap to jazz and classical, they are putting music under the microscope."

Websites on The Brain

<http://kids.nationalgeographic.com/kids/stories/spacescience/brain/>

<http://www.sciencekids.co.nz/sciencefacts/humanbody/brain.html>

<http://faculty.washington.edu/chudler/introb.html>

ACKNOWLEDGMENTS

The information in this book is culled from years of experience in the classroom, from readings (see Resources), attending conferences and working in collaboration with inventive, interesting and extraordinary teachers. I cannot name them all, but some contributed so much to my understanding of children, child development, teaching and creating curriculum that I must name them.

So thank you to:

Karen Biddulph, Director of the Mead School, whose faith in me, friendship, and consistent guidance in the social and emotional development of children, taught me more than I can say.

Joy Lenters, teacher extraordinaire, whose years as my teaching partner (and friend) inspired my quest for greater depth and meaning in curriculum and is still inspiring me outside of the classroom.

Barbara Allen-Lyall, who taught me so much about mathematics and about the brain.

Some of the media literacy activities here are built off of ideas found on the sites I recommend in Resources, or that I adapted from a specific activity on those sites. Where appropriate, I've given credit.

Judy