

University of Nebraska - Lincoln

## DigitalCommons@University of Nebraska - Lincoln

---

Honors Expanded Learning Clubs

Honors Program

---

Spring 2020

### Stories That Shape Us

Lauren Dubas

Follow this and additional works at: <https://digitalcommons.unl.edu/honorshelc>

 Part of the [Early Childhood Education Commons](#), [Elementary Education Commons](#), [European History Commons](#), [History of Religion Commons](#), and the [Outdoor Education Commons](#)

---

Dubas, Lauren, "Stories That Shape Us" (2020). *Honors Expanded Learning Clubs*. 54.  
<https://digitalcommons.unl.edu/honorshelc/54>

This Portfolio is brought to you for free and open access by the Honors Program at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Honors Expanded Learning Clubs by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

NEBRASKA HONORS PROGRAM  
CLC EXPANDED LEARNING OPPORTUNITY CLUBS  
INFORMATION SHEET

**Name of Club:** Stories that Shape Us (Mythology Club Part #2)

**Age/Grade Level:** 4<sup>th</sup> and 5<sup>th</sup> graders

**Number of Attendees:** 12-13

**Goal of the Club:** *(learning objectives/outcomes)*

This program of mythology club is about exploring famous Greek myths and relating to them in modern terms. It is all about breaking down what happens in the story and relating it to things students already have knowledge about.

**Resources:** *(Information for club provided by)*

<https://greece.mrdonn.org/greekgods/> Is a great resource for information.

Simple google searches for a refresher on Greek myths are also helpful.

**Content Areas:** *(check all that apply)*

- Arts (Visual, Music, Theater & Performance)
- Literacy
- STEM (Science, Technology, Engineering & Math)
- Social Studies
- Wellness (Physical Education, Health, Nutrition & Character Education)

**Outputs or final products:** *(Does the club have a final product/project to showcase to community?)*

No.

**Introducing your Club/Activities:**

1. Introduce yourself! Explain a bit about who you are in a way that you are comfortable with. I like to do a few slides with some pictures.
2. Go over expectations for the course. This should be catered towards the rules that they have already learned through their years at the school. Let them know what those expectations should look like in your club. (ex: be safe, be respectful, be responsible, be productive)
3. See first lesson for first activity

**General Directions:**

Follow instructions set by the club organization you are a part of. This may include school rules and policies and procedures.

**Tips/Tricks:**

Be as engaging as possible! Get to know what your students like and need and feel free to modify lessons in order to make it more engaging for those in your class.

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Introduction to Mythology

---

**Length of Activity:** 30 minutes

---

**Supplies:** Paper, drawing/coloring materials.

---

**Directions:**

1. What is Mythology? Explain what the concept of mythology is to students. Mention how those in the past didn't have the same technology or internet to explain why the world worked the way they did and instead used mythology and stories to explain the things they didn't understand. They related things in the world to what they knew and created gods and goddesses in the image of themselves. A raging ocean is Poseidon angry. A cold and long winter meant Demeter was sad over Persephone staying in the Underworld. An earthquake could be the Titan down in Tartarus.
  2. Ask students why they think it is important to study Mythology? Many answers may be correct. I like to point out that mythology helps us understand and connect to people from the past.
  3. Go over what students can expect from this club. This club focuses around Greek myths specifically and we will be doing classroom activities to support these stories.
  4. Have students draw a picture of themselves as a god or goddess. They can be the god or goddess of something they like, a hobby, food, season, animal, color, subject. Anything they want!
- 

**Conclusion of the activity:**

At the end of the class or work time, students get to take turns explaining the picture they drew.

---

**Parts of activity that worked:**

This activity helps a club leader get a feel for their classroom--what kind of students they have and how they work together. What are some of the things that interest the students the most? How comfortable are they with the idea of mythology and does anyone have any basic understanding of the subject? How inclined are your students to participate? These answers can help a leader shape their lessons to fit the students' needs of the club.

---

**Parts of activity that did not work:**

Sometimes getting through the dry introductions and explanations of rules is difficult for students to sit through. Some in my club had trouble paying attention and could get disruptive.

---

## LESSON PLAN WORKSHEET

<b>Lesson Activity Name:</b>	Orpheus and Eurydice
<b>Length of Activity:</b>	30 minutes
<b>Supplies:</b>	None

**Directions:**

1. Explain the story of Orpheus and Eurydice. <https://www.greekmyths-greekmythology.com/orpheus-and-eurydice/> This is where I got the information from, but I explained it in my own words to be more entertaining for students. Be very clear how Orpheus turned around which meant Eurydice disappeared back into the underworld.
2. GAME: split the class into two teams. Create an aisle in the middle of the classroom. Each round there will be two players, one from each team. During the first round, those from Team #1 will play Orpheus and those from Team #2 play Eurydice. In the aisle, Orpheus will stand about 5-6 feet ahead of Eurydice (like in the story). The club leader will count to five and the person playing Eurydice will either step forward to “follow” Orpheus or step back to try and trick him. After the 5 seconds, Orpheus will either chose to turn around and try to catch Eurydice tricking him or step forward without looking trusting that Eurydice is following. If Orpheus does not turn around and Eurydice IS following behind them then Team #1 DOES win a point. If Orpheus turns around and Eurydice is NOT following him then Team, #1 also gets a point. If Orpheus does not turn around and Eurydice is NOT following him then Team #2 gets a point. If Orpheus does turn around and Eurydice WAS following them then Team #2 also gets a point. Here is a chart to help make it easier.

Orpheus	Eurydice option #1	Eurydice Option #2
URNS AROUND	Following	Not Following
Does NOT turn around	Following	Not Following

**Conclusion of the activity:**

Each student will get to play the role once during the round, the two teams each sending one person to pair off every game. After everyone has gone once the round is over and the teams get to switch their role. If needed, a prize for the winner can be decided.

**Parts of activity that worked:**

This game is very fun for students! It is a great way to really learn the mythology and why it was hard for Orpheus to not look. It helps reinforce the message well.

**Parts of activity that did not work:**

If I did this again, I would have a plan for what students could be doing while it was not their turn to be in the center of the class. The class was excited about participating but had trouble focusing

when they had to watch somebody else go. Having another activity in place or adding more group cooperation might help the whole group stay on track.

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Narcissus and Echo

**Length of Activity:** 10 minutes

**Supplies:** None

**Directions:**

1. This lesson goes great with the Orpheus and Eurydice lesson as a supplemental “love” themed activity (I did these two lessons during Valentine’s Day week) or an extra at the end of class.
2. , explain the myth of Narcissus and Echo.  
<http://greekgodsparadise.com/2017/04/28/10-greek-myth-love-stories-making-you-wonder/> I got my information from #9 on this website but used my own wording for the lesson.
3. **GAME:** To enforce this lesson, I used the common game of telephone. All the students will sit in a circle. One designated student starts the phrase and whispers it to the next person, who whispers it to the next until it gets all the way around the circle. The last person (who should be next to the person who started it) will say the phrase aloud and everyone laughs about how it might have changed and gotten mixed up from the original. For the student who gets to start the phrase, I recommend telling them to tell you the phrase first just to make sure it is something school appropriate.

---

**Conclusion of the activity:**

N/A

---

**Parts of activity that worked:**

This was a fun activity to keep students entertained. They got to practice a kind of “echo” as the passed the message around

---

**Parts of activity that did not work:**

My students had trouble sitting still and fighting over who got to come up with the phrase. Some of them would distract all of the others. It is important to be very intentional with directions at the beginning. Come up with a fair way to decide who gets to come up with the phrase or do it yourself.

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Arachne and Athena (Human Knot - part 1)

---

**Length of Activity:** 15 minutes

---

**Supplies:** None

---

**Directions:**

1. Start with an explanation of this myth. (Found here: <https://www.mwpai.org/assets/Education/MA-Resources-9-15-2016/Myth-Arachne-and-Athena.pdf>)
  2. For this activity you will be leading a “Human Knot.” You will do this twice. First split your class into two groups and have both stand in circles. Have everyone raise their right hand and reach across to grab another person’s right hand (cannot be one of your neighbors). Do the same for your left hand. You should get a tangle of hands. The goal is for students to work together to “untangle the knot” without anyone letting go of anybody’s hands. After doing it in the small group, gather in a circle as one big group and repeat.
- 

**Conclusion of the activity:**

This activity can stand alone or can be combined with the next two lessons.

---

**Parts of activity that worked:**

The students really enjoy this activity and working together. It is a fun way to get them up and moving.

---

**Parts of activity that did not work:**

If you are the only club leader, it is difficult to help both small groups at once. If you have someone who can step in and help the other group that would be helpful. The first time the students try this they might be a little confused.

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Arachne and Athena (Giant Web - Part 2)

---

**Length of Activity:** 20 minutes

---

**Supplies:** Toilet Paper x 2-3 rolls

---

**Directions:**

(Explanation of myth can be found under the directions for Arachne and Athena (part 1))

1. For this activity you need a space with desks or chairs scattered about the room. Take the toilet paper and separate it into long strands. Hand these out to the students and let them
-

scatter these throughout the desks. The goal is to create a giant web in the classroom. The students can be creative and design it how they wish.

2. Outline a path through the desks. Let students take turns trying to get through the web without touching any of the toilet paper. The other students can act as referees pointing out if someone hits the paper.
3. Alternate: If you have enough space and enough of a web (I did not) pick a few students to be “spiders” while the rest remain “flies.” Play a game of tag between the two groups while they navigate the web.

---

**Conclusion of the activity:**

When finished, have students help clean up the classroom, it will probably end up as a big mess.

---

**Parts of activity that worked:**

This was so much fun. Students were so invested in playing. They don’t often get to make a mess in a classroom on purpose and I found my club students were enthralled with this activity.

---

**Parts of activity that did not work:**

It was hard to get the toilet paper all out, if I had more time, I would have cut long strands before my students got to class. I also did not have the right kind of space to let them stretch out. If you have a bigger space contemplate an extra roll or two, you might need longer strands.

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Arachne and Athena (Tangled Up - Part 3)

**Length of Activity:** 5-10 minutes

**Supplies:** A long ball of yarn

---

**Directions:**

(Explanation of myth can be found under the directions for Arachne and Athena (part 1))

1. For this activity start by gathering your students into one giant circle standing up. Wrap the end of the yarn in a loose knot around your waist.
2. Take the whole ball and pass it to a student across the circle. They will loosely wrap the string around their waist and then pass it back. Depending on how much time you have let everyone get the ball and then pass it once or twice.
3. At the end there should be a giant web of yarn in between the whole circle. You can either cut the yarn up or have everyone try to reverse the web one toss at a time.

---

**Conclusion of the activity:**

Clean up all of the yarn and rewrap around the ball if it isn’t ruined.

---

**Parts of activity that worked:**

This was a quick activity that didn’t take too much time to set up or complete. It was perfect for a concluding activity if you need something short.

---

---

**Parts of activity that did not work:**

This activity requires a little maturity. Some students had trouble standing still for so long. Do not let them wrap it around their necks, as if someone gets jittery it pulls on the whole web and tightens it. If your students cannot stand still, maybe think about a different activity to avoid anyone getting hurt accidentally. Most of my students were fine, but towards the end a few got restless and tugged on a few students who wrapped the yarn around themselves in a bad place.

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Daedalus and Icarus (part 1)

---

**Length of Activity:** 15 minutes

---

**Supplies:** Paper, Coloring Supplies

---

**Directions:**

1. Start by explaining the myth of Daedalus and Icarus. (Found Here: <https://greece.mrdonn.org/greekgods/icarus.html>)
  2. Many students will already know how to make paper airplanes. I however, did not. I found these directions online ([https://howthingsfly.si.edu/sites/all/themes/htf/pdf/paper\\_airplane/NASM\\_paper\\_plane\\_printout\\_b1p1i1.pdf](https://howthingsfly.si.edu/sites/all/themes/htf/pdf/paper_airplane/NASM_paper_plane_printout_b1p1i1.pdf)) If your students do know how to make paper airplanes split the students that do among the students who do not. If they wish, the students can decorate the paper they are using before they fold it. I had a student teach me.
  3. Once everyone has made their own paper airplane, I had the student line up and see whose airplane went the farthest in the classroom. Adjustments were made and then we did this a second time. Afterwards, I let the students run around a little bit and have fun with their airplanes doing what they want.
- 

**Conclusion of the activity:**

At the end of the activity, everyone can take their airplane home with them if they want.

---

**Parts of activity that worked:**

Learning how to make paper airplanes was a great way for students to collaborate. Those that knew how to make paper airplanes were great at sharing what they knew. My students were working together in a way they often do not. Some of my students who are more restless were engaged in this lesson. It allowed them to run around a little more than usual.

---

**Parts of activity that did not work:**

This lesson is kind of chaotic—watch out for flying paper! Make sure you have enough room and that everyone is participating the best they can.

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Daedalus and Icarus (part 2)  

---

**Length of Activity:** 20 minutes  

---

**Supplies:** Printed Mazes, Building Materials (any kind that is on hand)  

---

**Directions:**

1. (Explanation of myth can be found under the directions for Daedalus and Icarus (part 1))
  2. Before club, print out mazes for students to complete. They can either do this during club time or take it home with them.
  3. Take whatever building materials that you have on hand and let students come up with their own Labyrinth. I let my students pick what groups they wanted to work in and what material they were going to use. I gave them the option of two or three different materials, but you can use Legos, blocks, cubes, really anything. Then I let the groups compete against each other to create the more complicated maze.
- 

**Conclusion of the activity:**

This is more of a timed activity. You can let the students have as much or as little time as they want to finish with their maze. At the end, you can decide a winner and have everyone help with the cleanup. Make sure the right materials go back to the right boxes and the classroom space is back to how it started.

---

**Parts of activity that worked:**

Less direction makes this more fun for the kids. My students enjoyed the time to just play around and figure out how to make a maze together. The competition had them motivated to participate. I played some music that students requested, and this lesson was relaxed, fun, and stimulating for everyone.

---

**Parts of activity that did not work:**

Keep an eye out that everyone feels included in this activity. For one of my shyer students I created an alternate activity. They took one of the mazes that I passed out and drew their own maze on the back of it. This helped everyone feel comfortable participating in the lesson.

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Medusa  

---

**Length of Activity:** 30 minutes  

---

**Supplies:** N/A  

---

**Directions:**

1. Using the explanation from <https://www.safariltd.com/blog/an-introduction-to-greek-mythology-for-children-the-story-of-medusa> explain the myth of Medusa
-

2. Activity 1: Have students stand or sit in a circle. Everyone puts their heads down and on the count of three, raises their head up to look at another player. If two people find themselves looking at each other, they have been “turned to stone” and must leave the game! The round continues until there are 1-2 players left. (it will depend on how the game turns out)
  3. Activity 2: Find a space big enough or go outside and play a game of freeze tag. The person who is “it” will play medusa and those who are tagged will turn into “statues.”
- 

**Conclusion of the activity:**

These activities can be played for however long it entertains your students.

---

**Parts of activity that worked:**

N/A

---

**Parts of activity that did not work:**

N/A

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Atlas

---

**Length of Activity:** 20 minutes

---

**Supplies:** Paper, Writing Utensils

---

**Directions:**

1. Explain the mythology behind the story of Atlas. A reference to this mythology can be found here [https://wiki.kidzsearch.com/wiki/Atlas\\_\(mythology\)](https://wiki.kidzsearch.com/wiki/Atlas_(mythology))
  2. This would be a good time to show your students pictures of art and paintings that depict this man, as a visual reference.
  3. Activity: a practice in self-care
    - a. Find a quiet spot to write with some paper and writing utensils. Have students answer the following questions.
    - b. What do you feel like is the world on your shoulders in your life? What are some of the things that you struggle with?
    - c. What are some things you could do about the things you find hard right now? Is there a teacher or parent or friend you could talk to? Is there something you could do? If you don't feel like you have an answer that is okay too.
    - d. What are some things that make you very happy? This could be a person, animal, hobby, activity, color. Anything that you like.
    - e. If you could do anything you wanted to do in the world, what would it be?
  4. After this activity have students crush their pieces of paper into a ball, as a kind of “world.” You can either let your kids have a “snowball fight” with these papers (if you think they are mature enough) or throw them all in the recycle/trash can at the same time.
- 

**Conclusion of the activity:**

Referring back to the myth, even Atlas had help holding up the world occasionally. Remind students there others who will help them carry whatever weighs them down as well.

---

**Parts of activity that worked:**

N/A

---

**Parts of activity that did not work:**

N/A

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Persephone and Hades

---

**Length of Activity:** 20 minutes

---

**Supplies:** Writing utensils and paper

---

**Directions:**

1. Explain the Myth of Persephone and Hades. A link to information can be found here: <https://greece.mrdonn.org/greekgods/demeter.html>
  2. Since it is the spring, we are going to go on an investigation to see what things your students notice about the spring. Take your students for a walk around the hallways of the school as well as outside if the weather permits. Have them write down aspects of spring that they see
    - a. This could be in art projects, calendars, flowers, the weather, certain smells. Anything they can think of about spring works!
- 

**Conclusion of the activity:**

At the end, everyone will get together and talk about what they noticed about spring. Everyone can share their favorite part about spring.

---

**Parts of activity that worked:**

N/A

---

**Parts of activity that did not work:**

N/A

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** Prometheus

---

---

**Length of Activity:** 30 minutes

---

**Supplies:** Small Tokens (about 1 in x 1 in in size)

---

**Directions:**

1. Watch the video: [https://www.youtube.com/watch?v=U\\_u91SjrEOE](https://www.youtube.com/watch?v=U_u91SjrEOE)
  2. Outside Option: If you have a nice day when covering these lessons, take the students outside to play a game of capture the flag. If you do not know how to lead this game, explanations can be found here: <https://boyslife.org/hobbies-projects/funstuff/160235/how-to-play-capture-the-flag/>
  3. Inside Option: Before class, take time to hide small tokens around the classroom. Give the students clues to find them
- 

**Conclusion of the activity:**

Both the tokens and the flags will act as the “fire” that Prometheus stole from Zeus.

---

**Parts of activity that worked:**

N/A

---

**Parts of activity that did not work:**

N/A

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:** King Midas and the Golden Touch. – At Home Activity

---

**Length of Activity:** 30 minutes

---

**Supplies:** Sheets, furniture,

---

**Directions:**

1. Start by watching the video: <https://www.youtube.com/watch?v=nn8YGPZdCvA>
  2. This lesson can be complete from home if there is a week off or school is cancelled.
  3. Students can use the furniture in their own homes to create a fort.
    - a. The king Midas was very fond of his possessions, how would you decorate your fort if you were king Midas? What are some of your more valued possessions?
  4. With the help of a parent, students will take pictures of the forts they created, and the items of value they have in their house. These can be shared with the club leader at the next lesson
- 

**Conclusion of the activity:**

N/A

---

**Parts of activity that worked:**

N/A

---

**Parts of activity that did not work:**

N/A

---

## LESSON PLAN WORKSHEET

**Lesson Activity** Final Conclusions

**Name:**

---

**Length of Activity:** 25 minutes

---

**Supplies:** Paper, Coloring utensils (markers, colored pencils, paint, ect)

---

**Directions:**

1. For a final project, students will take their favorite myth we talked about over the course of the club, and create an art project that depicts a scene from that Myth.
  2. Make sure that you list out any of the myths that you covered in your club and are available to any questions if the student's might have forgotten them.
  3. Let the students present their art project to the class, as well as talk about their favorite part of the club experience.
- 

**Conclusion of the activity:**

Thank your students for a great club experience!

---

**Parts of activity that worked:**

N/A

---

**Parts of activity that did not work:**

N/A

---

## LESSON PLAN WORKSHEET

**Lesson Activity** Pegasus

**Name:**

---

**Length of Activity:** 30-45 minutes

---

**Supplies:** Classroom furniture, whatever miscellaneous supplies you have on hand. Boxes, jump ropes, cones.

---

**Directions:**

1. Explain the myth of Pegasus the flying horse:  
<https://greece.mrdonn.org/greekgods/pegasus.html>
2. Students will be creating an “obstacle course” in order to steal Pegasus from Zeus.
3. Students will start at one end of the classroom and you will designate where “Pegasus” will be at the other. Working together, students will collaborate and create their own obstacle course for getting to Pegasus.
  - a. Students may compete head to head in a race or choose to be timed to see who can get through the course the fastest. This is at the discretion of the students in your club.

---

**Conclusion of the activity:**

This activity can last for as long or as short as your specific club finds interesting.

---

**Parts of activity that worked:**

N/A

---

**Parts of activity that did not work:**

N/A

---

## LESSON PLAN WORKSHEET

**Lesson Activity Name:**

Pandora’s Box

**Length of Activity:**

25 minutes

**Supplies:**

Baking Soda, Grape Juice, Paper, Q-tips, a Paintbrush

**Directions:**

1. Watch the video: <https://www.youtube.com/watch?v=pMdJxVjZMRI>
2. Secret Messages Activity:
  - a. The teacher will prepare a mixture of ¼ cup baking soda and ¼ cup water.
  - b. A student will take a cotton swab, dip it into the invisible ink mixture, and write out their secret message. The students may do as many times as you have resources available for you.
  - c. After the pages dry, take a paintbrush dipped in grape juice, and brush over the message to reveal the secret!
3. I suggest that you reveal the messages one by one and guess who wrote each message. This will be a way to teach them about the curiosity that Pandora experienced when confronting the box Zeus gave her.
4. Other invisible ink options can be found here: <https://www.wikihow.com/Make-an-Invisible-Ink-Message>

---

**Conclusion of the activity:**

Students are welcome to take their activity home with them

---

---

**Parts of activity that worked:**

N/A

---

**Parts of activity that did not work:**

N/A

---