

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Honors Expanded Learning Clubs

Honors Program

---

Spring 2023

## City Build 2040

Riley Bruno

*University Nebraska-Lincoln*

Marisa Dendinger

*University Nebraska-Lincoln*

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



Part of the [Higher Education Commons](#)

---

Bruno, Riley and Dendinger, Marisa, "City Build 2040" (2023). *Honors Expanded Learning Clubs*. 116.  
<https://digitalcommons.unl.edu/honorshelc/116>

This Article 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:** City Build 2040

---

**Age/Grade Level:** 2nd-5th

---

**Number of Attendees:** 10 (ideal number)

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

Build an creative city out of cardboard allowing the kids to practice creativity and team work

---

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

---

**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?)

**Yes, Cardboard city or other products made by students**

---

**Introducing your Club/Activities:**

**Build a city or other items out of cardboard, team building activities, final collaborative project from students, allow students to present each of their products to the rest of class/ family members**

---

**General Directions:**

**Allow students to explore their creative ideas in an artistic, STEM oriented and team building way. Have materials present for the students to be able to use at each class and give general direction such as that they are going to be making something new or working on something they have already started given the class materials they have been provided. Each day we also had an additional icebreaker/warmup to get the kids involved and out of their seats**

---

**Tips/Tricks:**

Let the students interest guide you in the activities you are doing, for example the kids we had felt limited when we told them to build buildings for a city. We really allowed them to be creative and we had more positive feedback when we encouraged them to build things other than buildings if they weren't fully intrigued. Have more materials then you think you will need, when the kids don't have enough materials they just frustrated and uninterested.

---

# LESSON PLAN WORKSHEET

(copy table as needed)

**Lesson Activity Name:** Gone Wild

---

**Length of Activity:** 15 Minutes

---

**Supplies:** N/A

---

**Directions:**

This game is like “Duck, Duck, Goose” but as a name game. Instead of saying “Duck”, the person who is “it” says the persons name. If they don’t know the persons name then they say “gone wild” and then a chase, just as in duck duck goose occurs. You can also say gone wild if you just want to run. If you say the wrong name then this is just like saying gone wild and both the kids will run.

---

**Conclusion of the activity:**

This activity allowed the students to learn each others names, if they didn’t already know. Allowed us as the teachers to learn the students names and also gave the students the ability to learn our names so that they became more comfortable with us.

---

**Parts of activity that worked:**

The students were really interested and it allowed them to get to know our names. It was also a good icebreaker so that the students know this is a space for them to have fun and work together.

---

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

**It was a small room so we had to move some stuff out of the way, just make sure you put stuff back where it was while you are cleaning up.**

---

## LESSON PLAN WORKSHEET #2

(copy table as needed)

**Lesson Activity Name:** Cardboard Introduction

---

**Length of Activity:** Rest of first day, or 20 minutes

---

**Supplies:** Cardboard, different materials the kids will be using such as the items in the “building box”.

---

### **Directions:**

Have the students each grab a piece of cardboard and allow them to mess with it. Introduce them to methods such as cutting, folding and other methods that may be helpful for the rest of the course. If students are ready to build you can start letting them do that but this activity is mostly just for introduction to the materials they will be using,

---

### **Conclusion of the activity:**

During this activity the students were able to familiarize themselves with the different materials. We also used this time to talk about what the rest of the club would look like and long term what kind of final product they should be expecting. We also set rules and expectations for both the students as well as ourselves.

---

### **Parts of activity that worked:**

The students were really interested in getting to use the cardboard and getting used to some of the materials that they have not seen before. Also they were really understanding and interactive as we allowed them to set rules for themselves next to the rules we set for them.

---

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

**We didn't expect the kids to already be wanting to build stuff so we came unprepared with many of the materials they wanted to use. So even just as an introduction, bring materials to keep the kids interested.**

---

# LESSON PLAN WORKSHEET #3

(copy table as needed)

**Lesson Activity Name:** First Build

---

**Length of Activity:** 30-40 Minutes

---

**Supplies:** Cardboard, tape, glue, markers, pipe cleaners, ribbons, cardboard kits, scissors, colored paper, string, paint (if allowed), pencils, any art supplies kids ask for (within reason and that you have access too)

---

**Directions:**

For this first build allow kids to either work individually or as a group this time with the goal of creating an end product and not just messing around and getting used to the materials. Once again reiterate that they can be making anything that they want to be in their “future city”. Have supplies at the front and allow kids to grab after they listen to your instructions. Show students how to do certain things that they have questions about or give them inspirations or ideas on what to make.

---

**Conclusion of the activity:**

This activity allowed students to create something that they thought of creatively and start things about other things that they could build in the future classes. This also gave us as the teachers a good idea of some of the things that we could challenge them to do

---

**Parts of activity that worked:**

The students were really creative in what they were building and were also very interested in what their fellow classmates were building.

---

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

Some of the parts of the activity such as cutting the cardboard were harder for some of the students so that needed more assistance and monitoring. Some students were also stuck on what to build but after we as teacher and their fellow students gave them ideas they were successful.

---

# LESSON PLAN WORKSHEET #4

(copy table as needed)

**Lesson Activity Name:** Group Build

---

**Length of Activity:** 30-40 minutes

---

**Supplies:** Cardboard, tape, glue, markers, pipe cleaners, ribbons, cardboard kits, scissors, colored paper, string, paint (if allowed), pencils, any art supplies kids ask for (within reason and that you have access too)

---

**Directions:**

This is similar to the previous activity however this time we reinforced the idea that they needed to create a product as a group and work collaboratively to create something that they could present to the rest of the class. Have supplies at the front and allow kids to grab after they listen to your instructions and allow students to either pair up or form groups. Allow them to start working and go through each group to make sure they are in agreement to what they are making and that all of them are contributing

---

**Conclusion of the activity:**

This activity allowed the students to learn each others names, if they didn't already know. Allowed us as the teachers to learn the students names and also gave the students the ability to learn our names so that they became more comfortable with us.

---

**Parts of activity that worked:**

This activity allowed students to work with their friends and still stay on target with creating something out of cardboard. This especially worked because they were able to collaborate and elaborate on each others ideas and builds. We had very successful buildings come from this such as a birdhouse and the Whitehouse.

---

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

**Some of the students wanted to work alone, so we just had one group of three individuals who were working alone on their own project but had to talk to each other about what they were doing.**

---

# LESSON PLAN WORKSHEET #5

(copy table as needed)

**Lesson Activity Name:** Final Build/Creative Build

---

**Length of Activity:** One class period/ Or more

---

**Supplies:** Cardboard, tape, glue, markers, pipe cleaners, ribbons, cardboard kits, scissors, colored paper, string, paint (if allowed), pencils, any art supplies kids ask for (within reason and that you have access too)

---

**Directions:**

This “activity” lasted for a few days before the end of our session. This activity was having each of the students work on/finalize a project that they would like to see in the city that we were making as a whole class. If the student is done with their final project allow them to creatively build whatever they want (within reason) or help another student who is still finishing their project. Once again have materials a the front of the class and allow them to grab as they pleased, working on sharing and not taking too much at one time. Check in with each student to make sure they have an idea for their final project or if they need assistance in either building or thinking about what they wanted to build. Go check in to make sure they are making progress if this activity is for more than one day.

---

**Conclusion of the activity:**

This activity allowed the students to really appreciate that they were making an end product as a class and that the other students would be interesting in what they were making so that the project as a whole could flow seamlessly

---

**Parts of activity that worked:**

Each student wanted to contribute to the final project so they were hardworking on their projects

---

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

**Some of the students finished faster than predicted so we just had them make more than one product.**

---



# LESSON PLAN WORKSHEET #6

(copy table as needed)

**Lesson Activity Name:** Presentations/ Wrap Up

---

**Length of Activity:** Last day

---

**Supplies:** Students builds and possible last minutes materials to finish their builds, such as the materials previously provided

---

**Directions:**

Students present their final project/ contribution(s) to the city to the rest of the class or their parents if they so choose. They are going to explain what they made and why they created that thing and hopefully get them to explain the inspiration behind it. If the students worked on something as a group then allow them to present it to the teachers. Then after everything has been presented congratulate the students on the city they made and put it all together. Take pictures. Then allow the students to reflect on what they learned. If there is extra time at the end then have a little “last day party” and allow them to play a game of their choosing as long as it is acceptable (for example our students played telephone).

---

**Conclusion of the activity:**

This activity allowed the students to reflect on what they have done over the course of this club and what they have learned about themselves and their classmates. It was sort of a final way for them to show off what they had created to both their fellow students as well as us as teachers.

---

**Parts of activity that worked:**

The students were very excited to share what they had worked on and they were able to visual the other items their fellow students had made and how each part of the city fit together in one cohesive project.

---

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

N/A

---