

summer activity guide

Passion & Purpose

ages
5-9



About the Summer Activity Guides

Summers are for fun and engaged learning. In 2020 as the impact of the pandemic is widely felt, summer opportunities will be different for young people, families, and afterschool and summer program staff. The Summer Activity Guides were developed to help engage youth with supportive adults in a range of places.

The activities and resources in the Summer Activity Guides are intentionally designed to support youth-serving summer programs in driving consistent engagement and providing ongoing opportunities for youth skill-building and emotional well-being. In addition to the activities for youth, supplemental materials will be available to support professional development and enhance family engagement.

The Guides include 150 original activities and challenges organized by four different age groups (5-9) (10-12) (13-15) (16-18). The activities are adaptable for in-person and virtual instruction, or a hybrid of both, as well as sent as take-home packets.

All activities should be safely executed and aligned with state and local health guidelines.



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Gratitude Letter

ACTIVITY DESCRIPTION

Gratitude is linked to increased social and emotional well-being in youth. In this SEL (social and emotional learning) activity, youth will practice gratitude by writing a 'thank you' letter to someone they appreciate. As part of the 'Passion and Purpose' unit, this is designed to help youth identify supportive individuals in their lives. This activity encourages self-awareness, social awareness, and self-management.

SUPPLIES

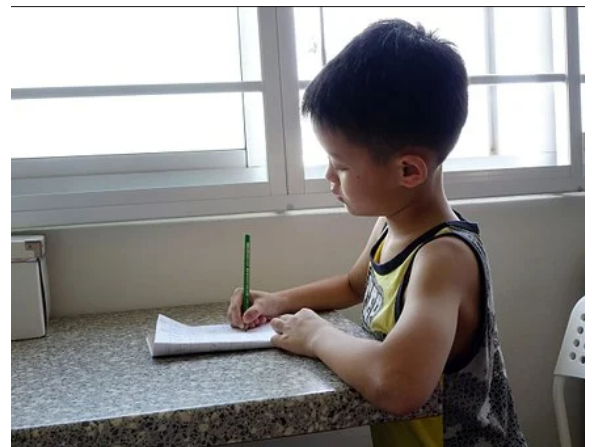
- Pencil or pen
- Gratitude Letter Worksheet
- [Optional] Plain paper and crayons or markers to draw a thank you card if not using the worksheet

STEPS

- Writing a 'thank you' letter is a great way to practice gratitude (also called thankfulness).
- Think of someone that you know that you are thankful for. Think of someone who:
 - cares for you,
 - supports you,
 - teaches you things,
 - that you have fun with,
 - and more
- This person could be a parent, guardian, teacher, friend, relative, coach, staff person at your afterschool or summer program, or someone else.
- You can use the Gratitude Letter Worksheet to write your letter. Or, you can draw a thank you card for that person using paper and crayons or markers.
- When you are done, send your letter to that person if you are able to. You can email it to them, take a picture and text the photo to them, send it in the mail, or write it in a text.

ADAPTATIONS

- If delivering the activity in-person or virtually, have youth discuss people in their lives who they are grateful for and why they are thankful for them before writing the letter.
- If delivering the activity digitally or virtually, post the template in a Word document so that youth can type in their responses.
- If delivering the activity in-person or virtually, schedule time for youth, who are comfortable, to read their gratitude letters out loud. Be sure to allow youth who would like to keep their letters private to 'pass'.



EXTENSIONS

- Create gratitude journals where you write down 3 good things from your day, every day. For a helpful template, check out: <https://www.therapistaid.com/therapy-worksheet/gratitude-journal-three-good-things>

QUESTIONS FOR DISCUSSION

- Who did you write a thank you letter to? Why is this person special to you?
- How did writing the letter make you feel?
- What are some other things that you are grateful for (like things you love to do, things that make you smile, things you couldn't live without)? Why are you thankful for these things?
- Why is it helpful to pay attention to things that you are thankful for?

CREDITS: Therapist Aid's Gratitude Letter available at <https://www.therapistaid.com/therapy-worksheet/gratitude-letter/positive-psychology/children>

Image credit: Pixabay

Gratitude Letter Worksheet

Instructions: Use this worksheet to write a letter to someone you are thankful for. You can finish each sentence or just pick a few. When you are done, send your letter to that person if you are able to.

To: _____

Thank you for being my _____

I am thankful for you because...

I think you are special because _____

I have fun with you when _____

You are important to me because _____

When I think about you, I feel _____

From: _____

Gift Box

ACTIVITY DESCRIPTION

In this SEL (social and emotional learning) and art activity, youth will explore the things that they enjoy doing and the things that make them special. As part of the 'Passion and Purpose' unit, this is designed to help youth begin to identify what they are passionate about. This activity encourages self-awareness and self-management skills.

SUPPLIES

- Gift Box Worksheet
- Small – medium container or box
- Scissors
- Markers
- [Optional] Craft items to decorate your box like magazines, stickers, etc. and glue

STEPS

- Recognizing and exploring the things that make you special and the things you enjoy doing can help you figure out what your passions are.
- Passions are things that you have a strong liking for and greatly enjoy doing like art, music, doing science experiments, playing soccer, helping others, taking care of animals, reading, and many more.
- In today's activity you will focus on who you are on the inside - like things you are good at, things you enjoy doing, things you are proud of, things that you enjoy learning about, and more.
- Fill out the Gift Box Worksheet by writing or drawing your response to each of the sentence starters.
- Cut up the pieces of paper and add them to your "gift box".
- You can also add items to your gift box too like small objects, notes or photos that remind you of the things you enjoy doing.
- Use markers and craft items to decorate the outside of your box.

ADAPTATIONS

- If delivering the activity in-person or virtually, have each youth share a few of their gifts with the group out loud.
- If delivering the activity digitally, create a space where youth can post a few of their gifts and strengths. You can also create a space where youth can recognize their peers by contributing to each other's gifts.

CREDITS: South Lake's Federation's 'My Gifts and Qualities' available at <https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179103424.pdf>



EXTENSIONS

- Recognize the strengths and gifts of your peers and ask them to recognize you. Add the things that they share about you to your "gift box".
- Make a "summer love" box that you add to all summer. You can add things that you enjoy about the summer, things that you did during your summer, and things that you are looking forward to.

QUESTIONS FOR DISCUSSION

- What was it like to write down the things that you enjoy doing? How did it make you feel?
- What are some of the things you wrote down?
- What is something that you are passionate about that was not included in your container?
- Was it challenging to answer any of the questions? Why or why not?
- What did you learn about yourself from this activity?

Gift Box Worksheet

Instructions: Passions are things that you have a strong liking for and greatly enjoy doing. Finish each sentence starter by writing or drawing your response. Cut up the pieces of paper and add them to your “gift box”.

One thing I like doing is...	I feel safe when I am...
I feel good about myself when I am...	Something that I enjoy learning about is...
My favorite subject is...	Something I like to do in my free time is...
Something I am proud of is...	If I could have any job when I get older it would be...
Someone who inspires me is...	One thing that makes me special is that I...

Meaningful Mealtime

ACTIVITY DESCRIPTION

In this social and emotional learning (SEL) activity, youth will create a jar with conversation starters to use with their families. As part of the 'Passion and Purpose' unit, this activity will help youth think about what excites and motivates them and how to have meaningful conversations. This activity supports the development of self-awareness, relationship-building and communication.

SUPPLIES

- Scissors
- Jar or box
- Paper
- Markers, colored pencils or crayons
- Clear tape
- Meaningful Mealtime Worksheet

STEPS

- Talking to your family and friends about what interests you, is a great way to build support and to create a stronger bond between you.
- We are going to create a fun way for you to have conversations with your families and friends about your passions and interests, and to learn about theirs.
- First, cut out each of the squares on the Meaningful Mealtimes Worksheet.
- Next, add two more questions that are about passion and interests. These can be questions about what you enjoy doing or what inspires you.
- Put the pieces of paper in a jar or box.
- If you'd like, you can decorate the outside of the box or jar, and add a "Meaningful Mealtime" label to the outside.
- At your next meal with friends or family, gathering or time together, bring the box.
- Each person should pick a question or topic from the jar and answer it. Do this until all questions and topics have been picked.

ADAPTATIONS

- If delivering the activity virtually or in-person, have youth share out their favorite questions, and take turns answering the questions and topics. At the beginning of the conversation, remind youth they do not have to answer the questions if they do not feel comfortable sharing.



EXTENSIONS

- Add more topics to your Meaningful Mealtime jar. Have family members or friends suggest new topics and questions to add.
- Turn one thing from your conversation into action. For example, if someone likes volunteering, make a plan to volunteer together.
- Programs can use the topics for opening and closing their virtual or in-person sessions. Select a few topics and have each youth give a response, or put youth in small groups to answer the topics.

QUESTIONS FOR DISCUSSION

- How did it feel to answer some of these questions?
- What are some things you learned about those around you?
- Which responses from your family or friends was the most surprising to you?
- What would you do if someone took something you cared about away from you? How would you feel?"

CREDITS:

Image credit: Bri Gaston-Bell; Micah Gaston-Bell

Meaningful Mealtimes Worksheet

Instructions: Cut out the cards below. Then use the blank cards to make up 2 Meaningful Mealtimes topics of your own. The topics should be questions about what someone is interested in or what inspires you.

The one thing I can talk about for hours is _____.	When was the last time you were doing something and lost track of time because you liked the activity so much?
If you won the lottery, what would you do with the money?	Who do you look up to? Who is your role model? Why?
If you could make one rule that everyone in the world had to follow, what rule would you make? Why?	If you could change one thing about the world, what would it be?
Name the last time you felt really proud of yourself.	If you could grow up to be famous, what would you be famous for?
Name three things you are really good at.	What do you know how to do that you can teach others?

Stay Positive Journal

CHALLENGE DESCRIPTION

In this language arts and social and emotional learning (SEL) challenge, youth will reflect on the positive parts of their day for four consecutive days. As part of the 'Passion and Purpose' unit, this challenge will help youth identify examples of where they excel or contributed positively to their home or community. This challenge supports the development of writing skills, self-awareness, and self-motivation and communication.

SUPPLIES

- Paper (any color)
- Pencil or pen
- Stay Positive Journal Worksheet

STEPS

- In this challenge, you will spend some time thinking about the positive things about you and the positive things you do for others.
- Throughout the day, pay attention to when you do something well or you see something positive happening in your home or community. (It doesn't have to be a big thing. It can be as small as something nice someone said to you). If you can, write it down so you remember it later.
- At the end of each day, use the Stay Positive Journal Worksheet to think about those positive experiences you had.
- Complete the sentences for the day. You can draw your answer or write. If you are writing, give details on when, what and where. For example, *I felt proud when I helped my sister with her homework without being asked.*
- Repeat this process for the next three days.

ADAPTATIONS

- If facilitating virtually or in-person, put youth in pairs or small groups to share out some of their journal responses. Afterwards, discuss if keeping a positive journal helped youth focus more on the positive aspects of their day.
- Some youth may not be able to easily identify positive moments in their day. Encourage youth to seek out the positive moments – even if it's a very small moment or gesture that happens that day.



EXTENSIONS

- Keep the journal going. Make a habit of noticing the positive experiences in your life and writing or drawing about them in a journal at the end of the day.
- Check out the "Gift Box" activity where you can identify positive qualities and interests.
- Challenge yourself to try out the "10 Days of Kindness Challenge" where you will do 1 random act of kindness each day for 10 days.
- Is there something good that happened that you would like to do more often? Start with setting goals for yourself, and then create a habit. For example, maybe you wrote down in your journal that you were proud of yourself for biking. Set a goal to bike more often, or invite a friend to bike with you.
- You are more likely to feel better about yourself when you help other people. Check out <https://www.dosomething.org> for ideas on how to give back.

CREDITS: Therapist Aids' Self Esteem Journal, available at: <https://www.therapistaid.com/worksheets/self-esteem-journal.pdf>
Image credit: Freepik

Stay Positive Journal Worksheet

Instructions: Complete a journal entry each day for four consecutive days. At the end of the day, think about the positive experiences you had that day and complete the two sentences. You can either draw or write your responses. Repeat this process for the remaining three days

DAY 1	
Something I did well today...	Today I had fun when...

DAY 2	
Something I did for someone...	Today I accomplished...

Stay Positive Journal Worksheet

DAY 3	
I felt good about myself when...	Something someone else did for me that I appreciated today...

DAY 4	
I felt proud when...	I was happy for (<i>insert someone's name</i>) when they...

Strong Roots

ACTIVITY DESCRIPTION

In this SEL (social and emotional learning) activity, youth will explore the supports that they have in their lives. As part of the 'Passion and Purpose' unit, this activity is designed to help youth identify the people that support them, the opportunities they have, and their positive beliefs about themselves. This activity encourages self-awareness, self-efficacy, and self-confidence.

SUPPLIES

- 2 pieces of brown construction paper
- Pen or pencil
- Green crayons or markers
- Scissors
- Tape or glue
- Leaf Worksheet

STEPS

- Having people in your life who believe in you and support you, having the chance to try and do certain things, and believing in yourself and your abilities helps you to do the things you are passionate about.
- Passions are things that you have a strong liking for and greatly enjoy doing, like art, music, doing science experiments, playing soccer, helping others, and reading.
- In today's activity you will explore the things in your life that can help you do the things you are passionate about.
- Cut one piece of brown paper in half, the long way. Lay your paper flat on the table. Tape or glue the 2 pieces together to make a tree trunk.
- Draw branches on your other piece of brown paper. Cut them out. Tape or glue them to your tree trunk.
- Fill out the Leaf Worksheet to explore:
 - People who support you
 - Things you get to try and do (like play sports, try out an instrument, cooking or baking, visit a new place)
 - Your positive thoughts about yourself
- Use the green markers or crayons to color your leaves.
- Cut out the leaves. Lay the leaves out flat on the table and tape or glue them to your tree branches.

ADAPTATIONS

- If delivering the activity in-person or virtually, have each youth share what they wrote on a few of their leaves with the group.



EXTENSIONS

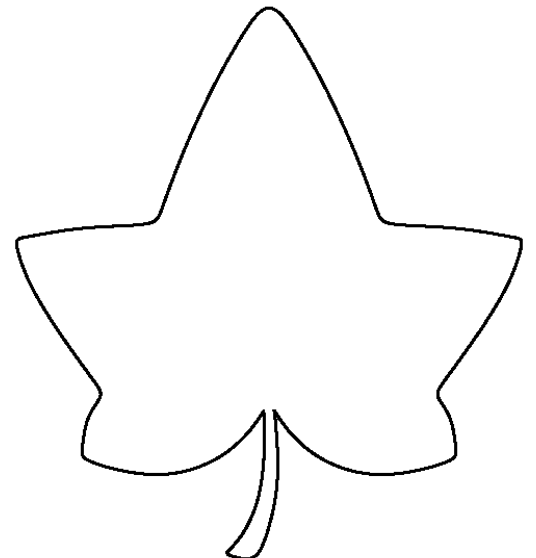
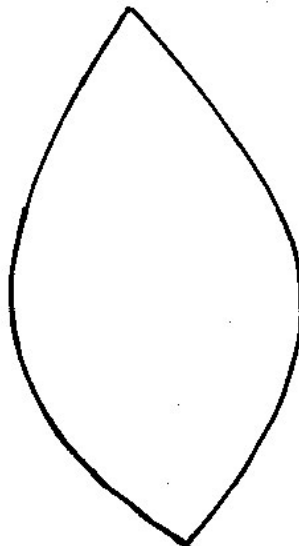
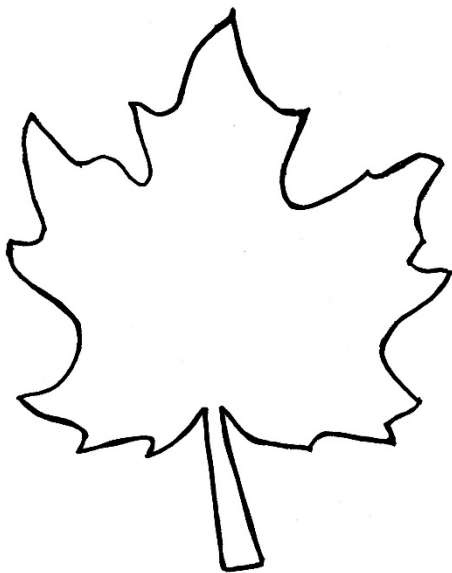
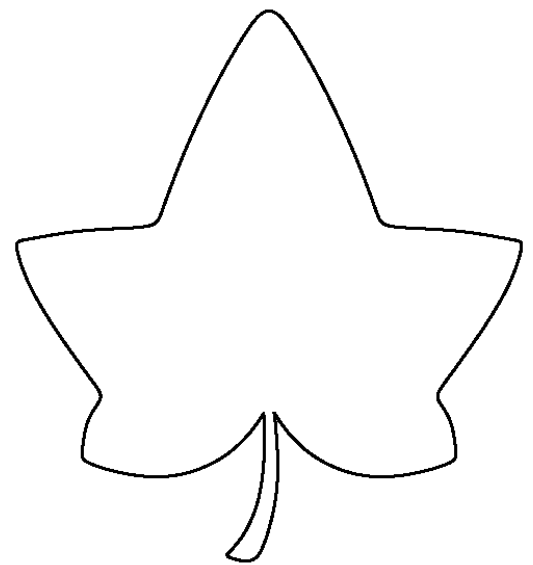
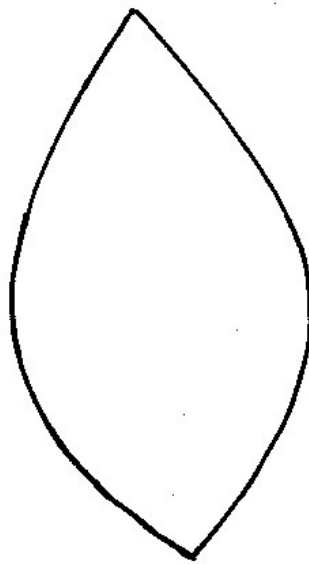
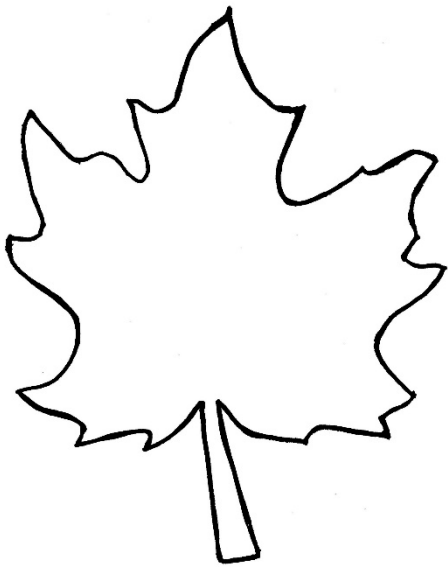
- Create a tree for your classroom or group and have all youth add their leaves to the tree.
- Create a family tree where youth identify the history, strengths and traditions of their families/caregivers and culture. What makes your family special? What traditions do you share? What makes your family strong? What things do you like to do together? How does your family support each other?

QUESTIONS FOR DISCUSSION

- What was this activity like for you? What was easy? What was hard?
- Who are some of things that you wrote about on your leaves?
- Are there things that you learned from your family or in your community? What are they?
- How does having these things in our lives help us do the things we are passionate about?
- How are the things that we shared different from each other? How do these differences make us special?
- How can we support each other? What are some of the things that we can do to support each other?

Leaf Worksheet

Instructions: In two leaves, write the names of people who support you. In two leaves, write things that you have had the chance to try out or do (like play sports, try out an instrument, cooking or baking, visit a new place). In the last two leaves, write positive thoughts about yourself (like “I like to try new things” or “when things are hard I keep trying”).



10 Days of Kindness Challenge

CHALLENGE DESCRIPTION

In this challenge, youth will perform a simple act of kindness each day for 10 days. As part of the 'Passion & Purpose' unit, this social and emotional learning (SEL) activity and service-learning activity is designed to help youth develop generosity and compassion. This activity supports the development of self-awareness, respect for others, empathy, and leadership skills.

SUPPLIES

- A copy of '50 Simple Acts of Kindness: Just for Kids': <https://www.createkidsclub.com/wp-content/uploads/2017/11/Acts-Of-Kindness-12.13-1.pdf>
- Pen or pencil

STEPS

- We need to distance ourselves, but that doesn't mean we can't help each other. Doing small acts of kindness can help people feel more connected and cared-for. Doing small acts of kindness can also help you feel
- In this challenge you will try to do one simple act of kindness every day for 10 days in a row.
- First, look at the ideas in the handout '50 Simple Acts of Kindness'. You can also check out: <https://inspirekindness.com/blog/kindness-ideas-kids-covid19-coronavirus>. Circle or underline the ideas that you like and that you could do safely with social distancing in place.
- Then, see if you can add some ideas to the list. What else could you do that could help someone out or make someone's day a little easier? Try to come up with 3 ideas.
- Try to do 1 act of kindness every day for 10 days in a row.

ADAPTATIONS

- If facilitating the activity in-person or virtually, review the ideas on the lists with youth and then have them share ideas for additional acts of kindness they could do. Create a list.
- If facilitating the activity digitally, virtually or in-person, create a shared tracker where youth can check off each day and share what kind act they did.
- If delivering the activity through take-home resources, encourage families to do acts of kindness together and talk about their experiences. The following link includes kindness ideas and discussion questions for families: <https://www.doinggoodtogether.org/bhf/30daykindnesschallenge>



EXTENSIONS

- Try to do 1-3 acts of kindness that you've never done before.
- Try to do something nice for someone without them knowing it was you who helped them.
- Participate in the 'Happy Heart Hunt' by making a heart from any object and taping it to a street-facing window to send your love out to the world. For more information: <https://kidsforpeaceglobal.org/happyheart/hunt/>
- For a ton of great kindness building activities, check out the Random Acts of Kindness Foundation at: <https://www.randomactsofkindness.org/>

CREDITS: '50 Simple Acts of Kindness: Just for Kids' available at: <https://www.createkidsclub.com/wp-content/uploads/2017/11/Acts-Of-Kindness-12.13-1.pdf>

Image credit: Bri Gaston-Bell; Micah Gaston-Bell

Invent a Better World

ACTIVITY DESCRIPTION

In this social and emotional learning (SEL) activity, youth will create an invention that helps to solve a problem in their home or community. As part of the 'Passion and Purpose' unit, this activity supports the development of analyzing situations, solving problems, perspective taking, self-efficacy and creativity.

SUPPLIES

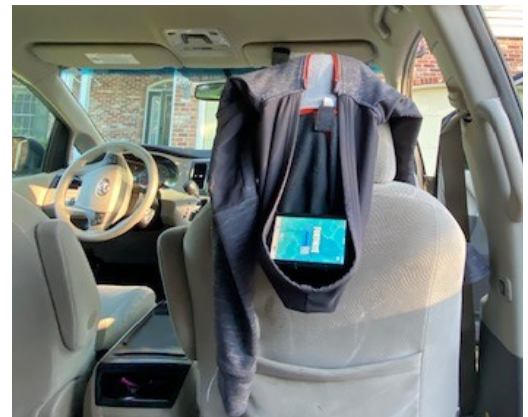
- Common materials found around the home, such as tape, paper, string, glue, rubber bands, garbage bags, and scissors.

STEPS

- In this activity, you will think of a challenge in your home or community that can be made better with a new invention. Think about moments you or someone in your home or community regularly feel frustrated.
- If you can't think of a challenge, that's okay. You can select from this list below.
 - Make a new 6 pack holder - Invent something that can hold six cans that's safe for animals, while also, sturdy and easy to carry. Materials could include string, duct tape, cardboard, or rubber bands. For more ideas on holders, take a look here: https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_3_Harmless_Leader_ENG.pdf
 - Make an emergency shelter – Invent something that a hiker or someone in an emergency could take shelter in. Materials could include garbage bags, sticks, tape and string. For more ideas on shelters, take a look here: https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_4_Speedy_Leader_ENG.pdf
 - Create a game – Invent an indoor game that gets kids off their couch and moving. Materials could include balls (any shape or size), cups or other containers, string, and tape.
- Once you have picked the problem you want to solve, describe what you want the invention to do. For example, "it should be large, but not too heavy. It should keep someone warm"
- Explain your invention to your parents, and ask them to help get the materials you need. Now, build your invention!
- Test your invention. Does it do what you wanted it to do?

ADAPTATIONS

- If delivering the activity virtually, have youth share out the problem they are trying to solve and their inventions.
- If delivering digitally or through take-home packets, encourage youth to share photos of their invention on your platform.



EXTENSIONS

- Keep it going. Think of different challenges in your home and community and create new inventions.
- Find a container where you can collect supplies that you might use for inventions.

QUESTIONS FOR DISCUSSION

- How did you come up with your invention?
- What was the problem you were trying to solve?
- How did you know if you were successful?
- Did your invention work the first time you tested it? If not, how did you fix it?

CREDITS: PBS Kids' "Invent It, Build It", available at: https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_Guide_Full.pdf

Pass the Ice Cream

ACTIVITY DESCRIPTION

In this literacy and social and emotional learning (SEL) activity, youth will reflect on sharing with others. As part of the 'Passion and Purpose' unit, this activity will help youth learn about the importance of sharing and putting other's needs before their own, and teach them about acting with compassion and integrity. This activity supports the development of literacy skills, respect for others, empathy, and relationship-building.

SUPPLIES

- Computer or mobile device
- Internet access
- Paper
- Markers, colored pencils or crayons

STEPS

- First, watch this video of a book called "Should I Share My Ice Cream?" by Mo Willems. Here is the link to the video:
- https://www.youtube.com/watch?v=IU_2AC59Rgg
- Gerald had a hard time making a decision. In the beginning, he did not want to share his ice cream with Piggie. He waited so long that the ice cream melted, and he did not get to eat it either.
- Write or draw a different end to the story. What can Gerald do differently so that everyone is happy? How can he show that he cares how Piggie feels? How can he share his ice cream, while also getting to enjoy it too?
- Get out a piece of paper. Use markers, crayons or colored pencils to draw a different story.

ADAPTATIONS

- If delivering the activity virtually or in-person, read the story together. Then, draw your new ending to the story together or have youth share out their new endings.
 - While reading the story pause for questions such as, "What is he feeling? What caused him to feel that way?"
- If delivering the activity digitally or through take home, ask youth to post a photo of the new ending to the story to your platform, and/or answer the Questions for Discussion.



EXTENSIONS

- Check out the "Ice Cream in a Bag" activity where you will learn to make homemade ice cream and have a chance to share it with someone you love.
- Check out the "10 Days of Kindness Challenge" where you will get to do a simple act of kindness each day for 10 days.
- Talk to your family about identifying a few toys, clothing or other items that you are no longer using and donating them to a local charity.
- Bake or cook something for a neighbor. For example, work with your family to bake cookies and give them to a neighbor.
- Share compliments. Challenge yourself to say 5 nice things to the people you love today.

QUESTIONS FOR DISCUSSION

- What does it mean to be a good friend? How do friends speak to each other?
- How does it feel when someone shares with you?
- Why can sharing be hard? What does it feel like when someone doesn't share with you?
- Have you ever had to make a hard decision about sharing or taking turns? What happened?

CREDITS: Image credit: Youth Putt, Stephanie Putt

Ice Cream in a Bag

ACTIVITY DESCRIPTION

This cooking and social and emotional learning (SEL) activity can be used to build off of what youth learned about sharing in the 'Pass the Ice Cream' activity or can be implemented as a standalone. As part of the 'Passion and Purpose' unit, this activity will help youth learn about the importance of sharing, putting other's needs before their own, and acting with compassion and integrity. This activity supports the development of respect for others, empathy, and relationship-building.

SUPPLIES

[Note: You will need an adult to help you with this activity.]

- Tools
 - 1 quart-size sealable plastic bag
 - 1 gallon-size sealable plastic bag
 - Measuring cups and spoons
- Ingredients
 - 1 cup half and half
 - 1 cup heavy cream
 - ¼ cup sugar
 - 1 teaspoon vanilla extract
 - Ice cubes
 - ½ cup salt (Kosher or rock salt)

STEPS

- We are going to practice what we learned from the 'Pass the Ice Cream' activity. What happened in the 'Should I Share My Ice-Cream?' book? How did you rewrite the end of that story?
- Today, we are going to make ice cream in a bag, and share it with someone. Here are the steps to making ice cream:
 - Measure the cream, sugar, and vanilla extract into the quart-size bag. Zip it up tightly.
 - Fill the gallon-size bag with ice. Add the salt. Put the sealed smaller bag inside. Now zip up the larger bag.
 - Shake the bags to make ice cream! It will take about 5 minutes until the cream hardens.
 - Carefully take the smaller bag with the ice cream out of the larger one. If you see salt on the bag, wipe it off.
 - Scoop the ice cream out of the smaller bag with a spoon.
- Share your ice cream with a family member or friend!

ADAPTATIONS

- If delivering the activity in-person, make the ice cream together. If you choose to share, follow your organization's sanitation protocols.



EXTENSIONS

- Check out the 'Pass the Ice Cream' activity. In that activity, you will hear a story about sharing and then come up with a new end to that story.
- Check out the '10 Days of Kindness Challenge' where you will try to do something kind for someone every day for 10 days.
- Share the recipe with a friend or family member. Take a video of yourself making the ice cream or take a picture of the recipe and share it.

QUESTIONS FOR DISCUSSION

- Did you want to eat all of the ice cream yourself? Did you find it hard to share?
- Did you make the ice cream with someone else? If so, how did you take turns making it? Is it easier to make food with someone else?
- What do you enjoy about sharing food that you make with friends or family members?

CREDITS: Make Your Own Ice Cream from Kid Stir, available at: <https://kidstir.com/ice-cream-in-bag/>

Differences & Similarities

ACTIVITY DESCRIPTION

This SEL (social and emotional learning) activity introduces ideas of diversity and inclusion. As part of the 'Passion and Purpose' unit, this activity is designed to help youth begin to identify how differences make people special and unique, to not judge people by their outsides, and to treat others fairly. This activity encourages perspective-taking, appreciating diversity, respect for others, and empathy.

SUPPLIES

[Note: If this activity is being delivered in-person or virtually to a group, only the person facilitating needs to have these supplies]

- 1 white egg
- 1 brown egg
- 1 egg with a spot or a mark on it (any color)
- 1 egg with a small crack in it (not enough to break the egg open). Make a small crack if none of your eggs have cracks.
- 1 bowl for each egg

STEPS

[Note: This activity involves discussion on diversity and inclusion and is best completed with a staff member or family member. You may find it helpful to review a few key principles for discussing diversity and inclusion prior to this activity:

<https://www.tolerance.org/magazine/publications/beyond-the-golden-rule/the-elementary-preteen-years-ages-6-12/principles-to>

- Being different is not a bad thing. Being different is a good thing. Our differences allow us to make unique and special contributions to our communities and to our world.
- Sometimes people forget this though and we don't include or treat people kindly and fairly who are different.
- When it comes to who we are on the inside, we have a lot of things in common.
- Gently lay out the eggs. And look closely at the:
 - Size
 - Color
 - Any marks
 - Cracks
- How are they similar? How are they different?
- Guess what each of the eggs will look like on the inside.
- Crack each egg open in a bowl. How do the eggs look on the inside?
- Even though the eggs look different on the outside, they are all the same on the inside!



STEPS (continued)

- How are these eggs like people?
- We may be different sizes, shapes, have different skin colors, or have differences in ability. On the inside, though, we all have the same things - like, blood, muscles, a heart, a brain, and thoughts and feelings.
- What would it be like if we were all exactly the same?
- Our differences are what makes our program, our schools, our communities and our world more interesting and exciting.
- Why is it important to recognize our differences?
- The ways that we are different – our skin color, our abilities, our size, our shape – means that we all have different experiences in the world. These experiences make us who we are.
- Have you ever been judged for being different? What was that like? How did that feel?
- What are some of the differences that you are proud of?
- How could this activity change the way you think about or treat people?

Differences & Similarities

ADAPTATIONS

- If eggs are difficult to obtain, you can also use M&Ms for a similar lesson. Click here for more details: <https://jewishspecialneeds.blogspot.com/2019/02/using-m-to-teach-diversity-and.html>
- If delivering the activity in-person or virtually, you will only need one set of materials for the facilitator to display.
- If delivering this activity digitally or through a take-home packet, it is recommended that parents/caregivers to participate in the activity alongside their children in order to support discussion.

EXTENSIONS

- Diversity and inclusion are best taught over an extended period of time, by incorporating lessons, practices and conversations into your everyday programming. The Random Acts of Kindness Foundation offers a free, CASEL aligned out-of-school time curriculum for pre-K through 6th grade with 15-30 minute lessons that focus on respect, caring, inclusion, integrity, responsibility, and courage: <https://www.randomactsofkindness.org/for-educators>
Sign up and then scroll down to find 'Kindness Beyond the Classroom' rather than the school-based program.
- If your program has been established as a safe space, some youth may feel comfortable sharing their own challenges and/or disabilities as part of the dialogue. This may provide an opportunity to discuss "invisible disabilities" such as dyslexia, anxiety, autism, etc.
- Make one list of things that others would know about you from just looking at you. Make another list of things that people would not know about you just by looking at you. Which list has more things on it? What are the things on your lists that feel most important to you? What does this teach you about yourself and others? (Consider using the Inside Outside Self-Portrait in the Healthy Life unit as a good starting point for this extension).

QUESTIONS FOR DISCUSSION

- See the activity steps for questions to discuss throughout and after the activity.

CREDITS: Removing the Stumbling Block's 'Teaching Diversity and Inclusion' activity, available at <https://jewishspecialneeds.blogspot.com/2014/06/teaching-diversity-and-inclusion-egg.html>

The 50 State Afterschool Network



The Summer Activity Guide has been developed for the 50 State Afterschool Network with leadership from the Georgia Statewide Afterschool Network to engage and support children and youth nationwide.

In each state, the afterschool network is broadening opportunities for youth. Seeking equitable outcomes for underserved children to succeed in school and future jobs, a statewide afterschool network brings together cross-sector leaders with a common vision and coordinated strategy to advance quality afterschool and summer learning programs

Alabama Afterschool Community Network
Alaska Afterschool Network
Arizona Center for Afterschool Excellence
Arkansas Out of School Network
California AfterSchool Network
Colorado Afterschool Partnership
Connecticut After School Network
Delaware Afterschool Network
Florida Afterschool Network
Georgia Statewide Afterschool Network
Hawai'i Afterschool Alliance
Idaho Afterschool Network
Afterschool for Children and Teens Now (ACT Now) Coalition (IL)
Indiana Afterschool Network
Iowa Afterschool Alliance
Kansas Enrichment Network
Kentucky Out-of-School Alliance
Louisiana Center for Afterschool Learning
Maine Afterschool Network
Maryland Out of School Time Network
Massachusetts Afterschool Partnership
Michigan After-School Partnership
Ignite Afterschool (MN)
Missouri AfterSchool Network
Mississippi Statewide Afterschool Network
Montana Afterschool Alliance
Beyond School Bells (NE)

Nevada Afterschool Network
New Hampshire Afterschool Network
New Jersey School- Age Care Coalition
NMOST (New Mexico Out of School Time) Network
New York State Network for Youth Success
North Carolina Center for Afterschool Programs
North Dakota Afterschool Network
Ohio Afterschool Network
Oklahoma Partnership for Expanded Learning Opportunities
OregonASK
Pennsylvania Statewide Afterschool/Youth Development Network
Rhode Island Afterschool Network
South Carolina Afterschool Alliance
South Dakota Afterschool Network
Tennessee Afterschool Network
Texas Partnership for Out of School Time
Utah Afterschool Network
Vermont Afterschool, Inc.
Virginia Partnership for Out-of-School Time
Washington Expanded Learning Opportunities Network
West Virginia Statewide Afterschool Network
Wisconsin Afterschool Network
Wyoming Afterschool Alliance

summer activity guide

Passion & Purpose

ages

10-12



About the Summer Activity Guides

Summers are for fun and engaged learning. In 2020 as the impact of the pandemic is widely felt, summer opportunities will be different for young people, families, and afterschool and summer program staff. The Summer Activity Guides were developed to help engage youth with supportive adults in a range of places.

The activities and resources in the Summer Activity Guides are intentionally designed to support youth-serving summer programs in driving consistent engagement and providing ongoing opportunities for youth skill-building and emotional well-being. In addition to the activities for youth, supplemental materials will be available to support professional development and enhance family engagement.

The Guides include 150 original activities and challenges organized by four different age groups (5-9) (10-12) (13-15) (16-18). The activities are adaptable for in-person and virtual instruction, or a hybrid of both, as well as sent as take-home packets.

All activities should be safely executed and aligned with state and local health guidelines.



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Gratitude Letter

ACTIVITY DESCRIPTION

Gratitude is linked to increased social and emotional well-being in youth. In this SEL (social and emotional learning) activity, youth will practice gratitude by writing a 'thank you' letter to someone they appreciate. As part of the 'Passion and Purpose' unit, this is designed to help youth identify supportive individuals in their lives. This activity encourages self-awareness, social awareness, and self-management.

SUPPLIES

- Pencil or pen
- Gratitude Letter Worksheet
- [Optional] Plain paper and crayons or markers to draw a thank you card if not using the worksheet

STEPS

- Writing a 'thank you' letter is a great way to practice gratitude (also called thankfulness).
- Think of someone that you know that you are thankful for. Think of someone who:
 - cares for you,
 - supports you,
 - teaches you things,
 - that you have fun with,
 - and more
- This person could be a parent, guardian, teacher, friend, relative, coach, staff person at your afterschool or summer program, or someone else.
- You can use the Gratitude Letter Worksheet to write your letter. Or, you can draw a thank you card for that person using paper and crayons or markers.
- When you are done, send your letter to that person if you are able to. You can email it to them, take a picture and text the photo to them, send it in the mail, or write it in a text.

ADAPTATIONS

- If delivering the activity in-person or virtually, have youth discuss people in their lives who they are grateful for and why they are thankful for them before writing the letter.
- If delivering the activity digitally or virtually, post the template in a Word document so that youth can type in their responses.



EXTENSIONS

- Create gratitude journals where you write down 3 good things from your day, every day. For a helpful template, check out: <https://www.therapistaid.com/therapy-worksheet/gratitude-journal-three-good-things>

QUESTIONS FOR DISCUSSION

- Who did you write a thank you letter to? Why is this person special to you?
- How did writing the letter make you feel?
- What are some other things that you are grateful for (like things you love to do, things that make you smile, things you couldn't live without)? Why are you thankful for these things?
- Why is it helpful to pay attention to things that you are thankful for?

CREDITS: Therapist Aid's Gratitude Letter available at <https://www.therapistaid.com/therapy-worksheet/gratitude-letter/positive-psychology/children>

Image credit: Pixabay

Gratitude Letter Worksheet

Instructions: Use this worksheet to write a letter to someone you are thankful for. When you are done, send your letter to that person if you are able to.

To: _____

Thank you for being my _____

I am thankful for you because...

Some things that I enjoy doing with you are...

You are important to me because...

From: _____

Virtual Field Trip

ACTIVITY DESCRIPTION

In this STEM activity, youth will explore the natural wonders of Yosemite National Park, virtually! As part of the 'Passion and Purpose' unit, this activity will help inspire youth to be curious explorers and foster a love of nature. This activity supports the development of curiosity, perspective-taking, and environmental education.

SUPPLIES

- Computer or mobile device
- Internet access

STEPS

- Exploring new places can inspire you and help you find new interests and passions.
- Today we are going to take a field trip to Yosemite National Park.
- First, using a computer or mobile device go to Virtual Yosemite at <https://www.virtualyosemite.org>. (The tour is best experienced on a large screen such as a desktop computer monitor.)
- Select "Explore the park" to begin your tour. Make sure you also turn your sound on so you can hear the sounds of the park.
- Start by clicking on any of the red bullseyes you see. Each bullseye will bring you to a different part of Yosemite.
- At each location, you can move the screen to get a complete view of the area, as well as zoom in and out. You can also read more about each place on the right-hand side of the screen.
- Can you find some of Yosemite's most famous sites?
 - El Capitan
 - Half Dome
 - Gates of the Valley

ADAPTATIONS

- If delivering the activity virtually, go on the field trip together. The facilitator can share their screen for youth to watch, or youth can choose their own adventure and discuss what they see.
- If you believe your youth would like a different field trip instead of Yosemite, select a new location from this list: <https://typicallytopical.com/30-virtual-field-trips-for-kids/>



EXTENSIONS

- Use materials you can find around the house (like paper, sheets, pillows, tape, boxes, etc.) to make items for the field trip that you would use at Yosemite National Park - like a tent, binoculars, or a camera.
- Go on another virtual field trip and explore other parts of the world, or even space! Here is a great list to get you started: <https://typicallytopical.com/30-virtual-field-trips-for-kids/>
- Explore the world or your hometown using Google Earth: <https://www.google.com/earth/>
- Create your own field trip in your community by taking photos of special places and adding interesting stories or facts about the places.

QUESTIONS FOR DISCUSSION

- What did you expect to see? Was it similar to what you expected? Why or why not?
- Do you want to go there in real life? Why or why not?
- What are other places you like to visit? Why?
- Have you been to other places that are really different from where you live?

CREDITS: Image credit: Sunny Room

Passion Playlist

ACTIVITY DESCRIPTION

In this social and emotional learning (SEL) and music activity, youth will create a playlist of songs that inspire them. As part of the 'Passion and Purpose' unit, this activity will help youth connect music to their passion and interests. This activity encourages the development of self-awareness and self-management.

SUPPLIES

- Computer or mobile device
- Internet access
- YouTube or free Spotify account*

STEPS

- Listening to inspiring songs is a great way to lift up your mood, make you smile, and motivate you.
- In this activity, you will create a playlist of the Top 10 songs that inspire you.
- Think about songs that pump you up, make you get off the couch, or make you want to draw, write, or run faster. Pick songs that also make you think of people you admire or places you visited that inspired you.
- For inspiration, look up songs on YouTube or Spotify and listen to the lyrics. What's the song's message? How is the artist trying to make you feel?
- Write down 10 songs that inspire you. Include the name of the artist and the song title.

ADAPTATIONS

- *Create a Spotify playlist together with youth. Youth can contribute song ideas to a group playlist. Follow these instructions to create the playlist: <https://www.pcmag.com/how-to/how-to-create-a-spotify-playlist>
- If delivering the activity virtually, have youth share out a few of the songs they selected and why they selected them.
- If delivering digitally or through take-home packets, encourage youth to post the songs they included to your program's platform, if applicable.



EXTENSIONS

- *Turn your written list into a Spotify playlist. Ask your parents to create a free account and then follow these instructions: <https://www.pcmag.com/how-to/how-to-create-a-spotify-playlist>
- Share your playlist with a friend or family member. Listen to it together and talk about what the music means to you.
- Listen to the playlist and write a poem or new song lyrics that goes with how the music makes you feel.
- Google your favorite artists. What's their story? What inspired them to make their music?

QUESTIONS FOR DISCUSSION

- How does listening to your music make you feel?
- What does this music inspire within you?
- Is there a specific person or place that you think of when you listen to your playlist?
- Do you have a favorite song? Why is it your favorite?

CREDITS: Image credit: Brothers Family

Gift Box

ACTIVITY DESCRIPTION

In this SEL (social and emotional learning) and art activity, youth will explore the things that they enjoy doing and the things that make them special. As part of the 'Passion and Purpose' unit, this activity is designed to help youth begin to identify what they are passionate about. This activity encourages self-awareness and self-management skills.

SUPPLIES

- Gift Box Worksheet
- Small – medium container or box
- Scissors
- Markers
- [Optional] Craft items to decorate your box like magazines, stickers, etc. and glue

STEPS

- Recognizing and exploring the things that make you special and the things you enjoy doing can help you figure out what your passions are.
- Passions are things that you have a strong liking for and greatly enjoy doing like art, music, doing science experiments, playing soccer, helping others, taking care of animals, reading, and many more.
- In today's activity you will focus on who you are on the inside, such as the things you are good at, things you enjoy doing, things you are proud of, things that you enjoy learning about, and more.
- Fill out the Gift Box Worksheet by writing or drawing your response to each of the sentence starters.
- Cut up the pieces of paper and add them to your "gift box".
- You can also add items to your gift box too like small objects, notes or photos that remind you of the things you enjoy doing.
- Use markers and craft items to decorate the outside of your box.

ADAPTATIONS

- If delivering the activity in-person or virtually, have each youth share a few of their gifts with the group out loud.
- If delivering the activity digitally, create a space where youth can post a few of their gifts and strengths. You can also create a space where youth can recognize their peers by contributing to each other's gifts.

CREDITS: South Lake's Federation's My Gifts and Qualities' available at <https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179103424.pdf>



EXTENSIONS

- Recognize the strengths, positive qualities and gifts of your peers and ask them to recognize you. Add the things that they share about you to your "gift box".
- Make a "summer love" box that you add to all summer. You can add things that you enjoy about the summer, things that you did during your summer, and things that you are looking forward to.

QUESTIONS FOR DISCUSSION

- What was it like to write down the things that you enjoy doing? How did it make you feel?
- What are some of the things you wrote down?
- What is something that you are passionate about that was not included in your container?
- Was it challenging to answer any of the questions? Why or why not?
- What did you learn about yourself from this activity?

Gift Box Worksheet

Instructions: Passions are things that you have a strong liking for and greatly enjoy doing. Finish each sentence starter by writing or drawing your response. Cut up the pieces of paper and add them to your “gift box”.

One thing I really enjoy doing is...	I feel safe when I am...
If I could do anything I wanted to all day, my day would look like...	Something that I like learning about is...
My favorite subject is...	Something I would like to learn more about is...
Something I am proud of is...	If I could have any job when I get older it would be...
Someone who inspires me is...	One thing that makes me special is that I...

Meaningful Mealtimes

ACTIVITY DESCRIPTION

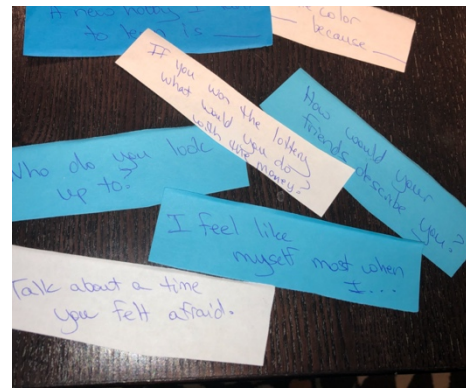
In this social and emotional learning (SEL) activity, youth will create a jar with conversation starters to use with their families. As part of the 'Passion and Purpose' unit, this activity will help youth think about what excites and motivates them and how to have meaningful conversations. This activity supports the development of self-awareness, relationship-building and communication.

SUPPLIES

- Scissors
- Jar or box
- Paper
- Markers, colored pencils or crayons
- Clear tape

STEPS

- Talking to your family and friends about what interests and excites you, is a great way to build support and to create a stronger bond between you.
- We are going to create a fun way for you to have conversations with your families and friends about your passions and interests, and to hear about theirs.
- To create your own Meaningful Mealtimes, first cut out 10 to 20 small pieces of paper. Each piece of paper should be long enough to write one sentence (about 3 inches).
- On each piece of paper, write a question prompt related to passion and purpose. These can include:
 - The one thing I can talk about for hours is _____.
 - What was the last time you were doing something and lost track of time because you liked the activity so much?
 - If you could be remembered for one thing, what would it be?
 - If you won the lottery, what would you do with the money?
 - What kind of person do you want to become?
 - Who do you look up to?
 - If you could change one thing about your community, what would it be.
 - I feel most like myself when I am _____.
 - A new skill or hobby I really want to learn is _____.
- Put the pieces of paper in a jar or box. If you'd like, you can decorate the outside of the box or jar, and add a "Meaningful Mealtimes" label to the outside.
- At your next family gathering or hang out with a friend, take turns picking a topic from the jar and responding to it.



ADAPTATIONS

- If delivering the activity virtually or in-person, have youth share out their favorite topic or questions, and take turns answering the questions.

EXTENSIONS

- Add more topics to your jar. Have family members or friends suggest new topics and questions to add.
- Turn one thing from your conversation into action. For example, if someone likes volunteering, make a plan to volunteer together.
- Programs can use the topics for opening and closing their virtual or in-person sessions. Select a few topics and have each youth give a response, or put youth in small groups to answer the topics.
- Host a virtual dinner party! Create an online gathering with friends or family members. You can use the poll features to ask questions, and then have a conversation about your answers.

QUESTIONS FOR DISCUSSION

- Which questions or topics did you like the most? Least?
- What are some ways you might respond if someone says something you disagree with?
- What are important skills you have to use when communicating?

Stay Positive Journal

CHALLENGE DESCRIPTION

In this language arts and social and emotional learning (SEL) challenge, youth will reflect on the positive parts of their day for four consecutive days. As part of the 'Passion and Purpose' unit, this challenge will help youth identify examples of where they excel or contributed positively to their home or community. This challenge supports the development of writing skills, self-awareness, and self-motivation and communication.

SUPPLIES

- Paper (any color)
- Pencil or pen
- Stay Positive Journal Worksheet

STEPS

- In this challenge, you will spend some time thinking about your positive qualities and the positive things you do for others.
- Throughout the day, pay attention to when you do something well or you see something positive happening in your home or community. If you can, write it down so you remember it later
- Use the Stay Positive Journal Worksheet to think about your positive qualities and the kind things you do for others.
- Complete the three sentences for the day. Give details on when, what and where. For example, *I felt proud when I helped my sister with her homework without being asked.*
- Do this challenge for 4 days in a row.

ADAPTATIONS

- If facilitating in-person, put youth in small groups to share out some of their journal responses. If facilitating virtually, you can also put youth in small groups using the breakout room function of most virtual platforms, like Zoom and GoToMeeting. Afterwards, discuss if keeping a positive journal helped youth focus more on the positive aspects of their day.



EXTENSIONS

- Keep the journal going. Make a habit of noticing the positive experiences in your life and writing or drawing about them in a journal at the end of the day.
- Check out the "Gift Box" activity where you will continue to explore your identify positive qualities and your interests.
- Challenge yourself to try out the "10 Days of Kindness Challenge" where you will do 1 random act of kindness each day for 10 days.
- Is there something good that happened that you would like to do more often? Start with setting goals for yourself, and then create a habit. For example, maybe you wrote down in your journal that you were proud of yourself for biking. Set a goal to bike more often, or invite a friend to bike with you.
- You are more likely to feel better about yourself when you help other people. Check out <https://www.dosomething.org> for ideas on how to give back.

CREDITS: Therapist Aid's Self Esteem Journal, available at: <https://www.therapistaid.com/worksheets/self-esteem-journal.pdf> Image Credit: Santi-vedri

Stay Positive Journal Worksheet

Instructions: Complete a journal entry each day for four consecutive days. At the end of the day, think about the positive experiences you had that day and complete the two sentences. You can either draw or write your responses. Repeat this process for the remaining three days.

DAY 1	Today's Date:	
	Something I did well today...	
	Today I had fun when...	
	Something someone else did for me that I appreciated today...	

DAY 2	Today's Date:	
	Today I accomplished...	
	I had a positive experience with...	
	Something I did for someone...	

Stay Positive Journal Handout

DAY 3	Today's Date:	
	I felt good about myself when...	
	I was proud of someone else...	
	Today was interesting because...	

DAY 4	Today's Date:	
	I felt proud when...	
	A positive thing I witnessed...	
	Today I accomplished...	

Strong Roots

ACTIVITY DESCRIPTION

In this SEL (social and emotional learning) activity, youth will explore the supports that they have in their lives. As part of the 'Passion and Purpose' unit, this activity is designed to help youth identify the people that support them, the opportunities they have, and their positive beliefs about themselves. This activity encourages self-awareness, self-efficacy, and self-confidence.

SUPPLIES

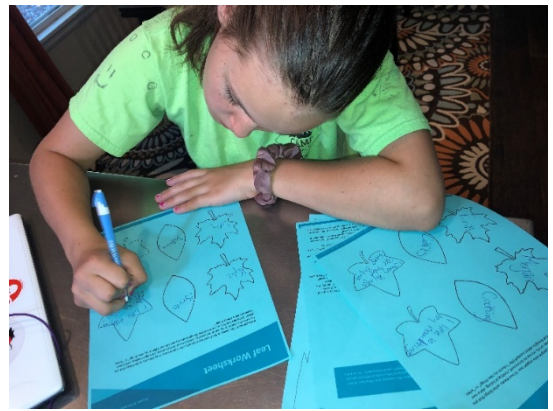
- 2 pieces of brown construction paper
- Pen or pencil
- Green crayons or markers
- Scissors
- Tape or glue
- Leaf Worksheet

STEPS

- Having people in your life who believe in you and support you, having the chance to try and do certain things, and believing in yourself and your abilities helps you to do the things you are passionate about.
- Passions are things that you have a strong liking for and greatly enjoy doing like art, music, doing science experiments, playing soccer, helping others, and reading.
- In today's activity you will explore the supports in your life that can help you do the things you are passionate about.
- Cut one piece of brown paper in half, the long way. Lay your paper flat on the table. Tape or glue the 2 pieces together to make a tree trunk.
- Draw some branches from the other piece of brown paper. Cut them out and tape or glue them to your tree trunk.
- Fill out the Leaf Worksheet to identify:
 - People who support you
 - Things you get to try and do (like play sports, try out an instrument, cooking or baking, visit a new place)
 - Your positive thoughts about yourself
- Use the green markers or crayons to color your leaves.
- Cut out the leaves. Lay the leaves out flat on the table and tape or glue them to your tree branches.

ADAPTATIONS

- If delivering the activity in-person or virtually, have each youth share what they wrote on a few of their leaves with the group.



EXTENSIONS

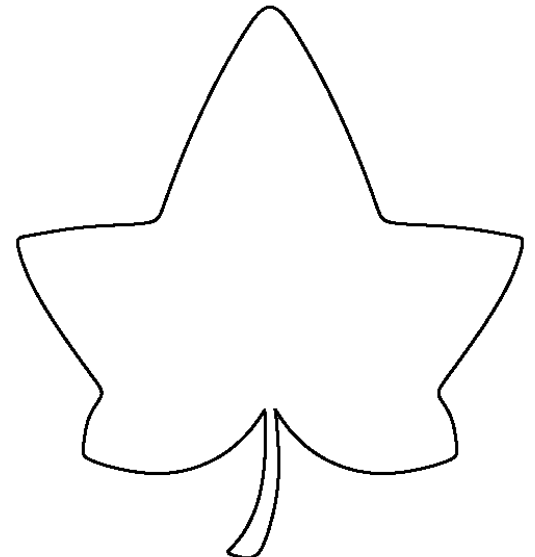
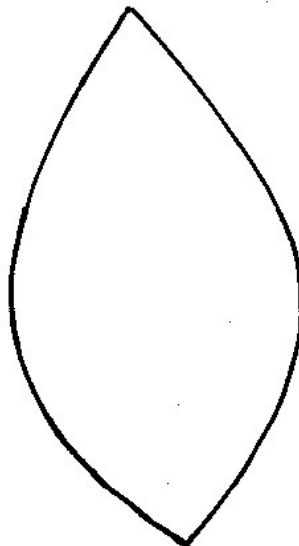
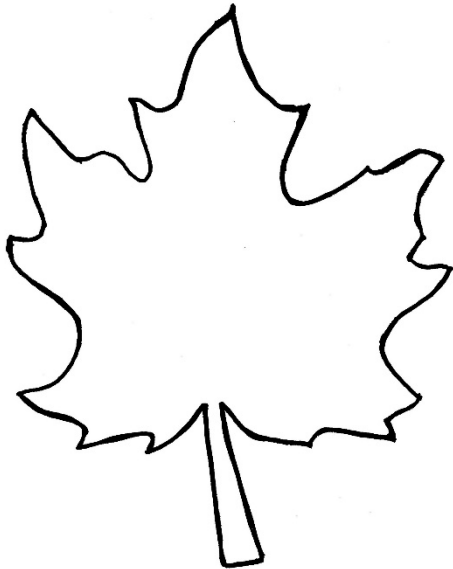
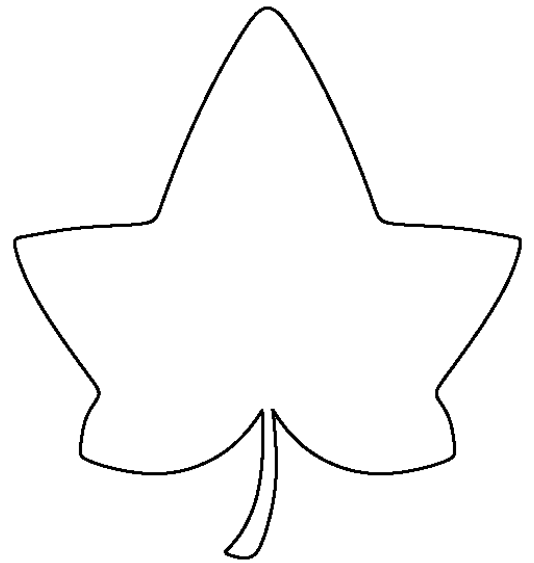
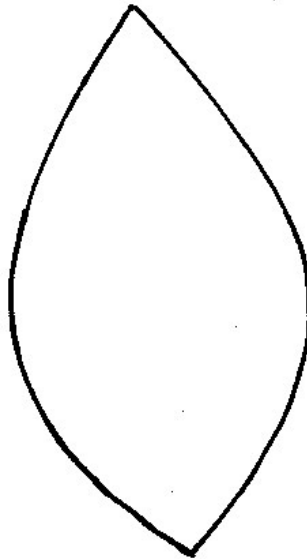
- Create a tree for your classroom or group and have all youth add their leaves to the tree.
- Create a family tree where youth identify the history, strengths and traditions of their families/caregivers and culture. What makes your family special? What traditions do you share? What makes your family strong? What things do you like to do together? How does your family support each other?

QUESTIONS FOR DISCUSSION

- What was this activity like for you? What was easy? What was hard?
- Who are some of things that you wrote about on your leaves?
- Are there things that you learned from your family or your community? What are they?
- How does having these things in our lives help us do the things we are passionate about?
- How are the things that we shared different from each other? How do these differences make us special?
- How can we support each other? What are some of the things that we can do to support each other?

Leaf Worksheet

Instructions: In two leaves, write the names of people who support you. In two leaves, write things that you have had the chance to try out or do (like play sports, try out an instrument, cooking or baking, visit a new place). In the last two leaves, write positive thoughts about yourself (like “I like to try new things” or “when things are hard, I keep trying”).



Acts of Kindness Challenge

CHALLENGE DESCRIPTION

In this challenge, youth will perform a simple act of kindness each day for 10 days. As part of the 'Passion & Purpose' unit, this social and emotional learning (SEL) activity and service-learning activity is designed to help youth develop generosity and compassion. This activity supports the development of self-awareness, respect for others, empathy, and leadership skills.

SUPPLIES

- A copy of '50 Simple Acts of Kindness: Just for Kids': <https://www.createkidsclub.com/wp-content/uploads/2017/11/Acts-Of-Kindness-12.13-1.pdf>
- Pen or pencil

STEPS

- We need to distance ourselves but that doesn't mean we can't help each other. Doing small acts of kindness can help people feel more connected and cared-for. Doing small acts of kindness can also help you feel joyful.
- In this challenge you will try to do one simple act of kindness every day for 2 weeks in a row.
- First, look at the ideas in the handout '50 Simple Acts of Kindness'. You can also check out: <https://inspirekindness.com/blog/kindness-ideas-kids-covid19-coronavirus>. Circle or underline the ideas that you like and that you could do safely with social distancing in place.
- Then, see if you can add some ideas to the list. What else could you do that could help someone out or make someone's day a little easier? Try to come up with 5 ideas.
- Try to do 1 act of kindness every day for 2 weeks in a row.

ADAPTATIONS

- If facilitating the activity in-person or virtually, review the ideas on the '50 Simple Acts of Kindness' list with youth and then have them share some ideas for additional acts of kindness they could do. Work together to create a list.
- If facilitating the activity digitally, virtually or in-person, create a shared tracker where youth can check off each day and share what kind act they did.
- If delivering the activity through take-home resources, encourage families to do acts of kindness together and talk about their experiences. The following link includes kindness ideas and discussion questions for families: <https://www.doinggoodtogether.org/bhf/30daykindnesschallenge>



EXTENSIONS

- Try to do 1-3 acts of kindness that you've never done before.
- Try to do something nice for someone without them knowing it was you who helped them.
- Participate in the 'Happy Heart Hunt' by making a heart from any object and taping it to a street-facing window to send your love out to the world. For more information: <https://kidsforpeaceglobal.org/happyheart Hunt/>
- For a ton of great kindness building activities, check out the Random Acts of Kindness Foundation at: <https://www.randomactsofkindness.org/>

CREDITS: '50 Simple Acts of Kindness: Just for Kids' available at: <https://www.createkidsclub.com/wp-content/uploads/2017/11/Acts-Of-Kindness-12.13-1.pdf>
Image credit: freepik

Invent a Better World

ACTIVITY DESCRIPTION

In this social and emotional learning (SEL) activity, youth will create an invention that helps to solve a problem in their home or community. As part of the 'Passion and Purpose' unit, this activity supports the development of analyzing situations, solving problems, perspective taking, self-efficacy and creativity.

SUPPLIES

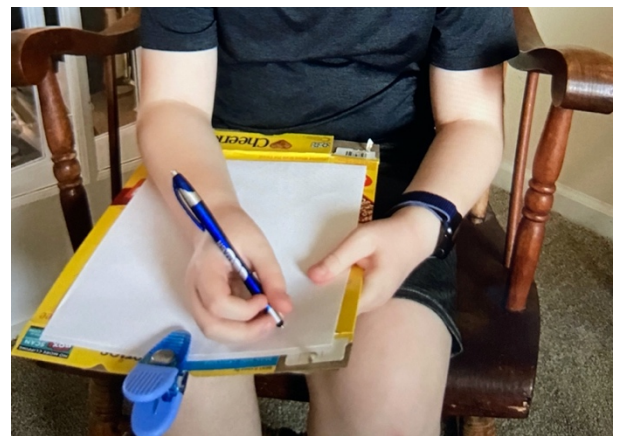
- Common materials found around the home, such as tape, paper, string, glue, rubber bands, garbage bags, and scissors.

STEPS

- In this activity, you will think of a challenge in your home or community that can be made better with a new invention. Think about moments you or someone in your home or community regularly feel frustrated.
- If you can't think of a challenge, that's okay. You can select from this list below.
 - Make a new 6 pack holder - Invent something that can hold six cans that's safe for animals, while also, sturdy and easy to carry. Materials could include string, duct tape, cardboard, or rubber bands. For more ideas on holders, take a look here: https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_3_Harmless_Leader_ENG.pdf
 - Make an emergency shelter – Invent something that a hiker or someone in an emergency could take shelter in. Materials could include garbage bags, sticks, tape and string. For more ideas on shelters, take a look here: https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_4_Speedy_Leader_ENG.pdf
 - Create a game – Invent an indoor game that gets kids off their couch and moving. Materials could include balls (any shape or size), cups or other containers, string, and tape.
- Once you have picked the problem you want to solve, describe what qualities your invention should have and what it should do. For example, "it should be large and lightweight. It should be able to keep someone warm and dry."
- Get the materials you need, and build your invention.
- Test your invention. Does it have all of the qualities you wanted?

ADAPTATIONS

- If delivering the activity virtually, have youth share out the problem they are trying to solve and their inventions.
- If delivering digitally or through take-home packets, encourage youth to share photos of their invention on your platform.



EXTENSIONS

- Keep a journal of invention ideas with you and be ready to write your ideas down when you feel inspired.
- Find a container where you can collect supplies that you might use for inventions.
- Keep it going. Think of different challenges in your home and community and create new inventions.

QUESTIONS FOR DISCUSSION

- How did you come up with your invention? What was the problem you were trying to solve?
- How did you know if you were successful?
- Did your invention work the first time you tested it? If not, how did you fix it?

CREDITS: PBS Kids' "Invent It, Build It", available at: https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_Guide_Full.pdf

Differences & Similarities

ACTIVITY DESCRIPTION

This SEL (social and emotional learning) activity introduces ideas of diversity and inclusion. As part of the 'Passion and Purpose' unit, this activity is designed to help youth begin to identify how differences make people special and unique, to not judge people by their outsides, and to treat others fairly. This activity encourages perspective-taking, appreciating diversity, respect for others, and empathy.

SUPPLIES

[Note: If this activity is being delivered in-person or virtually to a group, only the person facilitating needs to have these supplies]

- 1 white egg
- 1 brown egg
- 1 egg with a spot or a mark on it (any color)
- 1 egg with a small crack in it (not enough to break the egg open). Make a small crack if none of your eggs have cracks.
- 1 bowl for each egg

STEPS

- [Note: This activity involves discussion on diversity and inclusion and is best completed with a staff member or family member. You may find it helpful to review a few key principles for discussing diversity and inclusion prior to this activity:
<https://www.tolerance.org/magazine/publications/beyond-the-golden-rule/the-elementary-preteen-years-ages-612/principles-to>]
- Being different is not a bad thing. Being different is a good thing. Our differences allow us to make unique and special contributions to our communities and to our world.
- Sometimes people forget this though and we don't include or treat people kindly and fairly who are different.
- When it comes to who we are on the inside, we have a lot of things in common.
- Gently lay out the eggs. And look closely at the:
 - Size
 - Color
 - Any marks
 - Cracks
- How are they similar? How are they different?
- Guess what each of the eggs will look like on the inside.
- Crack each egg open in a bowl. How do the eggs look on the inside?
- Even though the eggs look different on the outside, they are all the same on the inside!



STEPS (continued)

- How are these eggs like people?
- We may be different sizes, shapes, have different skin colors, or have differences in ability. On the inside, though, we all have the same things - like, blood, muscles, a heart, a brain, and thoughts and feelings.
- What would it be like if we were all exactly the same?
- Our differences are what makes our program, our schools, our communities and our world more interesting and exciting.
- Why is it important to recognize our differences?
- The ways that we are different – our skin color, our abilities, our size, our shape – means that we all have different experiences in the world. These experiences make us who we are.
- Have you ever been judged for being different? What was that like? How did that feel?
- What are some of the differences that you are proud of?
- How could this activity change the way you think about or treat people?

Differences & Similarities

ADAPTATIONS

- If eggs are difficult to obtain, you can also use M&Ms for a similar lesson. Click here for more details: <https://jewishspecialneeds.blogspot.com/2019/02/using-m-to-teach-diversity-and.html>
- If delivering the activity in-person or virtually, you will only need one set of materials for the facilitator to display.
- If delivering this activity digitally or through a take-home packet, it is recommended that parents/caregivers to participate in the activity alongside their children in order to support discussion.

EXTENSIONS

- Diversity and inclusion are best taught over an extended period of time, by incorporating lessons, practices and conversations into your everyday programming. The Random Acts of Kindness Foundation offers a free, CASEL aligned out-of-school time curriculum for pre-K through 6th grade with 15-30 minute lessons that focus on respect, caring, inclusion, integrity, responsibility, and courage: <https://www.randomactsofkindness.org/for-educators>
Sign up and then scroll down to find 'Kindness Beyond the Classroom' rather than the school-based program.
- If your program has been established as a safe space, some youth may feel comfortable sharing their own challenges and/or disabilities as part of the dialogue. This may provide an opportunity to discuss "invisible disabilities" such as dyslexia, anxiety, autism, etc.
- Make one list of things that others would know about you from just looking at you. Make another list of things that people would not know about you just by looking at you. Which list has more things on it? What are the things on your lists that feel most important to you? What does this teach you about yourself and others? (Consider using the Inside Outside Self-Portrait in the Healthy Life unit as a good starting point for this extension).

QUESTIONS FOR DISCUSSION

- See the activity steps for questions to discuss throughout and after the activity.

CREDITS: Removing the Stumbling Block's 'Teaching Diversity and Inclusion' activity, available at <https://jewishspecialneeds.blogspot.com/2014/06/teaching-diversity-and-inclusion-egg.html>

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About the Summer Activity Guides

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The activities and resources in the Summer Activity Guides are intentionally designed to support youth-serving summer programs in driving consistent engagement and providing ongoing opportunities for youth skill-building and emotional well-being. In addition to the activities for youth, supplemental materials will be available to support professional development and enhance family engagement.

The Guides include 150 original activities and challenges organized by four different age groups (5-9) (10-12) (13-15) (16-18). The activities are adaptable for in-person and virtual instruction, or a hybrid of both, as well as sent as take-home packets.

All activities should be safely executed and aligned with state and local health guidelines.



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Telling My Story

ACTIVITY DESCRIPTION

In this art activity, teens will take pictures in and around their community to highlight different strengths and/or problems they see. As part of the 'Passion & Purpose' unit, this activity is designed to allow teens to express themselves and get engaged in their communities. This activity supports the development of creativity, social-awareness, perspective-taking, reflection, and problem-solving.

SUPPLIES

- Camera or phone/tablet with a camera
- Computer and/or printer
- Paper
- Pen/pencil

STEPS

- The goal of this project is to find out what you would like changed in your community to make it a better place.
- Choose an issue in your community to focus on – health, the environment, social justice, etc.
- Take pictures around your community that highlight both the strengths and challenges around your chosen issue.
- When taking pictures remember:
 - No trespassing, respect privacy, and get permission (if taking pictures of people)
- Once you are done taking pictures, select 3-4 photographs that you think really capture the strengths and/or challenges in your community.
- For each photograph, answer the following questions on a separate sheet of paper:
 - What do you see in this picture?
 - What is really happening in this picture?
 - How does this relate to your life?
 - Why does this strength or problem exist?
 - What can you do about this?
- Once you have answered these questions for each of your photos, put the photos and your answers to the questions into a PowerPoint or booklet to make them easy to share with peers.

ADAPTATIONS

- If teens do not have access to a camera, they can do this activity by walking around their community and writing down what they observe related to their chosen issue.

CREDITS

- Activity inspiration from photovoice.org



EXTENSIONS

- Share your photos and reflections with your friends or family members. What discussions do your photos spark? What can you all do together to positively impact your community?
- In addition to taking pictures, interview people from your community about the issues you notice. What are their insights?

QUESTIONS FOR DISCUSSION

- What did you learn about yourself and your community from this activity?
- What issue did you choose to focus on for your photos? Why?
- What is something you love about your community? Why?
- How do others view your community? Are their assumptions accurate? What can you do to change the way people view your community?
- Think about other communities you know and visit. What are similarities and differences to your community?

Kindness Counts

CHALLENGE DESCRIPTION

In this service-learning challenge, teens will complete various acts of kindness in their homes or communities. As part of the 'Passion & Purpose' unit, this challenge is designed to help teens feel empowered to create change in their community by building on the issues they highlighted in the "Telling My Story" activity. This challenge supports the development of empathy, respect for others, social awareness, and creativity.

SUPPLIES

- Items will vary based on what activities teens decide to do for their acts of kindness.

STEPS

- We can connect people and improve our communities through simple, kind gestures.
- Recall the issue(s) that you uncovered in the "Telling My Story" activity. Try to come up with small acts of kindness that you can do in and around your community to address these issues.
- For example, if your issue was the environment, your acts of kindness could be planting a tree in your neighborhood, picking up garbage on the side of the road, reducing the amount of plastic your family uses, or starting a community garden.
 - For more idea inspiration visit www.randomactsofkindness.org/kindness-ideas
- Sticking to your issue, create a list of at least 5 different acts of kindness you can do in your home or community to address this problem.
 - Keep your resources in mind – if necessary, make your ideas low-budget.
- Over the next 2-3 weeks, aim to implement all 5 of these acts of kindness from your list in your home or community.
 - If your activities require ongoing maintenance (like a community garden), make sure you have a plan to follow up.
 - Enlist the help of others when needed.



ADAPTATIONS

- If facilitating in-person, teens can work in large or small groups to come up with acts of kindness and create a plan to implement these acts together.
- If facilitating virtually, make sure teens have a time to come together to share their acts of kindness with their peers.

EXTENSIONS

- Enlist your friends or family members to do these acts of kindness with you.
- Take a picture of each of your 5 acts of kindness. Use these pictures as a photo journal, post them on social media, or share them with friends and family to inspire everyone to be more kind!
- Enjoying these acts of kindness? Extend this challenge by coming up with even more ideas for acts to do around your community over the next several weeks.

CREDITS

- Activity inspiration from randomactsofkindness.org; image from pressfoto.com

What's My Purpose?

ACTIVITY DESCRIPTION

In this social-emotional learning (SEL) activity, teens will complete a worksheet to help them discover their purpose in life. As part of the 'Passion & Purpose' unit, this activity builds on the 'Telling My Story' activity and is designed to help teens reflect upon their interests, discover their strengths, and understand how their passions can influence their plans for the future. This activity supports the development of self-awareness, goal setting, and reflection.

SUPPLIES

- 'What's My Purpose?' worksheet
- Pen/pencil

STEPS

- Discovering your strengths and passions can help you form a sense of identity, plan for the future, and understand your purpose in life.
- Make sure you have your photos and reflections from the 'Telling My Story' activity available.
 - Remind yourself of the community need you identified in that activity (the environment, health, etc.)
- Using the attached 'What's My Purpose?' worksheet, answer the first 10 questions fully.
- After you have answered the first 10 questions, complete the worksheet by reviewing your answers to those questions to help you with the last page of the worksheet.
 - "What are my strengths/skills?"
 - "What are my passions/interests?"
 - "What is a need in my community?"
- Answering these final questions will lead you to discovering your purpose.
- It's okay to still be unsure of your passions or purpose by the end of this activity.

ADAPTATIONS

- If facilitating virtually or in-person, create time for teens to share their passions, strengths, and purpose with their peers. Facilitate discussion between those with similar and/or different responses.
- If facilitating digitally or using take-home packets, encourage teens to share with their friends or family.

CREDITS

- Image from katemangostar



EXTENSIONS

- Compare your strengths, passions, and purpose results from this worksheet to your results from the 'My Personality' activity in Unit 1. What similarities are there? What differences? How can your personality type help you achieve your purpose?

QUESTIONS FOR DISCUSSION

- What did you learn about yourself from this activity?
- Were you surprised by anything you learned from this activity?
- How can you use your strengths and passions to improve your community?
- What pressure do you feel to discover your passions and purpose?
- How can you manage your own expectations, and the expectations of others, when it comes to finding your purpose?

Worksheet: What's My Purpose?

Answer the following questions to identify your strengths and passions

1. I lose track of time when I am...

2. If I knew I couldn't fail, I would...

3. I am great at...

4. Things that come naturally or easy to me are...

5. I feel good about myself when I am...

Worksheet: What's My Purpose?

6. Topics I enjoy learning about include...

7. My favorite things to do in my free time are...

8. If I could have any job or career it would be...

9. I would regret not being able to do these things during my lifetime...

10. People who inspire me are...

Worksheet: What's My Purpose?

- Based on my responses to the 10 questions above, what are my top 3 strengths and/or skills?

1. _____
2. _____
3. _____

- Based on my responses to the 10 questions above, what am I passionate about?

- Based on the "Telling My Story" activity, what is a need in my community?

- Use the Venn Diagram below. Taking your strengths, passions, and a need in your community into account, what do you think your purpose is?



My Voice Matters

ACTIVITY DESCRIPTION

In this service-learning activity, teens will research an issue that they are passionate about and develop a plan to address that issue. As part of the 'Passion & Purpose' unit, this activity builds on the 'What's My Purpose?' activity and is designed to help teens understand the causes of various societal issues and empower them to create change in their communities. This activity supports the development of problem-solving skills and ethical responsibility.

SUPPLIES

- 'Service-learning Plan' worksheet
- Pen/pencil
- Access to the internet

STEPS

- Refer to your 'What's My Purpose?' worksheet from the 'What's My Purpose?' activity.
- From that worksheet, identify which issue you said you are passionate about.
 - This issue could be the environment, health, social justice, education, etc.
- For this activity, you will research that issue further. You can use the internet for your research, or talk to people who are experts on your chosen issue.
- Answer the first 7 questions on the attached 'Service-learning Plan' worksheet.
- Once you have answered the 7 questions, go to the next page of the worksheet and develop the plan for your chosen service-learning project based on your research.
 - Your project could be a fundraiser, supply drive, awareness building campaign, volunteering with another organization, or anything else of your choosing.
- After you have completed the entire worksheet, share what you learned about your issue and the plan for your service-learning project with your peers.

ADAPTATIONS

- If teens are having a hard time coming up with a project idea, allow them to work with a peer.
- If facilitating in-person, teens can do a group service-learning project. Ensure all teens have a say in the chosen topic, research, and planning.

CREDITS

- Image from freepik.com



EXTENSIONS

- In the next activity in this unit you will be putting your service-learning project into action!
- Enlist your friends and family to assist with your service-learning project. They could serve as volunteers, help spread the word, secure supplies, etc.

QUESTIONS FOR DISCUSSION

- What did you learn about your chosen issue?
- Were you surprised by anything you learned about your issue?
- Have you ever led or participated in a service-learning project before? How was that experience?
- How do you feel about leading a service-learning project?
- How can you use your strengths to make sure your service-learning project is successful?

Worksheet: Service-learning Plan

Answer the following questions about your selected issue

1. What is the issue you will be researching?

2. What is the history of this issue?

3. How does this issue impact you or your community specifically?

4. What will it take to solve this issue?

Worksheet: Service-learning Plan

5. What is already being done to address this issue, if anything?

6. What reputable organizations are doing work to address this issue?

7. What can you do to address this issue in your community? What can you do to address this issue on a national level?

Worksheet: Service-learning Plan

Complete the following worksheet to create a plan for your service-learning project

What issue is your service-learning project going to address?

What is the goal of your service-learning project? What do you hope to achieve?

Provide an overview of your service-learning project:

How will you know if your service-learning project has been successful?

What is the date and time that your project will take place? Will it be an ongoing project?

What materials, supplies, or equipment will you need for your project? Where will you get those items?

Who do you need permission or approval from to implement this project?

What local or national organizations can you partner with to help with your project?

How will you advertise your project?

How will you find volunteers for your project, if needed?

I Can Make a Difference

ACTIVITY DESCRIPTION

In this service-learning activity, teens put their service-learning project into action. As part of the 'Passion & Purpose' unit, this activity builds on the 'My Voice Matters' activity and is designed to provide teens with a hands-on learning experience and a chance to get engaged in their community. This activity supports the development of perspective-taking, respect for others, social engagement, and reflection.

SUPPLIES

- 'Service-learning Plan' worksheet from the 'My Voice Matters' activity
- Any materials needed for your service-learning project

STEPS

- Make sure you have your completed 'Service-learning Plan' worksheet from the 'My Voice Matters' activity.
- Reference the last page of the worksheet where you developed the plan for your service-learning project.
- Make sure all plans you laid out in your 'Service-learning Plan' worksheet are in place for your project and you have any necessary supplies.
- Time to do your service-learning project!
 - Your project may be a one-time event or an ongoing project.
- Be sure to document your service-learning project through pictures or video so you can share your experience with others.
 - If you are volunteering with an organization, they may not allow pictures or videos. Make sure to check their policies.
- Share your service-learning experience with your peers.

ADAPTATIONS

- If teens are unable to physically volunteer somewhere, they can still make a difference through various online methods such as hosting an online fundraiser, starting an online petition, or starting an awareness-building campaign on social media.

CREDITS

- Image from freepik.com



EXTENSIONS

- Celebrate your hard work! If there were other volunteers at your project, celebrate with them as well.
- Create a video or PowerPoint presentation to summarize your service-learning project. You can use this to share with others and encourage them to volunteer in the future.

QUESTIONS FOR DISCUSSION

- What was it like to volunteer for a cause that is important to you?
- Did anything about your service-learning experience surprise you?
- What did you learn anything about yourself through this experience?
- Do you think your service-learning project was a success? Why or why not?
- How can you continue working to address your selected issue?
- How will you let others know about your selected issue? How can you engage others in this cause?

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Through My Eyes

ACTIVITY DESCRIPTION

In this art activity, teens will take pictures in and around their community to highlight different strengths and/or problems they see. As part of the 'Passion & Purpose' unit, this activity is designed to allow teens to express themselves and get engaged in their communities. This activity supports the development of creativity, social-awareness, perspective-taking, reflection, and problem-solving.

SUPPLIES

- Camera or phone/tablet with a camera
- Computer and/or printer
- Paper
- Pen/pencil

STEPS

- The goal of this project is to find out what you would like changed in your community to make it a better place.
- Choose an issue in your community to focus on – health, the environment, social justice, etc.
- Take pictures around your community that highlight both the strengths and challenges around your chosen issue.
- Also ask to speak to different members of your community (family, neighbors, etc.) about your chosen issue. What are their thoughts/insights?
- When taking pictures and talking to community members, remember:
 - No trespassing, respect privacy, and get permission (if taking pictures of or recording conversations with people)
- Once you are done taking pictures, select 3-4 photographs that you think really capture the strengths and/or challenges in your community.
- For each photograph, answer the following questions on a separate sheet of paper:
 - What do you see in this picture?
 - What is really happening in this picture?
 - How does this relate to your life or the lives of people in your community?
 - Why does this strength or problem exist?
 - What can you do about this?
- Once you have answered these questions for each of your photos, put the photos and your answers to the questions into a PowerPoint or booklet to make them easy to share with peers.

CREDITS

- Activity inspiration from photovoice.org; image from tirachardz



ADAPTATIONS

- If teens do not have access to a camera, they can do this activity by walking around their community and writing down what they observe related to their chosen issue.

EXTENSIONS

- Share your photos and reflections with your larger community. Post on social media or share your project with a community organizer/local public official to raise awareness and spark conversation.

QUESTIONS FOR DISCUSSION

- What did you learn about yourself and your community from this activity?
- What issue did you choose to focus on for your photos and conversations? Why?
- What impact does this issue have on your future and the future of your community?
- What are the strengths of your community? How can you lean on these strengths to help create change?
- Think about other communities you know and visit. What are the similarities and differences to your community?

Kindness, Pass it On

CHALLENGE DESCRIPTION

In this service-learning challenge, teens will complete various acts of kindness in their homes or communities. As part of the 'Passion & Purpose' unit, this challenge is designed to help teens feel empowered to create change in their community by building on the issues they highlighted in the "Through My Eyes" activity. This challenge supports the development of empathy, respect for others, social awareness, and creativity.

SUPPLIES

- Items will vary based on what activities teens decide to do for their acts of kindness.

STEPS

- We can connect people and improve our communities through simple, kind gestures.
- Recall the issue(s) that you uncovered in the "Through My Eyes" activity. Try to come up with small acts of kindness that you can do in and around your community to address these issues.
- For example, if your issue was the environment, your acts of kindness could be planting a tree in your neighborhood, picking up garbage on the side of the road, reducing the amount of plastic your family uses, or starting a community garden.
 - For more idea inspiration visit www.randomactsofkindness.org/kindness-ideas
- Sticking to your issue, create a list of at least 5 different acts of kindness you can do in your home or community to address this problem.
 - Keep your resources in mind – if necessary, make your ideas low-budget.
- Over the next 2-3 weeks, aim to implement all 5 of these acts of kindness from your list in your home or community.
 - If your activities require ongoing maintenance (like a community garden), make sure you have a plan to follow up.
 - Enlist the help of others when needed.



ADAPTATIONS

- If facilitating in-person, teens can work in groups to come up with acts of kindness and create a plan to implement these acts together.
- If facilitating virtually, make sure teens have a time to come together to share their acts of kindness with their peers.

EXTENSIONS

- Keep a journal during this challenge – write down how you feel while doing these acts of kindness, the impact you think they will have on the community, and what else you can do to make positive, meaningful change.
- Enjoying these acts of kindness? Extend this challenge by coming up with even more ideas for acts to do around your community over the next several weeks.
- Create a kindness chain with your friends. Complete one act of kindness in your community then challenge a friend on social media to do the same and continue passing it on to others – this creates your kindness chain.

CREDITS

- Activity inspiration from randomactsofkindness.org; image from protooleh

Finding My Purpose

ACTIVITY DESCRIPTION

In this social-emotional learning (SEL) activity, teens will complete a worksheet to help them discover their purpose in life. As part of the 'Passion & Purpose' unit, this activity builds on the 'Through My Eyes' activity and is designed to help teens reflect upon their interests, discover their strengths, and understand how their passions can influence their plans for the future. This activity supports the development of self-awareness, goal setting, and reflection.

SUPPLIES

- 'Finding My Purpose' worksheet
- Pen/pencil

STEPS

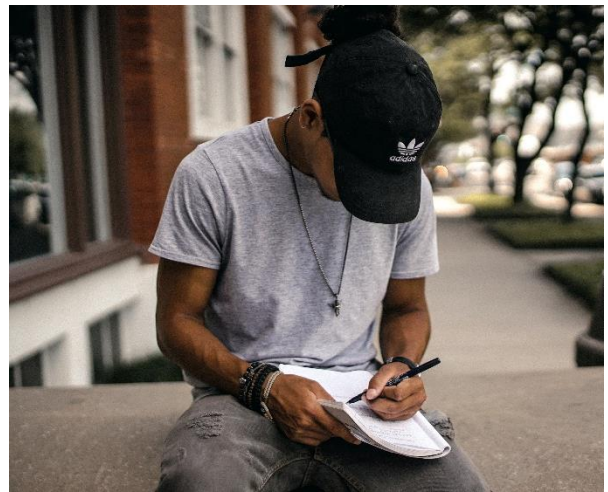
- Discovering your strengths and passions can help you form a sense of identity and understand your purpose in life.
- Knowing your strengths and passions can also help you plan for the future as you decide on the best post-secondary plans or pick a career path.
- Make sure you have your photos and reflections from the 'Through My Eyes' activity available.
 - Remind yourself of the community need you identified in that activity.
- Using the attached 'Finding My Purpose' worksheet, answer the first 10 questions fully.
- After you have answered the first 10 questions, complete the worksheet by reviewing your answers to those questions to help you with the last page of the worksheet.
 - "What are my strengths/skills?"
 - "What are my passions/interests?"
 - "What is a need in my community?"
- Answering these final questions will lead you to discovering your purpose.
- It's okay to still be unsure of your passions or purpose by the end of this activity.

ADAPTATIONS

- If facilitating virtually or in-person, create time for teens to share their passions, strengths, and purpose with their peers. Facilitate discussion between those with similar and/or different responses.

CREDITS

- Image from Upsplash



EXTENSIONS

- Compare your strengths, passions, and purpose results from this worksheet to your results from the 'My Personality' activity in Unit 1. What similarities/differences are there? How can you leverage your personality type to realize your purpose?
- Visit www.mynextmove.org to see how your strengths, passions, and interests align with different career paths.

QUESTIONS FOR DISCUSSION

- What did you learn about yourself from this activity? Did anything surprise you?
- How can you use your strengths and passions to improve your community?
- Did you and your peers have similar passions? How can you leverage your unique strengths and work together to bring about change in your community?
- How can you use your strengths and passions to inform your future college or career path?

Worksheet: Finding My Purpose

Answer the following questions to identify your strengths and passions

1. I lose track of time when I am...

2. If I knew I couldn't fail, I would...

3. I am great at...

4. Things that come naturally or easy to me are...

5. I feel good about myself when I am...

Worksheet: Finding My Purpose

6. Topics I enjoy learning about include...

7. My favorite things to do in my free time are...

8. If I could have any job or career it would be...

9. I would regret not being able to do these things during my lifetime...

10. People who inspire me are...

Worksheet: Finding My Purpose

- Based on my responses to the 10 questions above, what are my top 3 strengths and/or skills?

1. _____
2. _____
3. _____

- Based on my responses to the 10 questions above, what am I passionate about?

- Based on the “Through My Eyes” activity, what is a need in my community?

- Use the Venn Diagram below. Taking your strengths, passions, and a need in your community into account, what do you think your purpose is?



My Voice Matters

ACTIVITY DESCRIPTION

In this service-learning activity, teens will research an issue that they are passionate about and develop a plan to address that issue. As part of the 'Passion & Purpose' unit, this activity builds on the 'Finding My Purpose' activity and is designed to help teens understand the causes of various societal issues and empower them to create change in their communities. This activity supports the development of problem-solving skills and ethical responsibility.

SUPPLIES

- 'Service-learning Plan' worksheet
- Pen/pencil
- Access to the internet

STEPS

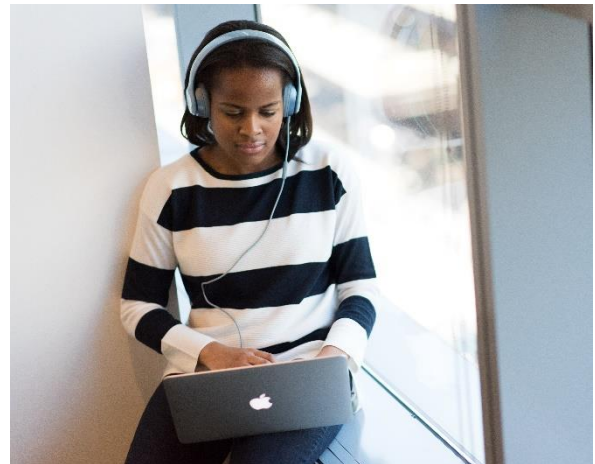
- Refer to your 'Finding My Purpose' worksheet from the 'Finding My Purpose' activity.
- From that worksheet, identify which issue you said you are passionate about.
 - This issue could be the environment, health, racism, social justice, education, or anything else of interest to you.
- For this activity, you will research that issue further. You can use the internet for your research, or talk to people who are experts on your chosen issue.
- Answer the first 7 questions on the attached 'Service-learning Plan' worksheet.
- Once you have answered the 7 questions, go to the next page of the worksheet and develop the plan for your chosen service-learning project based on your research.
 - Your project could be a fundraiser, supply drive, awareness building campaign, volunteering with another organization, or anything else of your choosing.
- After you have completed the entire worksheet, share what you learned about your issue and the plan for your service-learning project with your peers.

ADAPTATIONS

- If facilitating in-person, you can organize a group service-learning project. Just ensure all teens have a say in the chosen topic, research, and planning of the project.

CREDITS

- Image from Upsplash



EXTENSIONS

- In the next activity in this unit you will be putting your service-learning project into action!
- Enlist your friends and family to assist with your service-learning project. They could serve as volunteers, help spread the word, secure supplies, etc.
- Advertise your project on social media to spread the word.

QUESTIONS FOR DISCUSSION

- What did you learn about your selected issue? Did anything surprise you?
- Have you ever led or participated in a service-learning project before? How was that experience?
- Which of your skills/strengths can you use to ensure this project is successful?
- What do you hope to gain from this service-learning experience?
- What challenges do you think you may encounter during your service-learning project? How can you overcome them?

Worksheet: Service-learning Plan

Answer the following questions about your selected issue

1. What is the issue you will be researching?

2. What is the history of this issue?

3. How does this issue impact you or your community specifically?

4. What will it take to solve this issue?

Worksheet: Service-learning Plan

5. What is already being done to address this issue, if anything?

6. What reputable organizations are doing work to address this issue?

7. What can you do to address this issue in your community? What can you do to address this issue on a national level?

Worksheet: Service-learning Plan

Complete the following worksheet to create a plan for your service-learning project

What issue is your service-learning project going to address?

What is the goal of your service-learning project? What do you hope to achieve?

Provide an overview of your service-learning project:

How will you know if your service-learning project has been successful?

What is the date and time that your project will take place? Will it be an ongoing project?

What materials, supplies, or equipment will you need for your project? Where will you get those items?

Who do you need permission or approval from to implement this project?

What local or national organizations can you partner with to help with your project?

How will you advertise your project?

How will you find volunteers for your project, if needed?

I Can Make a Difference

ACTIVITY DESCRIPTION

In this service-learning activity, teens put their service-learning project into action. As part of the 'Passion & Purpose' unit, this activity builds on the 'My Voice Matters' activity and is designed to provide teens with a hands-on learning experience and a chance to get engaged in their community. This activity supports the development of perspective-taking, respect for others, social engagement, and reflection.

SUPPLIES

- 'Service-learning Plan' worksheet from the 'My Voice Matters' activity
- Any materials needed for your service-learning project

STEPS

- Make sure you have your completed 'Service-learning Plan' worksheet from the 'My Voice Matters' activity.
- Reference the last page of the worksheet where you developed the plan for your service-learning project.
- Make sure all plans you laid out in your 'Service-learning Plan' worksheet are in place for your project and you have any necessary supplies.
- Time to do your service-learning project!
 - Your project may be a one-time event or an ongoing project.
- Be sure to document your service-learning project through pictures or video so you can share your experience with others.
 - If you are volunteering with an organization, they may not allow pictures or videos. Make sure to check their policies.
- Share your service-learning experience with your peers.

ADAPTATIONS

- If teens are unable to physically volunteer somewhere, they can still make a difference through various online methods such as hosting an online fundraiser, starting an online petition, or starting an awareness-building campaign on social media.

CREDITS

- Image from peoplecreations



EXTENSIONS

- Celebrate your hard work! If there were other volunteers at your project, celebrate with them as well.
- Create a video or PowerPoint presentation to summarize your service-learning project. Share this with friends or on social media to raise awareness of your issue and highlight opportunities to volunteer in the community.

QUESTIONS FOR DISCUSSION

- Did anything about your service-learning experience surprise you?
- Do you think your service-learning project was a success? Why or why not?
- What did you learn about yourself through this experience? Did you learn any new skills or identify any new interests?
- How will you let others know about your selected issue? How can you engage others in this cause?
- If you could do this service-learning project again, what would you do differently?
- Have you ever considered a career in public service? Why or why not?

The 50 State Afterschool Network



The Summer Activity Guide has been developed for the 50 State Afterschool Network with leadership from the Georgia Statewide Afterschool Network to engage and support children and youth nationwide.

In each state, the afterschool network is broadening opportunities for youth. Seeking equitable outcomes for underserved children to succeed in school and future jobs, a statewide afterschool network brings together cross-sector leaders with a common vision and coordinated strategy to advance quality afterschool and summer learning programs

Alabama Afterschool Community Network
Alaska Afterschool Network
Arizona Center for Afterschool Excellence
Arkansas Out of School Network
California AfterSchool Network
Colorado Afterschool Partnership
Connecticut After School Network
Delaware Afterschool Network
Florida Afterschool Network
Georgia Statewide Afterschool Network
Hawai'i Afterschool Alliance
Idaho Afterschool Network
Afterschool for Children and Teens Now (ACT Now) Coalition (IL)
Indiana Afterschool Network
Iowa Afterschool Alliance
Kansas Enrichment Network
Kentucky Out-of-School Alliance
Louisiana Center for Afterschool Learning
Maine Afterschool Network
Maryland Out of School Time Network
Massachusetts Afterschool Partnership
Michigan After-School Partnership
Ignite Afterschool (MN)
Missouri AfterSchool Network
Mississippi Statewide Afterschool Network
Montana Afterschool Alliance
Beyond School Bells (NE)

Nevada Afterschool Network
New Hampshire Afterschool Network
New Jersey School- Age Care Coalition
NMOST (New Mexico Out of School Time) Network
New York State Network for Youth Success
North Carolina Center for Afterschool Programs
North Dakota Afterschool Network
Ohio Afterschool Network
Oklahoma Partnership for Expanded Learning Opportunities
OregonASK
Pennsylvania Statewide Afterschool/Youth Development Network
Rhode Island Afterschool Network
South Carolina Afterschool Alliance
South Dakota Afterschool Network
Tennessee Afterschool Network
Texas Partnership for Out of School Time
Utah Afterschool Network
Vermont Afterschool, Inc.
Virginia Partnership for Out-of-School Time
Washington Expanded Learning Opportunities Network
West Virginia Statewide Afterschool Network
Wisconsin Afterschool Network
Wyoming Afterschool Alliance

Supply List: Unit 3 (Passion and Purpose)

The **Summer Activity Guide** is a suite of activities and resources intentionally designed to support youth-serving summer programs in delivering programming through multiple approaches during the COVID-19 pandemic. The activities included in the Guide are easy to implement with limited support and readily available materials. Here are the supplies youth will need to complete the activities for Unit 3. The lists are organized by age group.

SUPPLIES FOR AGES 5 – 9

- Paper (white or colored)
- Pen or pencil
- Scissors
- Markers, colored pencils or crayons
- Tape, glue or a stapler
- 2 jars, boxes or another container that closes
- Computer or mobile device
- Internet access
- 3 pieces of brown construction paper
- A copy of '50 Simple Acts of Kindness: Just for Kids': <https://www.createkidsclub.com/wp-content/uploads/2017/11/Acts-Of-Kindness-12.13-1.pdf>
- 4 eggs that are different colors
- 1 quart-size sealable plastic bag
- 1 gallon-size sealable plastic bag
- Measuring cups and spoons
- 1 cup half and half
- 1 cup heavy cream
- ¼ cup sugar
- 1 teaspoon vanilla extract
- ½ cup salt (Kosher or rock salt)

Worksheets:

- Meaningful Mealtime Worksheet
- Stay Positive Journal Worksheet
- Leaf Worksheet
- Gratitude Letter Worksheet
- Gift Box Worksheet

SUPPLIES FOR AGES 13 – 15

- Pen or pencil
- Paper
- Access to the internet
- Camera or phone/tablet with a camera

Worksheets:

- Service-learning Plan Worksheet
- What's My Purpose Worksheet

SUPPLIES FOR AGES 10 – 12

- Paper (white or colored)
- Pen or pencil
- Scissors
- Markers, colored pencils or crayons
- Tape, glue or a stapler
- 2 jars, boxes or another container that closes
- Computer or mobile device
- Internet access
- 3 pieces of brown construction paper
- Free Spotify account
 - *If completed individually, youth will need a Spotify account for this activity. Work with parents/caregivers to get permission for youth to set up an account. Or, the facilitator can have an account and all youth can contribute song ideas to a group playlist*
- A copy of '50 Simple Acts of Kindness: Just for Kids': <https://www.createkidsclub.com/wp-content/uploads/2017/11/Acts-Of-Kindness-12.13-1.pdf>
- 4 eggs that are different colors

Worksheets:

- Stay Positive Journal Worksheet
- Leaf Worksheet
- Gratitude Letter Worksheet
- Gift Box Worksheet

SUPPLIES FOR AGES 16 – 18

- Pen or pencil
- Paper
- Access to the internet
- Camera or phone/tablet with a camera

Worksheets:

- Service-learning Plan Worksheet
- Finding My Purpose Worksheet