

summer activity guide

Who I Am

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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Upcycled Self-Portrait

ACTIVITY DESCRIPTION

As part of the 'Who I Am' unit, this activity is designed to help staff and youth get to know each other, and for youth get to know their peers. In this art activity, youth will use recyclables to create self-portrait sculptures. This activity supports the development of creative thinking, self-awareness, problem-solving and perseverance.

SUPPLIES

- Any recyclables that you can find such as cardboard, straws, plastic bottles, bottle caps, toilet paper and paper towel tubes, boxes, paper, cardboard, straws, egg cartons, etc. (Note: be sure to clean these items.)
- Scissors
- Glue or tape

STEPS

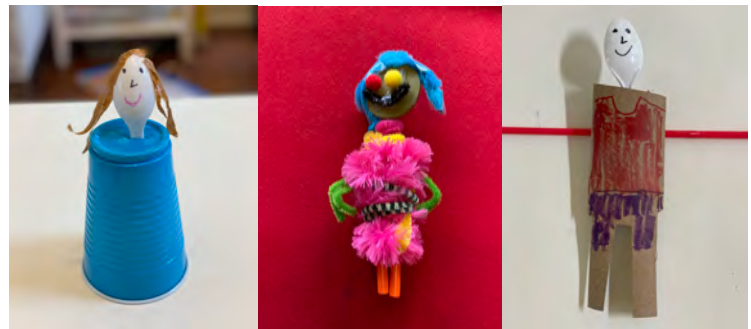
- A sculpture is a 3-dimensional piece of art. Sculptures can be really large (like the size of a building) or really tiny (like the size of your hand). An example of a sculpture is the Statue of Liberty.
- For a great description of a sculpture, watch this clip from Sesame Street:
https://www.youtube.com/watch?v=cTslqS_H7Jg
- Cut and glue or tape your materials together to build a sculpture that looks like you.
- Think about what you look like – your skin color, hair color, eye color, the shape of your face, your height, and more. Try to add those features to your sculpture.
- Think about things that you like – your favorite clothing, hobbies you like, your pet, and more. Try to add things that you like to your sculpture.

ADAPTATIONS

- If facilitating in person, create a mystery box of materials and challenge kids to create sculptures using those materials. See <https://tinkerlab.com/recycled-art-sculpture-mystery-box-challenge/> for more information.

CREDITS

- Tinkerlab's Recycled Art Sculpture/Mystery Box Challenge, available at: <https://tinkerlab.com/recycled-art-sculpture-mystery-box-challenge/>



EXTENSIONS

- Make a sculpture of one or more of your family members.
- Make some sculptures that show some of your feelings – like when you are happy, sad, frustrated, and excited.

QUESTIONS FOR DISCUSSION

- Where have you seen a sculpture? What did it look like?
- What materials can sculptures be made of?
- How does your sculpture look like you?
- How does your sculpture show some of the things that you like?
- How do our sculptures show some of our differences?
- How do these differences make us special?

Photo Scavenger Hunt

ACTIVITY DESCRIPTION

In this art activity, youth will engage in a photo scavenger hunt. As part of the 'Who I Am' unit, youth will explore what makes them special and unique using photos. Following the prompts on the handout, youth will use a camera or smart phone to take pictures of objects, people and places in their home that are important to them. This activity supports self-awareness and creative thinking.

SUPPLIES

- Photo Scavenger Hunt Handout
- Camera or smart phone

STEPS

- Look at the items on the Photo Scavenger Handout
- Take a photo of the person, object or place that best answers each item. All items should be found in or around your home. (For example, for "my favorite room in my home", you could take a photo of your kitchen or your bedroom.)
- If you don't have a way to take a photo with a phone or camera, you can write or draw your answers on the handout.

ADAPTATIONS

- If youth do not have access to a camera or smart phone, they can write or draw their responses on the handout or on a separate piece of paper.
- If you are using digital or virtual programming, have your youth share 1 or 2 photos they most want you to know about them on the available platform.

EXTENSIONS

- Challenge a family member or friend to also complete the activity, and then share your photos.
- As places and communities near you open, take pictures of other places, people and objects that are important to you.



QUESTIONS FOR DISCUSSION

- What makes you special and unique?
- Were there any items that were hard to find?
- Do you think any of your items would surprise your family or friends?
- What would you most want others to know about you?

Photo Scavenger Hunt

Instructions: Take a photo of the person, object or place that best answers each item. All items should be found in or around your home. (If you don't have a way to take a photo with a phone or camera, you can write or draw your answers on the handout.)

<p>This is where I go when I need some space to myself...</p>	<p>This is something I do to relax...</p>	<p>Before I go to bed, I always...</p>
<p>This is something I am really proud of...</p>	<p>My favorite room in my home is...</p>	<p>I help at home by...</p>
<p>This is something I do that is fun...</p>	<p>When I look outside, I see...</p>	<p>These are the people I live with...</p>

Letters to Myself

ACTIVITY DESCRIPTION

We are all living through a historic time right now. As part of the 'Who I Am' unit, this social and emotional learning (SEL) and literacy activity is designed to help youth reflect on what they want to remember from this time period. Youth will create an accordion book made of envelopes and fill each page with a memory such as the people they are spending time with, what their days are like, how they are feeling, or specific events or occurrences. This activity supports the development of creative thinking, self-awareness, and writing skills.

SUPPLIES

- 3 envelopes
- Paper
- Glue
- Scissors
- A piece of string or ribbon

STEPS

- You can glue your envelopes together like a fan or you can keep them separate and just put them in a pile.
- To glue them together, lay them out and glue the flaps of each envelope to the front side of another envelope. You can also just use the sticky part of the envelope.
- If you glued or stuck them together, let them dry.
- Cut 3 pieces of paper, one for each envelope. Make sure the pieces are big enough to write or draw on.
- On each piece of paper, draw a picture or write a note about what your time at home has been like. Use these 3 idea starters:
 1. What I do during the day is...
 2. Some things that I like and dislike are...
 3. The people I spend time with are...
- Put one piece of paper in each envelope.
- If you glued or stuck your envelopes together, fold them like a fan. If you did not glue them, you can put them in a pile.
- Draw on the front of your book or pile of envelopes. Any side can be the top. Remember to put your name and the date on it.
- Tie it closed with string or ribbon.
- Save your book to look back on years from now.



ADAPTATIONS

- If facilitating in person or virtually, have youth select a few of their memories to share with the group.
- If delivered virtually, have youth share a memory to your Facebook page or program platform.

EXTENSIONS

- Create COVID-19 time capsules. For a free downloadable time capsule activities, check out: <https://letsembark.ca/time-capsule>

QUESTIONS FOR DISCUSSION

- What are some of the things that you have liked about your time at home?
- What are some of the things that you have disliked about your time at home?
- What are you looking forward to doing when you see your friends again?

CREDITS: Babble Dabble Do's Day-Glo Accordion Book, available here: <https://babbledablededo.com/diy-books-day-glo-accordion-book/>

TV Interview

ACTIVITY DESCRIPTION

As part of the 'Who I Am' unit, this social and emotional learning (SEL) activity is designed to support youth in reflecting on the changes they have experienced in their lives and continue to experience during COVID-19 and their feelings about these changes. Youth will use interviews as a tool for self-exploration. This activity supports the development of self-awareness, identifying emotions, self-regulation, and language arts skills.

SUPPLIES

- TV Interview Handout
- A Smartphone or other device that can record videos or audio
- If you don't have a device that can record videos or audio, you can write or draw your responses to the interview questions on the handout

STEPS

- An interview is a meeting between people where one person is asking another person questions about their life.
- Pretend you are being interviewed for a TV show about your time at home during the coronavirus.
- Look at the questions on the TV Interview Handout.
- Think about your answers to those questions. Then, create a video or audio recording of yourself responding to the questions.
- If you don't have a way to record video or audio, write or draw your answers to questions on the handout.

ADAPTATIONS

- If facilitating virtually or in person, have youth share their responses to some of questions.
- If facilitating in person, have youth interview and record each other.
- If the activity is being done at home, youth can also ask a family member to interview and record them instead of youth interviewing themselves.

CREDITS

- Photo by Marshall Clarke



EXTENSIONS

- Interview one of your family members or friends. You can interview them in person, on the phone, or virtually. Ask them the same questions about their time at home. Compare their responses to your answers. What is similar about your experiences and feelings? What is different?
- If facilitating in person, have youth use their handouts to find others in the group who had the same answers to the questions that they did. They can use the handout like a bingo card and mark off when they find someone.

QUESTIONS FOR DISCUSSION

- What was this activity like? What was easy? What was difficult?
- What were some of the changes that you experienced when your time at home began?
- What were some of the feelings that you talked about?
- How are you staying busy at home?
- What ideas would you share with your friends on how to stay busy?
- What are you most looking forward to?

TV Interview Handout

Instructions: Pretend that you are being interviewed for a TV show. Think about your answers to these questions. Then, create a video or audio recording of yourself responding to the questions.

<p>What are 3 words to describe feelings that you've had during your time at home?</p>	<p>What are some of the things that you do to keep busy at home?</p>	<p>What are some of the activities or things that you like doing?</p>
<p>What are some of the activities or things that you don't like doing?</p>	<p>What are some of the things that you miss?</p>	<p>Who are you staying connected with?</p>
<p>Who are some of the people that you miss seeing?</p>	<p>Were there any special events that you celebrated?</p>	<p>What have you learned from the experience?</p>

Busy Jar

ACTIVITY DESCRIPTION

Summer days can feel like long periods of time to fill. Plus, with many families still sheltering in place, youth are in need of activity ideas to fill their days. As part of the 'Who I Am' unit, this social and emotional learning (SEL) activity is designed to help youth identify activities that they can do on their own to keep them learning and engaged. This activity supports the development of creative thinking, self-awareness, problem-solving and perseverance.

SUPPLIES

- An empty jar or container
- 3-5 pieces of different colored paper
- Scissors
- A marker, pen or pencil

STEPS

- A busy jar is a container that you fill with ideas of things that you want to do, create, play with, learn or try when you can't think of anything to do.
- Cut your paper into small squares or strips that are big enough to write or draw on.
- Put your paper in piles by color (for example, put all yellow paper in a pile).
- Think about all the things that you like to do, would like to try, or feel good about doing at home (like draw, build a fort, make your bed, read a new book, build with Legos, learn a dance, etc.).
- On each piece of paper, write or draw a picture of one thing that you can do, make, play, learn, or try out.
- If you want, you can use a different color for different types of activities. For example,
 - Orange: things I like to make
 - Yellow: things I like to play or play with
 - Pink: new things I want to try out
 - Red: things I want to learn
 - Blue: things that get me active
- Fold each piece of paper in half and put it in your jar or container. When you can't think of anything to do, pull a piece of paper from your jar and do the thing that is on the paper.



ADAPTATIONS

- Instead of writing or drawing ideas, youth can add items to their jar to remind them of ideas. For example, if they like to play with Legos, they can add a Lego to the jar.
- If delivered in person, have youth add 1-2 ideas to peer's jars.
- If delivered virtually, have youth share their top 2 ideas to your Facebook page or program platform. Youth can borrow ideas from each other to add to their jars.

EXTENSIONS

- Decorate the outside of your jar.
- Add a few new activities to your jar each week and remove ideas that you're tired of.

QUESTIONS FOR DISCUSSION

- What are some of the ideas you put in your jar?
- What ideas would you recommend to a friend or a peer?
- Who are some people that you could share some of your ideas with?

Workout Cube

CHALLENGE DESCRIPTION

In this physical activity challenge, youth will create workout cube where they identify 6 exercises they enjoy and can easily do in their homes. As part of the 'Who I Am' unit, this activity helps youth identify types of physical activity that they enjoy and come up with ways to make it part of their daily routine. This challenge supports the development of self-awareness, critical thinking and motor skills.

SUPPLIES

- Workout Cube Handout or a small to medium size cardboard box
- Paper (if you are using a cardboard box)
- Scissors
- Tape or glue
- A marker, pen or pencil

STEPS

- Cut out the cube template on the Workout Cube Handout.
- Or, you can use a box instead of the template. Tape or glue paper to the sides of your box so that you can write on them.
- There are 6 sides to your cube or box. On each side, write or draw one exercise that you can do in or around your home. Here are some ideas:
 - Dance for 10 minutes
 - 25 jumping jacks
 - 10 push ups
 - 15 frog jumps
 - Run in place for 1 minute
 - Go for a 10 minute walk
- Fold along the lines of the template.
- Put glue on the tabs and paste it into place, or fold it and then tape it shut.
- Roll your cube and see what side lands facing up. Do the exercise that is listed on that side.
- Roll your cube 4 more times.



EXTENSIONS

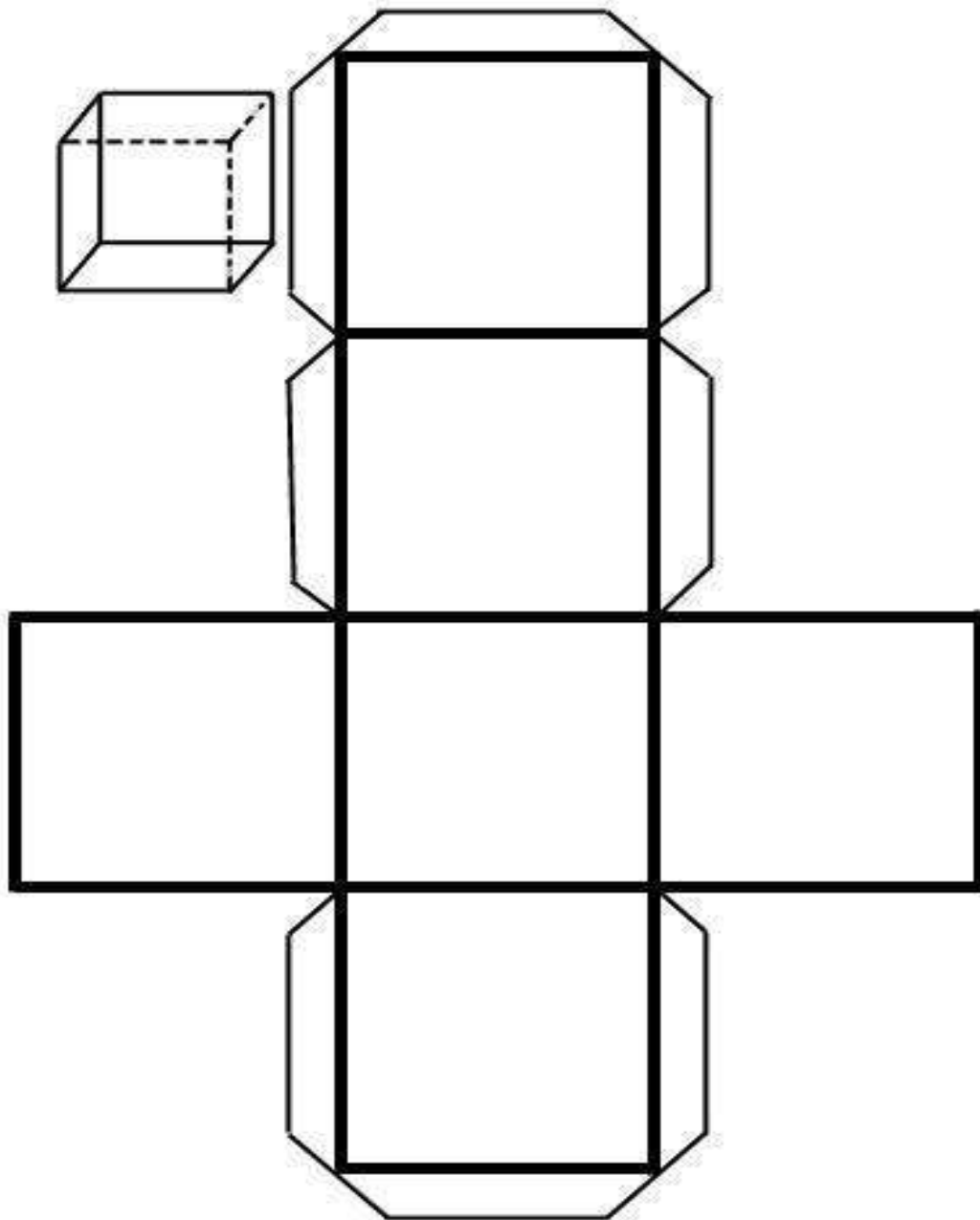
- Check out the 'Roll a Workout Week Challenge' to use the workout cubes for a weeklong fitness challenge.
- Create a workout cube for your program/group. Have youth contribute ideas to your shared cube. Roll the cube 3 times and have kids complete the exercises as a warm-up before programming.
- If facilitating virtually or digitally, share or post a daily challenge from your group's workout cube.

CREDITS

- Image and template credit: How to Make a Cube Out of Cardboard: <https://arts.onehowto.com/article/how-to-make-a-cube-out-of-cardboard-250.html>

Workout Cube Handout

Instructions: Cut out the below cube template along the lines. Write one exercise on each big square. Fold along the lines of the template. Put glue on one of the tabs and paste it into place, or fold it and then tape it shut.



Roll a Workout Week

CHALLENGE DESCRIPTION

In this physical activity challenge, youth will use the workout cube they created in the 'Roll a Workout' activity to set goals for and track their exercise for a week. As part of the 'Who I Am' unit, this challenge helps youth identify types of physical activity that they enjoy and come up with ways to make it part of their daily routine. This challenge supports the development of self-awareness, self-regulation, perseverance, and motor skills.

SUPPLIES

- Your workout cube (see the 'Roll a Workout' activity)
- Workout Tracker Handout

STEPS

- Roll your workout cube at least 2 times every day this week.
- See how your cube lands. Whatever side lands facing up is your challenge for the day.
- Track the exercises that you do and how often you do them using the Workout Tracker Handout.
- Try to do 7 days in a row.

ADAPTATIONS

- If facilitating virtually or digitally, create a shared tracker on your program platform where youth can update, share and see each other's progress.
- If facilitating in person, have youth partner up, roll their own cube, and challenge their partner to the activity.
- Have youth set their own goals. Some youth may aim for 1 roll a day and others may aim for more.
- Give out small prizes for youth who met the goals they set for themselves.



EXTENSIONS

- To keep it fresh have youth make a new cube after 2 weeks with new exercises. Have them share ideas with each other on what to add to their new cubes. Then, keep the challenge going.
- Change it up, create cubes with different types of physical activities like yoga cubes, stretching cubes, etc. Then, keep the challenge going.

Workout Tracker Handout

Instructions: Roll your workout cube at least 2 times every day this week. Track the exercises that you rolled on your cube and if you did them. Try to do 7 days in a row.

	Write Your Exercises Here	Put a ✓ When You're Done
Monday	1.	
	2.	
Tuesday	1.	
	2.	
Wednesday	1.	
	2.	
Thursday	1.	
	2.	
Friday	1.	
	2.	
Saturday	1.	
	2.	
Sunday	1.	
	2.	

Calm Down Cards

ACTIVITY DESCRIPTION

In this activity, youth will identify 26 positive things they can do to help them to calm down and cope with strong feelings. In this social and emotional learning (SEL) activity, youth will identify coping skills they already have and new coping skills they would like to try out. This activity helps youth develop self-awareness, self-regulation, and problem-solving.

SUPPLIES

- Calm Down Cards Handout
- Scissors
- Markers or crayons

STEPS

- A coping skill is the way that you deal with anger, stress, fear, worry or any other strong feelings. A good coping skill is one that helps you feel better and that doesn't hurt yourself or anyone else.
- Cut out the cards on the Calm Down Cards Handout. There is one card for each letter of the alphabet.
- On each card you will come up with something that starts with that letter of the alphabet that you can do to help you calm down, cope with strong feelings and feel better. (For a great list of alphabetical ideas, check out: http://rwjms.rutgers.edu/departments_institutes/cf_center/documents/Alphabet-of-Coping-Skills-Interventions.pdf)
- Try to come up with some things that you already do plus some new things to try out.
- Whenever you are having strong feelings and feel like you could calm down, pull a card from your stack and try it out.

ADAPTATIONS

- Make calm down kits with items from your home that help you to manage your feelings. Add things like coloring books, Legos, squeeze toys, etc. to a box.



EXTENSIONS

- Use the Calm Down Challenge to help youth gain new coping skills by practicing some of the ideas on their cards.

QUESTIONS FOR DISCUSSION

- What are some of the things that make you feel worked up?
- What are some of the things that help you to calm down?
- What are some of the new ideas that you added to your cards?
- What are some of things on your cards that you think will work for you?

Calm Down Cards Handout

Instructions: Cut out the cards. There are 26 cards – one card for each letter of the alphabet. On each card you will write that starts with that letter of the alphabet that you can do to help you calm down, cope with strong feelings and feel better.

A	H	O	V
B	I	P	W
C	J	Q	X
D	K	R	Y
E	L	S	Z
F	M	T	
G	N	U	

Calm Down Cards Challenge

CHALLENGE DESCRIPTION

In this social and emotional learning (SEL) challenge, youth will use the cards that they created in the 'Calm Down Cards' activity to practice skills and activities that can help them to deal positively with strong feelings. As part of the 'Who I Am' unit, this challenge helps youth identify tools they have available to manage their emotions. This activity helps youth develop self-awareness, self-regulation, perseverance, and problem-solving

SUPPLIES

- Your coping cards (see the 'Calm Down Cards' activity)

STEPS

- A coping skill is the way that you deal with anger, stress, fear, worry or any other strong feelings. A good coping skill is one that helps you feel better and that doesn't hurt yourself or anyone else.
- Practicing coping skills and activities, even when you are not having strong feelings, will help you feel calm and will also help you to know which skills and activities work best for you when you do want to calm down.
- Get out your calm down cards. You have one card for each letter of the alphabet.
- Pull out all of the cards with the letters that spell your first and last name. (It's okay if you have the same letter in your name more than once and you've already pulled out that card. You will just use that card once.)
- Put these cards in a pile and put the other cards to the side.
- Your challenge is to try out all of the activities and skills on the cards that spell your name. Some of these will be things that you do all the time and some will be new things.
- Try to do one card a day.

ADAPTATIONS

- If facilitating virtually or digitally, create a shared tracker on your program platform where youth can share their progress.



EXTENSIONS

- Have youth share some of the skills and activities they tried. Youth can create additional cards with these new ideas to add to their stack.
- Keep the challenge going. Have youth pull the cards with the letters that spell different things, like the name of your program, and try those activities and skills.
- Make it part of your regular schedule. Post/share a coping skill or activity that all youth can easily try at home/at the program every day and start or end your programming with it.

Crystal Letters

ACTIVITY DESCRIPTION

In this activity, youth will use household supplies to make their initials out of crystals. As part of the 'Who I Am' unit, this STEM activity introduces the process of recrystallization. This activity supports the development of critical thinking, inquiry skills, and creativity. Please note: This activity requires the involvement of an adult because it involves using boiling water.

SUPPLIES

- Jar or container that is heat resistant
- Pipe cleaners
- Borax
- Boiling water
- String or yarn
- Scissors
- Pencil or popsicle stick

STEPS

- Note: See the Crystal Letters Handout for a visual step-by-step.
- Bend a pipe cleaner to make the first letter of your name. Or, you make a shape like a circle or a heart.
- Add 3 tablespoons of Borax into to 1 cup of boiling water. If you have a bigger container, double or triple these amounts. Make sure that your container is filled with enough water so that when you dip the letters in, it is completely covered by water.
- Use string or yarn to tie your letter to the pencil or popsicle stick so that it hangs into the water.
- Dip your letter into the water and leave it there. Make sure it's not touching the bottom or the sides.
- Come back and check on your letter every few hours. It will take about 5 hours for the crystals to start to form and it will take a full day or night for it to be fully done.
- Hang your crystal letter by windows or light and enjoy how it sparkles.

EXTENSIONS

- Add a few drops of food coloring to the water to make crystals in different colors.
- Make the first initial of a family member or friend and give it to them as a gift.
- Use the pipe cleaners to make other shapes out of crystals, like snowflakes, hearts or stars.

QUESTIONS FOR DISCUSSION

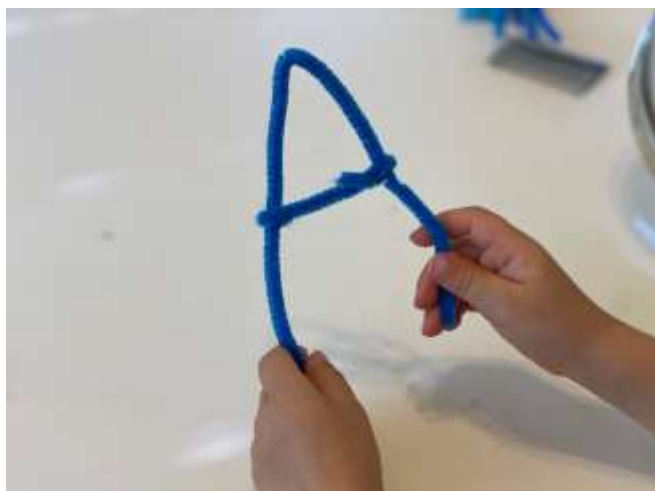
- Discuss how crystals form. Crystals can form when we slowly cool liquids that contain dissolved minerals. For a longer explanation of how Borax crystals grow, click here: <https://www.childrensmuseum.org/blog/real-science-borax-crystals>
- What did you think was going to happen when you put the pipe cleaner in the borax water?
- Did you check on your letters every few hours? What was happening when you checked on them?
- Did anything surprise you?
- What did you make?
- What do you like or not like about your crystal letter?
- Would you do anything differently?

CREDITS

- Playdough to Plato's Crystal Names available here: <https://www.playdoughtoplato.com/kids-science-crystal-names/>
- Mess for Less' Borax Crystal Letters available here: <https://www.messforless.net/borax-crystal-letters/>

Crystal Letters

STEP 1



STEP 3



STEP 2



STEP 4



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

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Upcycled Self-Portrait

ACTIVITY DESCRIPTION

As part of the 'Who I Am' unit, this activity is designed to help staff and youth get to know each other, and for youth get to know their peers. In this art activity, youth will use recyclables to create self-portrait sculptures. This activity supports the development of creative thinking, self-awareness, problem-solving and perseverance.

SUPPLIES

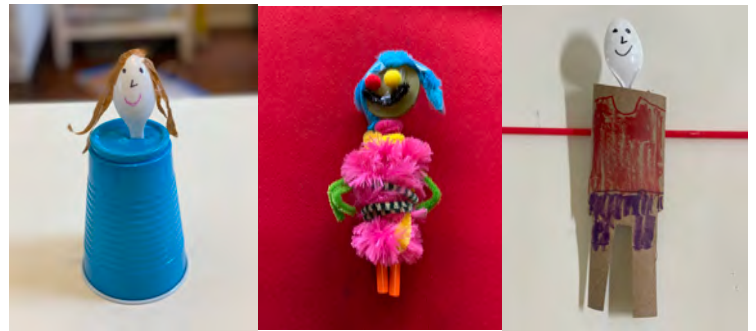
- Any recyclables that you can find such as cardboard, straws, plastic bottles, bottle caps, toilet paper and paper towel tubes, boxes, paper, cardboard, straws, egg cartons, etc.
- Scissors
- Glue or tape

STEPS

- A sculpture is a 3-dimensional piece of art. Sculptures can be really large (like the size of a building) or really tiny (like the size of your hand). The Statue of Liberty is an example of a sculpture.
- Cut and glue or tape your materials together to build a sculpture that looks like you.
- Think about what you look like – your skin color, hair color, eye color, the shape of your face, your height, and more. Try to add those features to your sculpture.
- Think about things that you like – your favorite clothing, hobbies you like, your pet, and more. Try to add things that you like to your sculpture.

ADAPTATIONS

- If facilitating in person, create a mystery box of materials and challenge kids to create sculptures using those materials. See <https://tinkerlab.com/recycled-art-sculpture-mystery-box-challenge/> for more information.



EXTENSIONS

- Create a home or vehicle for your sculpture. How can this home or vehicle represent you and the things that you like?
- Create sculptures of other people. How can you create friends or family members that resemble them and what they like? Consider gifting the sculptures to those people.
- Try playing with size and scale. Can you make a sculpture that is really tiny? Can you make a sculpture that is huge?

QUESTIONS FOR DISCUSSION

- How does your sculpture represent or look like you?
- How does your sculpture represent or show some of the things that you like?
- What did you enjoy about this experience?
- What was difficult?
- If you were going to do this activity again, what would you do differently?
- How do our sculptures show some of our differences?
- How do these differences make us special?

Photo Scavenger Hunt

ACTIVITY DESCRIPTION

In this art activity, youth will engage in a photo scavenger hunt. As part of the 'Who I Am' unit, youth will explore what makes them special and unique using photos. Following the prompts on the handout, youth will use a camera or smart phone to take pictures of objects, people and places in their home that are important to them. This activity supports self-awareness and creative thinking.

SUPPLIES

- Photo Scavenger Hunt Handout
- Camera or smart phone

STEPS

- Look at the items on the Photo Scavenger Handout
- Take a photo of the person, object or place that best answers each item. All items should be found in or around your home. If you are using a digital camera, try different angles or getting closer/farther away from the object or person.
- If you don't have a way to take a photo with a phone or camera, you can write or draw your answers on the handout.

ADAPTATIONS

- If youth do not have access to a camera or smart phone, they may choose to write their responses on the handout or draw them on a separate piece of paper.
- If you are using digital or virtual programming, have your youth share 1 or 2 photos they most want you to know about them on the available platform.

EXTENSIONS

- Learn more about how to take a great photo and the rule of thirds: <https://digital-photography-school.com/rule-of-thirds/>
- Challenge a family member or friend to also complete the activity, and then share your photos.
- As places and communities near you open, take pictures of other places, people and objects that are important to you.



QUESTIONS FOR DISCUSSION

- What did you learn about yourself?
- Do you think any of your items would surprise your family or friends?
- What would you most want others to know about you?
- How have your answers to the prompts changed as you've grown up?

Photo Scavenger Hunt Handout

Instructions: Take a photo of the person, object or place that best answers each item. All items should be found in or around your home. (If you don't have a way to take a photo with a phone or camera, you can write or draw your answers on the handout.)

This is where I go when I need some space to myself...	This is something I do to relax...	The most interesting thing in my home is...
This is something I am really proud of...	This is something I do to help out around our home...	The first thing I see when I wake up is...
This is something I do to have fun...	My go-to snack is...	These are the people and pets I live with...

Letters to Myself

ACTIVITY DESCRIPTION

We are all living through a historic time right now. As part of the 'Who I Am' unit, this social and emotional learning (SEL) and literacy activity is designed to help youth reflect on what they want to remember from this time period. Youth will create an accordion book made of envelopes and fill each page with a memory such as the people they are spending time with, what their days are like, how they are feeling, or specific events or occurrences. This activity supports the development of creative thinking, self-awareness, and writing skills.

SUPPLIES

- 6 envelopes
- 2 pieces of paper
- Glue
- Paper
- Scissors
- A piece of string or ribbon

STEPS

- Lay your envelopes out and glue the flaps of each envelope to the front side of another envelope.
- Put the envelopes under something heavy (like a stack of books) and let the glue dry.
- Cut your paper into 6 pieces, one for each envelope. Make sure the pieces are big enough to write on.
- On each piece, finish one of the following sentences.
 1. Looking back on my time at home (in quarantine), I will remember...
 2. What I typically do during the day is...
 3. The biggest change for me has been...
 4. Some things that I like and dislike are...
 5. The people I spend time with are...
 6. The thing that I am most looking forward to doing when this is over is...
- Put one piece of paper in each envelope.
- Fold your book, decorate the front and put your name date on the cover. Tie it closed with string or ribbon.
- Save your accordion book to look back on years from now.

ADAPTATIONS

- If facilitating in person or virtually, have youth select a few of their memories to share with the group.
- If delivered virtually, have youth share a memory to your Facebook page or program platform.



EXTENSIONS

- Create COVID-19 time capsules. For a free downloadable time capsule activities, check out: <https://letsembark.ca/time-capsule>

QUESTIONS FOR DISCUSSION

- As you grow older, you will be able to share what it was like to live through a time like this with people who may not have experienced it. What will you tell them about this time period?
- What have you learned about yourself from this experience?
- Has this time at home made you thankful for anything? If so, what?

CREDITS: Babble Dabble Do's Day-Glo Accordion Book, available here: <https://babbledabledo.com/diy-books-day-glo-accordion-book/>

Talk Show Interview

ACTIVITY DESCRIPTION

As part of the 'Who I Am' unit, this social and emotional learning (SEL) activity is designed to support youth in reflecting on the changes they have experienced in their lives and continue to experience during COVID-19 and their feelings about these changes. Youth will use interviews as a tool for self-exploration. This activity supports the development of self-awareness, identifying emotions, self-regulation, and language arts skills.

SUPPLIES

- Talk Show Interview Handout
- A Smartphone or other device that can record videos or audio
- If you don't have a device that can record videos or audio, you can write or draw your responses to the interview questions on the handout

STEPS

- An interview is a meeting between people where one person is typically asking another person questions about their life.
- Pretend you are being interviewed for a talk-show about your experience at home during the coronavirus.
- Look at the questions on the Talk Show Interview Handout.
- Think about your answers to those questions. Then, create a video or audio recording of yourself responding to the questions.

ADAPTATIONS

- If facilitating virtually or in person, have youth share their responses to some of questions.
- If facilitating in person, have youth interview and record each other.
- If the activity is being done at home, youth can also ask a family member to interview and record them instead of youth interviewing themselves.

CREDITS

- Photo by Marshall Clarke



EXTENSIONS

- Interview one of your family members or friends. You can interview them in person, on the phone, or virtually. Ask them the same questions about their experience during the quarantine. Compare their responses to your answers. What is similar about your experiences and feelings? What is different?

QUESTIONS FOR DISCUSSION

- What was this activity like? What was easy? What was difficult?
- What were some of the changes that you experienced when the quarantine began?
- What were some of the feelings that you talked about?
- How are you staying busy at home?
- What ideas would you share with your friends on how to stay busy?
- What are you most looking forward to when this is over?

Talk Show Interview Handout

Instructions: Pretend that you are being interviewed for a talk show. Think about your answers to these questions. Then, create a video or audio recording of yourself responding to the questions.

What are three words to describe feelings that you've had during the quarantine?	How are you feeling today?	What are some of the things that changed for you since the quarantine started (like doing school at home)?
What are some of the things that you do to keep busy at home?	What are some of the activities or things that you have enjoyed?	What are some of the activities or things that you aren't enjoying?
What are some of the things that you miss?	Who are you staying connected with and how do you stay connected?	Who are some of the people that you miss seeing?
Were there any special events that you celebrated?	What have you learned from the experience?	What are you most excited to do when the quarantine is over?

Activity Jar

ACTIVITY DESCRIPTION

Summer days can feel like long periods of time to fill. Plus, with many families still sheltering in place, youth are in need of activity ideas to offset their boredom. As part of the 'Who I Am' unit, this social and emotional learning (SEL) activity is designed to help youth identify activities that they can do on their own to keep them learning and engaged. This activity supports the development of creative thinking, self-awareness, problem-solving and perseverance.

SUPPLIES

- An empty jar or container
- 3-5 pieces of different colored paper
- Scissors
- A marker, pen or pencil

STEPS

- An activity jar is a container that you fill with ideas of things that you want to do, create, play with, learn or try when you are bored.
- Cut your paper into small squares or strips that are big enough to write a sentence on.
- Organize your paper in piles by color (for example, put all yellow paper in a pile).
- Think about all the things that you can do to when you get bored at home (like draw, do one of your chores, read a new book, call a friend, learn a dance, learn how to juggle, etc.).
- On each scrap of paper, write one activity that you can do, make, play, learn, or try out.
- If you want, you can use a different color for each category. For example,
 - Orange: things I like to create
 - Yellow: things I like to play with
 - Pink: new things I want to try
 - Red: things I want to learn
 - Blue: things that get me active
- Fold each piece of scrap paper in half and put it in your jar or container. When you're bored, pull out a piece of paper and do the activity that is listed.



ADAPTATIONS

- If delivered virtually, have youth share their top 2 ideas to your Facebook page or program platform. Youth can borrow ideas from each other to add to their jars.

EXTENSIONS

- Add a few new activities to your jar each week and remove ideas that you're tired of.

QUESTIONS FOR DISCUSSION

- What kinds of activities did you put in your jar?
- What activities would you recommend to a friend or a peer?

Workout Cube

CHALLENGE DESCRIPTION

In this physical activity challenge, youth will create workout cube where they identify 6 exercises they enjoy and can easily do in their homes. As part of the 'Who I Am' unit, this activity helps youth identify types of physical activity that they enjoy and come up with ways to make it part of their daily routine. This challenge supports the development of self-awareness, critical thinking and motor skills.

SUPPLIES

- Workout Cube Handout or a small to medium size cardboard box
- Paper (if you are using a cardboard box)
- Scissors
- Tape or glue
- A marker, pen or pencil

STEPS

- Cut out the cube template on the Workout Cube Handout.
- Or, you can use a box instead of the template. Tape or glue paper to the sides of your box so that you can write on them.
- There are 6 sides to your cube or box. On each side, write one exercise that you can do in or around your home. Here are some ideas:
 - Dance for 10 minutes
 - 25 jumping jacks
 - 10 push ups
 - 15 frog jumps
 - Run in place for 1 minute
 - Go for a 10 minute walk
- Fold along the lines of the template.
- Put glue on the tabs and paste it into place, or fold it and then tape it shut.
- Roll your cube and see what side lands facing up. Do the exercise that is listed on that side.
- Roll your cube 4 more times. For each roll do the exercise that lands face up.



EXTENSIONS

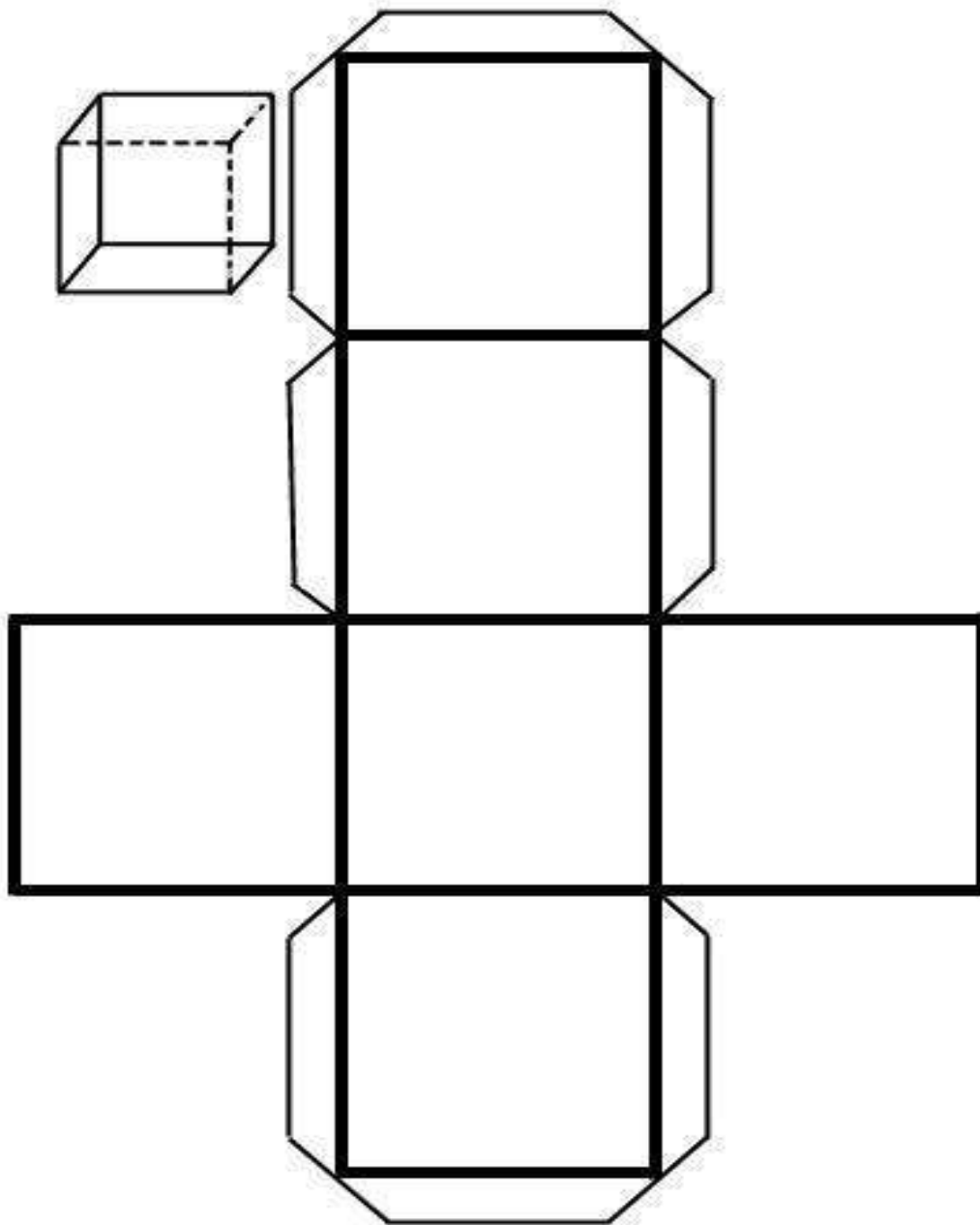
- Check out the 'Roll a Workout Week Challenge' to use the workout cubes for a weeklong fitness challenge.
- Create a workout cube for your program/group. Have youth contribute ideas to your shared cube. Roll the cube 3 times and have kids complete the exercises as a warm-up before programming.
- If facilitating virtually or digitally, share or post a daily challenge from your group's workout cube.

CREDITS

- Image and template credit: How to Make a Cube Out of Cardboard: <https://arts.onehowto.com/article/how-to-make-a-cube-out-of-cardboard-250.html>

Workout Cube Handout

Instructions: Cut out the below cube template along the lines. Write one exercise on each big square. Fold along the lines of the template. Put glue on one of the tabs and paste it into place, or fold it and then tape it shut.



Roll a Workout Week

CHALLENGE DESCRIPTION

In this physical activity challenge, youth will use the workout cube they created in the 'Roll a Workout' activity to set goals for and track their exercise for a week. As part of the 'Who I Am' unit, this challenge helps youth identify types of physical activity that they enjoy and come up with ways to make it part of their daily routine. This challenge supports the development of self-awareness, self-regulation, perseverance, and motor skills.

SUPPLIES

- Your workout cube (see the 'Roll a Workout' activity)
- Workout Tracker Handout

STEPS

- Roll your workout cube at least 2 times every day this week.
- See how your cube lands. Whatever side lands facing up is your challenge for the day.
- Track the exercises that you do and how often you do them using the Workout Tracker Handout.
- Try to do 7 days in a row.



ADAPTATIONS

- If facilitating virtually or digitally, create a shared tracker on your program platform where youth can update, share and see each other's progress.
- Have youth set their own goals. Some youth may aim for 1 roll a day and others may aim for more.
- Give out small prizes for youth who met the goals they set for themselves.

EXTENSIONS

- To keep it fresh have youth make a new cube after 2 weeks with new exercises. Have them share ideas with each other on what to add to their new cubes. Then, keep the challenge going.
- Change it up, create cubes with different types of physical activities like yoga cubes, stretching cubes, etc. Then, keep the challenge going.

Workout Tracker Handout

Instructions: Roll your workout cube at least 2 times every day this week. Track the exercises that you rolled on your cube and if you did them. Try to do 7 days in a row.

	Write Your Exercises Here	Put a  When You're Done
Monday	1.	
	2.	
Tuesday	1.	
	2.	
Wednesday	1.	
	2.	
Thursday	1.	
	2.	
Friday	1.	
	2.	
Saturday	1.	
	2.	
Sunday	1.	
	2.	

Coping Cards

ACTIVITY DESCRIPTION

In this activity, youth will identify 26 positive things they can do to help them to calm down and cope with strong feelings. In this social and emotional learning (SEL) activity, youth will identify coping skills they already have and new coping skills they would like to try out. This activity helps youth develop self-awareness, self-regulation, and problem-solving.

SUPPLIES

- Coping Cards Handout
- Scissors
- Markers, pencil or pen

STEPS

- A coping skill is the way that you deal with anger, stress, fear, worry or any other strong feelings. A good coping skill is one that helps you feel better and that doesn't hurt yourself or anyone else.
- Cut out the cards on the Coping Cards Handout. There is one card for each letter of the alphabet.
- On each card you will come up with something that starts with that letter of the alphabet that you can do to help you calm down, cope with strong feelings and feel better. (For a great list of alphabetical ideas, check out: http://rwjms.rutgers.edu/departments_institutes/cf_center/documents/Alphabet-of-Coping-SkillsInterventions.pdf)
- Try to come up with some things that you already do plus some new things to try out.
- Whenever you are having strong feelings, pull a card from your stack and try it out.

ADAPTATIONS

- Make calm down kits with items from your home that help you to manage your feelings. Add things like coloring books, Legos, squeeze toys, etc.



EXTENSIONS

- Use the Coping Card Challenge to help youth gain new coping skills by practicing some of the ideas on their cards.

QUESTIONS FOR DISCUSSION

- What are some of the things that make you feel worried or anxious?
- What are some of the things that help you to calm down?
- What are some of the new ideas that you added to your cards?
- What are some of things on your cards that you think will work for you?

Coping Cards Handout

Instructions: Cut out the cards. There are 26 cards – one card for each letter of the alphabet. On each card you will write that starts with that letter of the alphabet that you can do to help you calm down, cope with strong feelings and feel better.

A	H	O	V
B	I	P	W
C	J	Q	X
D	K	R	Y
E	L	S	Z
F	M	T	
G	N	U	

Coping Cards Challenge

CHALLENGE DESCRIPTION

In this social and emotional learning (SEL) challenge, youth will use the cards that they created in the 'Coping Cards' activity to practice skills and activities that can help them to deal positively with strong feelings. As part of the 'Who I Am' unit, this challenge helps youth identify tools they have available to manage their emotions. This activity helps youth develop self-awareness, self-regulation, perseverance, and problem-solving.

SUPPLIES

- Your coping cards (see the 'Coping Cards' activity)

STEPS

- A coping skill is the way that you deal with anger, stress, fear, worry or any other strong feelings. A good coping skill is one that helps you feel better and that doesn't hurt yourself or anyone else.
- Practicing coping skills and activities, even when you are not having strong feelings, will help you feel calm and will also help you to know which skills and activities work best for you when you do want to calm down.
- Get out your coping cards. You have one card for each letter of the alphabet.
- Pull out all of the cards with the letters that spell your first and last name. (It's okay if you have the same letter in your name more than once and you've already pulled out that card. You will just use that card once.)
- Put these cards in a pile and put the other cards to the side.
- Your challenge is to try out all of the activities and skills on the cards that spell your name. Some of these will be things that you do all the time and some will be new things.
- Try to do one card a day.



ADAPTATIONS

- If facilitating virtually or digitally, create a shared tracker on your program platform where youth can share their progress.

EXTENSIONS

- Have youth share some of the skills and activities they tried. Youth can create additional cards with these new ideas to add to their stack.
- Keep the challenge going. Have youth pull the cards with the letters that spell different things, like the name of your program, and try those activities and skills.
- Make it part of your regular schedule. Post/share a coping skill or activity that all youth can easily try at home/at the program.

Crystal Initials

ACTIVITY DESCRIPTION

In this activity, youth will use household supplies to make their initials out of crystals. As part of the 'Who I Am' unit, this STEM activity introduces the process of recrystallization. This activity supports the development of critical thinking, inquiry skills, and creativity. Please note: This activity requires the involvement of an adult because it involves using boiling water.

SUPPLIES

- Jar or container that is heat resistant
- Pipe cleaners
- Borax
- Boiling water
- String or yarn
- Scissors
- Pencil or popsicle stick

STEPS

- See the Crystal Initials Handout for a visual step-by-step.
- Form pipe cleaners into your first and last initials (or you can write your whole name).
- Add 3 tablespoons of Borax into to 1 cup of boiling water. If you have a bigger container, double or triple these amounts. Make sure that your container is filled with enough water so that when you dip the letters in, it is completely covered by water.
- Use string or yarn to tie your letter to the pencil or popsicle stick so that it hangs into the water.
- Dip your letter into the water and leave it there. Make sure it's not touching the bottom or the sides.
- Come back and check on your letter every few hours. It will take about 5 hours for the crystals to start to form and it will take a full day or night for it to be fully done.
- Hang your crystal letter by windows or light and enjoy how it sparkles.

EXTENSIONS

- Add a few drops of food coloring to the water to make crystals in different colors.
- Make the first initial of a family member or friend and give it to them as a gift.
- Use the pipe cleaners to make other shapes out of crystals, like snowflakes, hearts or stars.

QUESTIONS FOR DISCUSSION

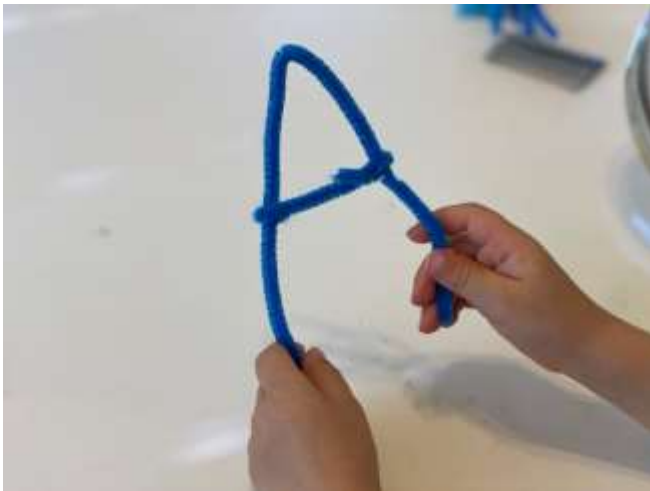
- Discuss how crystals form: crystals can form when we slowly cool liquids that contain dissolved minerals. For a longer explanation of how Borax crystals grow, see here: <https://www.childrensmuseum.org/blog/real-science-borax-crystals>
- What did you think was going to happen when you put the pipe cleaner in the borax water?
- Did you check on your letters every few hours? What was happening when you checked on them?
- Did anything surprise you?
- What did you make? How did it come out?
- Would you do anything differently?

CREDITS

- Playdough to Plato's Crystal Names available here: <https://www.playdoughtoplato.com/kids-science-crystal-names/>
- Mess for Less' Borax Crystal Letters available here: <https://www.messforless.net/borax-crystal-letters/>

Crystal Initials Handout

STEP 1



STEP 3



STEP 2



STEP 4



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

Who I Am

ages
13-15



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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My Vision Board

ACTIVITY DESCRIPTION

In this art activity, teens will create vision boards for their future. As part of the 'Who I Am' unit, this activity is designed to help staff and teens get to know each other, and for teens to get to know their peers. This activity also helps teens reflect on their goals for the future. This activity supports the development of self-awareness and goal setting.

SUPPLIES

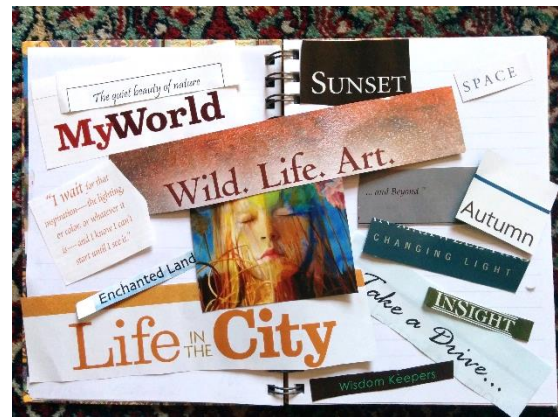
- Paper
- Markers/colored pencils
- Pictures from magazines or the internet
- Scissors
- Glue or tape

STEPS

- Vision boards are collages of images and words that describe your ambitions.
- Vision boards are designed to serve as inspiration for the future and to help you achieve goals.
- Write '(Name)'s Vision Board' on your paper.
- Ask yourself, "What do I want my life to look like a year from now? In 5 years? 10 years?"
- Think about things you want to experience, what you want to accomplish in high school, what college you want to attend, what career you want, etc.
- Cut and glue/tape images and words that represent your goals onto the paper.
- You may also draw any images or words.

ADAPTATIONS

- If facilitating virtually, this activity can also be done entirely on the computer by using a Word document or Google doc and finding different pictures online to create your vision board.



EXTENSIONS

- Share your vision board with a peer or trusted adult.
- Create a written action plan to help bring your vision board to life – ask yourself:
 - "What do I need to achieve in order to make this vision board a reality?"
 - "What specific steps to I need to take now to achieve these goals?"

QUESTIONS FOR DISCUSSION

- What goals did you set for yourself?
- What obstacles may be in your way? How can you overcome them?
- Who is someone that can help keep you accountable to your goals?
- A lot has changed in the past couple of months – has that changed how you see your future? How?
- How would you like next summer to be different from this summer?

My Time Capsule

CHALLENGE DESCRIPTION

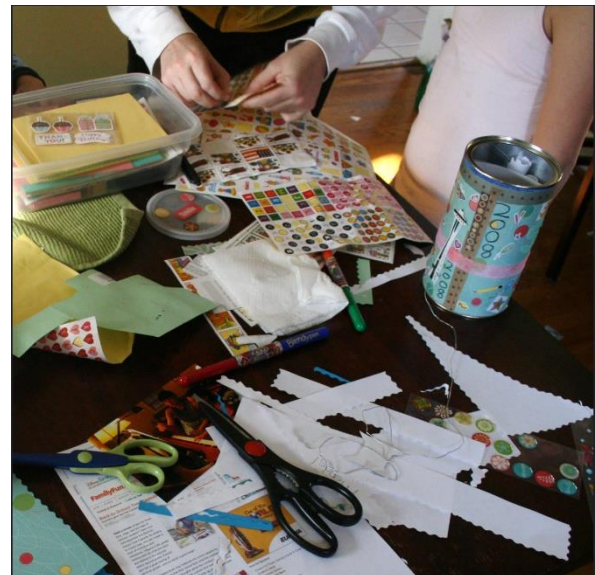
In this literacy challenge, teens will answer various prompts to create their own time capsule. As part of the 'Who I Am' unit, this challenge is designed to help teens reflect on how life has changed during these unprecedented circumstances, as well as serve to preserve their memories of this time. This challenge supports the development of self-awareness, reflection, and perspective-taking.

SUPPLIES

- Paper
- Pen or pencil
- A box or bag

STEPS

- Complete the following activities over the course of a week to put in your time capsule:
 - Write a list of all your favorite things during this time – What music are you listening to? What shows or movies are you watching? What has been your favorite snack? Which friends are you talking to?
 - Write a reflection about how you've felt during this time. What has been the biggest change? What are you grateful for? Have you learned something new?
 - Interview a friend or family member about what this time has been like for them, and take notes.
 - Take or draw a picture of yourself.
 - Write a letter to your future self, describing what this time has been like for you.
- Once finished, add all of these documents to a box or bag and keep it somewhere safe – this is your time capsule!
- Look at your time capsule in a few months or a year to remember this time.



ADAPTATIONS

- If facilitating virtually, these reflections can be typed on the computer and printed out to add to the time capsule.

EXTENSIONS

- Make or decorate a box where you can store your time capsule documents.
- Ask a friend or family member to give you something or write something for you to put in your time capsule.
- Add other trinkets or treasures to your time capsule that will remind you of this time.
- Talk to your friends about what they put in their time capsule.

CREDITS

- Activity inspiration from <https://letsembark.ca/time-capsule>
- Photo by woodleywonderworks

My Personality

ACTIVITY DESCRIPTION

In this social-emotional learning (SEL) activity, teens will take a personality test and answer reflection questions. As part of the 'Who I Am' unit, this activity is designed to help teens understand their unique personality type and character traits. It will also help them see how their personality type impacts their day-to-day interactions, their emotions, and how they approach problems. This activity supports the development of self-awareness.

SUPPLIES

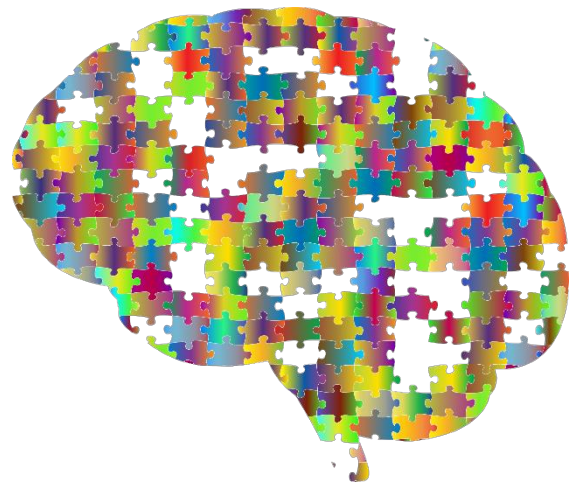
- Paper
- Pen or pencil
- Access to the internet

STEPS

- We've all taken dozens of online tests to find out what type of pizza you are or what type of dog you're most like – but what about an online personality assessment?
- Knowing your personality type can help you better understand yourself. There is no "right" or "wrong" here, your personality is what makes you unique!
- Take one (or both) of the online personality assessments here to find out your personality type.
 - Enneagram: <https://www.truity.com/test/enneagram-personality-test>
 - Myers-Briggs: <https://www.truity.com/test/type-finder-personality-test-new>
- Once you have completed the test and have your type, read up on your type here:
 - Enneagram: <https://www.enneagraminstitute.com/type-descriptions>
 - Myers-Briggs: <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

ADAPTATIONS

- If teens do not have internet access, you can print out assessments from the above sites for each teen and provide them along with a scoring rubric and type descriptions.



EXTENSIONS

- Look up someone famous who shares your same personality type - which of these people do you most identify with, and why?
- Ask your friends or family to take these tests and share their types with you so you can learn more about each other.

QUESTIONS FOR DISCUSSION

- Did anything surprise you about your personality type? If so, what?
- Do you identify with your personality type? Why or why not?
- What did you learn about yourself from this personality test?
- How can you use what you have learned about your personality type to help you succeed in high school?
- How can you use what you've learned to improve your relationships?

'I Am' Poem

ACTIVITY DESCRIPTION

In this literacy activity, teens will follow prompts to create a poem about themselves. As part of the 'Who I Am' unit, this activity is designed to help teens express themselves and their feelings. This activity supports the development of creative thinking, self-awareness, and reflection.

SUPPLIES

- Paper
- Pen or pencil

STEPS

- Use the following prompts to complete your 'I Am' poem on a piece of paper or on the computer:

I am _____

I wonder _____

I hear _____

I want _____

I am _____ (repeat first line) _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____ (repeat first line) _____

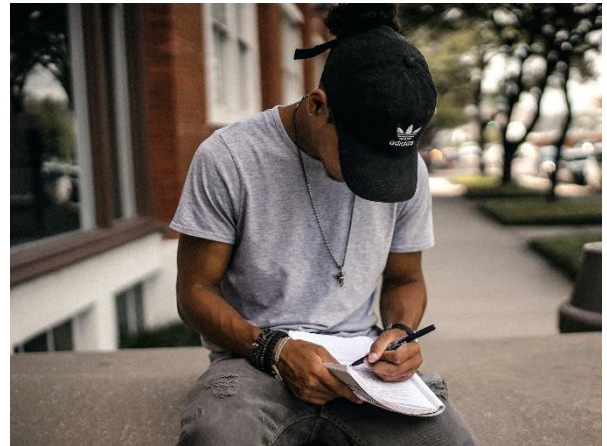
I understand _____

I say _____

I dream _____

I hope _____

I am _____ (repeat first line) _____



EXTENSIONS

- Decorate or draw a picture to go along with your poem.
- Share your poem with friends or family.
- If you're comfortable, try performing your poem as spoken word or recording it to share.

QUESTIONS FOR DISCUSSION

- How did it feel to write a poem about yourself?
- How did you choose which words or phrases to use to complete the statements?
- What did you realize about yourself as you were writing the poem?
- How can poetry help us process and express our emotions?

CREDITS

- Activity inspiration from http://www.readwritethink.org/files/resources/lesson_images/lesson391/I-am-poem.pdf

Feelings Jar

CHALLENGE DESCRIPTION

In this social-emotional learning (SEL) challenge, teens will track their feelings for a week by recording their emotions on slips of paper that they will keep in their “feelings jar”. As part of the ‘Who I Am’ unit, this challenge is designed to help teens understand and reflect upon their feelings, as well as identify the causes of these emotions. This challenge supports the development of self-awareness, identifying emotions, and emotional regulation.

SUPPLIES

- Paper
- Pen or pencil
- Scissors
- Jar or bowl

STEPS

- Cut pieces of paper into slips.
- Pick 4-5 times a day that you will reflect upon your emotions (when you wake up, midday, afternoon, evening, before bed) – set a reminder on your phone or find an accountability buddy if needed!
- At these times, stop what you’re doing and think about how you’re feeling in that moment – excited, tired, calm, anxious, etc.
- Write that feeling on one of the slips of paper, along with a reflection for why you are feeling that way. For example, maybe I am feeling tired because I had a hard time falling asleep last night.
- Once you have finished writing, put the slip of paper into a jar or bowl.
- Continue this activity for a week, until you have a jar full of your feelings!

ADAPTATIONS

- Instead of using paper slips and a jar, teens could keep track of their feelings and the causes of these feelings in a journal, a Word document, or in the ‘Notes’ function of their cellphone.



EXTENSIONS

- Once you have finished recording your feelings for a week, look at all the slips of paper and sort them by type of emotion.
 - What themes did you notice? Were you more upset in the evenings? Were you happier when connecting with friends?
 - Were there specific places or activities that were associated with specific feelings?
 - Make a plan to incorporate more activities that make you feel good into your daily schedule.
- Discuss your emotions with a peer or trusted adult.
- Once you have processed your emotions, “let them go” by ripping up the slips of paper or throwing them away.

CREDITS

- Image: "My gratitude jar" by KatjaLinders is licensed under CC BY-NC 2.0

The 50 State Afterschool Network



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Washington Expanded Learning Opportunities Network
West Virginia Statewide Afterschool Network
Wisconsin Afterschool Network
Wyoming Afterschool Alliance

summer activity guide

Who I Am

ages
16-18



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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My Vision Board

ACTIVITY DESCRIPTION

In this art activity, teens will create vision boards for their future. As part of the 'Who I Am' unit, this activity is designed to help staff and teens get to know each other, and for teens to get to know their peers. This activity also helps teens reflect on their goals for the future. This activity supports the development of self-awareness and goal setting.

SUPPLIES

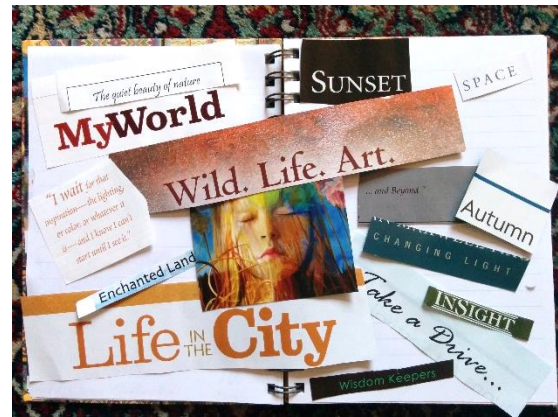
- Paper
- Markers/colored pencils
- Pictures from magazines or the internet
- Scissors
- Glue or tape

STEPS

- Vision boards are collages of images and words that describe your ambitions.
- Vision boards are designed to serve as inspiration for the future and to help you achieve goals.
- Write '(Name)'s Vision Board' on your paper.
- Ask yourself, "What do I want my life to look like a year from now? In 5 years? 10 years?"
- Think about things you want to experience, what you want to accomplish in high school, what college you want to attend, what career you want, etc.
- Cut and glue/tape images and words that represent your goals onto the paper.
- You may also draw any images or words.

ADAPTATIONS

- If facilitating virtually, this activity can also be done entirely on the computer by using a Word document or Google doc and finding different pictures online to create your vision board.



EXTENSIONS

- Share your vision board with a peer or trusted adult.
- Create an action plan to help bring your vision board to life – ask yourself:
 - "What do I need to achieve in order to make this vision board a reality?"
 - "What specific steps to I need to take now to achieve these goals?"

QUESTIONS FOR DISCUSSION

- What goals did you set for yourself? What are your post-secondary plans?
- What do you need to focus on so that you can achieve these goals?
- How can you make the most of your last year(s) of high school to achieve these goals?
- What obstacles may be in your way? How can you overcome them?
- Who is someone that can help keep you accountable to your goals?

My Time Capsule

CHALLENGE DESCRIPTION

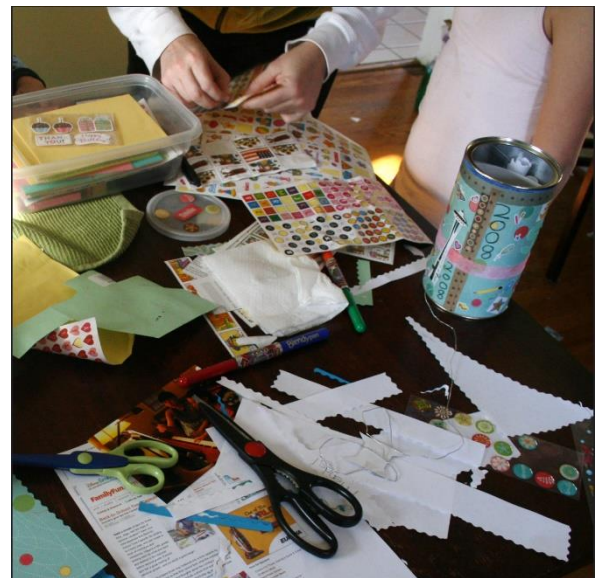
In this literacy challenge, teens will answer various prompts to create their own time capsule. As part of the 'Who I Am' unit, this challenge is designed to help teens reflect on how life has changed during these unprecedented circumstances, as well as serve to preserve their memories of this time. This challenge supports the development of self-awareness, reflection, and perspective-taking.

SUPPLIES

- Paper
- Pen or pencil
- A box or bag

STEPS

- Complete the following activities over the course of a week to put in your time capsule:
 - Write a list of all your favorite things during this time – What music are you listening to? What shows or movies are you watching? What has been your favorite snack?
 - Write a reflection about how you've felt during this time. Did you miss a graduation or important event? What are you grateful for? What are you doing to feel connected to others?
 - Interview a friend or family member about what this time has been like for them, and take notes.
 - Take or draw a picture of yourself.
 - Write a letter to your future self, describing what this time has been like for you.
- Once finished, add all of these documents to a box or bag and keep it somewhere safe – this is your time capsule!
- Look at your time capsule in a few months or a year to remember this time.



ADAPTATIONS

- If facilitating virtually, these reflections can be typed on the computer and printed out to add to the time capsule.

EXTENSIONS

- Make or decorate a box to where you can store your time capsule documents.
- Take a picture every day during this time of social distancing – you can create a collage or photo album to remember this time.
- Add other trinkets or treasures to your time capsule that will remind you of this time.
- Talk to your friends about what they put in their time capsules.

CREDITS

- Activity inspiration from <https://letsembark.ca/time-capsule>
- Photo by woodleywonderworks

My Personality

ACTIVITY DESCRIPTION

In this social-emotional learning (SEL) activity, teens will take a personality test and answer reflection questions. As part of the 'Who I Am' unit, this activity is designed to help teens understand their unique personality type and character traits. It will also help them see how their personality type impacts their day-to-day interactions, their emotions, and how they approach problems. This activity supports the development of self-awareness.

SUPPLIES

- Paper
- Pen or pencil
- Access to the internet

STEPS

- We've all taken dozens of online tests to find out what type of pizza you are or what type of dog you're most like – but what about an online personality assessment?
- Knowing your personality type can help you better understand yourself. There is no "right" or "wrong" here, your personality is what makes you unique!
- Take one (or both) of the online personality assessments here to find out your personality type.
 - Enneagram: <https://www.truity.com/test/enneagram-personality-test>
 - Myers-Briggs: <https://www.truity.com/test/type-finder-personality-test-new>
- Once you have completed the test and have your type, read up on your type here:
 - Enneagram: <https://www.enneagraminstitute.com/type-descriptions>
 - Myers-Briggs: <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

ADAPTATIONS

- If teens do not have internet access, you can print out assessments from the above sites for each teen and provide them along with a scoring rubric and type descriptions.



EXTENSIONS

- Write a reflection about what you have learned about your personality type:
 - What did you learn about yourself?
 - With which pieces of the personality assessment do you agree and/or disagree?
 - How has this changed the way you view your emotions or your interactions?
- Ask your friends, family, or co-workers to take these tests and share their types with you so you can learn more about each other.

QUESTIONS FOR DISCUSSION

- How can you use what you have learned about your personality type to help you succeed in high school and beyond?
- How can your personality type help you succeed in your desired career?
- Employers are increasingly using personality tests in hiring – do you think that's a good idea? Why or why not?
- How can you use this information to improve your relationships with friends and family?

Blackout Poetry

ACTIVITY DESCRIPTION

In this art and literacy activity, teens will use old texts to create new poems. As part of the 'Who I Am' unit, this activity is designed to help teens express themselves and their feelings. This activity supports the development of creative thinking, self-awareness, and communication.

SUPPLIES

- An old book, magazine, or newspaper
- Pencil
- Markers or colored pencils

STEPS

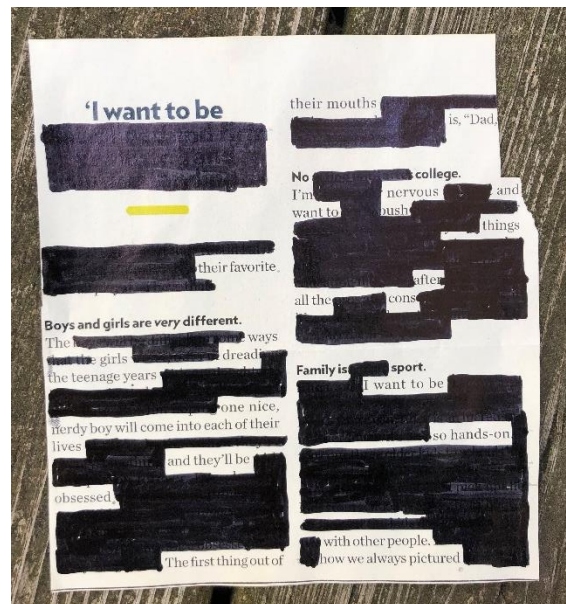
- Select a passage from an old book, magazine or newspaper to use for your poem.
- Read the passage and pick out an anchor word – a word that stands out to you because of its meaning or theme.
- Read the passage again and lightly circle any words or phrases that connect to your anchor word – write these words down, in order, on a separate piece of paper.
- Look at the words on your separate piece of paper and see how you can string them together to create a poem. Eliminate any words or parts of words needed to help your poem make sense.
- Keep in mind that the final poem will be whatever words are left on the page, in the order that they appear in the original text.
- Go back to the original text and circle all of the final words you selected. Erase the circles around words you did not use.
- Create a drawing or design on the original text that relates to your poem, blacking out all unused words.

ADAPTATIONS

- To do this on a computer, teens can copy and paste text from a book, magazine, or newspaper into a Word document or Google doc and highlight the words they want to use the blackout the text they do not need.

CREDITS

- Activity inspiration from <https://www.scholastic.com/teachers/blog-posts/john-depasquale/blackout-poetry/>



EXTENSIONS

- Share your poem with friends or family.
- Try making blackout poetry in multiple different books, magazines or newspapers. See how the tone or subject matter changes based on the different texts you use.
- Try making multiple blackout poems all under the same theme.

QUESTIONS FOR DISCUSSION

- What was it like to create a poem from someone else's words? What were the challenges?
- Why did you pick the page you picked?
- What is the tone or mood your poem?
- How did you come up with the theme for your poem?
- How does the poem you created reflect your feelings or experiences?

Feelings Jar

CHALLENGE DESCRIPTION

In this social-emotional learning (SEL) challenge, teens will track their feelings for a week by recording their emotions on slips of paper that they will keep in their “feelings jar”. As part of the ‘Who I Am’ unit, this challenge is designed to help teens understand and reflect upon their feelings, as well as identify the causes of these emotions. This challenge supports the development of self-awareness, identifying emotions, and emotional regulation.

SUPPLIES

- Paper
- Pen or pencil
- Scissors
- Jar or bowl

STEPS

- Cut pieces of paper into slips.
- Pick 4-5 times a day that you will reflect upon your emotions (when you wake up, midday, afternoon, evening, before bed) – set a reminder on your phone or find an accountability buddy if needed!
- At these times, stop what you’re doing and think about how you’re feeling in that moment – excited, tired, calm, anxious, etc.
- Write that feeling on one of the slips of paper, along with a reflection for why you are feeling that way. For example, maybe I am feeling tired because I had a hard time falling asleep last night.
- Once you have finished writing, put the slip of paper into a jar or bowl.
- Continue this activity for a week, until you have a jar full of your feelings!

ADAPTATIONS

- Instead of using paper slips and a jar, teens could keep track of their feelings and the causes of these feelings in a journal, a Word document, or in the ‘Notes’ function of their cellphone.



EXTENSIONS

- Once you have finished recording your feelings for a week, look at all the slips of paper and sort them by type of emotion.
 - What themes did you notice? Were you more upset in the evenings? Were you happier when connecting with friends? Make a graph of the frequency of your different feelings.
 - Were there specific places or activities that were associated with specific feelings?
 - Make a plan for what you can do (or stop doing) to make sure you are feeling like your best self.
- Discuss your emotions with a peer or trusted adult.
- Check out the resources under the “Feelings & Emotions” tab at <https://kidshealth.org/en/teens/your-mind>

CREDITS

- Image: "My gratitude jar" by KatjaLinders is licensed under CC BY-NC 2.0

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Supply List: Who I Am

Summer Activity Guide

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 in “Who I Am”. The lists are organized by age group.

SUPPLIES FOR AGES 5 – 9

- Markers
- Pens or pencils
- Scissors
- Glue or tape
- Plain white paper
- Colored paper (3 – 5 pieces)
- 6 envelopes
- String, ribbon or yarn
- Empty jar or container (2, one should be heat resistant for Crystal Initials activity)
- Pipe cleaners (*for the Crystal Initials activity*)
- Borax (*for the Crystal Initials activity*)
- Access to a camera or smart phone

Handouts:

- Photo Scavenger
- Talk Show Interview
- Coping Cards
- Workout Cube

SUPPLIES FOR AGES 10 – 12

- Markers
- Pens or pencils
- Scissors
- Glue or tape
- Plain white paper
- Colored paper (3 – 5 pieces)
- 6 envelopes
- String, ribbon or yarn
- Empty jar or container (2, one should be heat resistant for Crystal Initials activity)
- Pipe cleaners (*for the Crystal Initials activity*)
- Borax (*for the Crystal Initials activity*)
- Access to a camera or smart phone

Handouts:

- Photo Scavenger
- Talk Show Interview
- Coping Cards
- Workout Cube

SUPPLIES FOR AGES 13 – 15

- Markers
- Pens or pencils
- Scissors
- Glue or tape
- Plain white paper
- Jar or bowl
- Box or bag
- Pictures from magazines or online
- Access to the internet

SUPPLIES FOR AGES 16 – 18

- Markers
- Pens or pencils
- Scissors
- Glue or tape
- Plain white paper
- Jar or bowl
- Box or bag
- Pictures from magazines or online
- Old book, magazine or newspaper
- Access to the internet

summer activity guide

Implementing the
Summer Activity Guide

QUICK
Guide



About the Summer Activity Guides

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Implementing the Summer Activity Guide

INTRODUCTION

During these uncertain times, there is no one-size-fits-all approach to reaching and engaging with youth. Your program may be using one or multiple approaches to support youth this summer. For instance, youth may be participating through virtual platforms now, but you may be considering switching to in-person programming later. Whichever approach(es) you choose, you should be thinking about how to effectively keep youth engaged and safe. The purpose of this Quick Guide is to aid you in implementing your summer programming via the approach that works best for your program and audience. The four approaches reviewed in this quick guide are virtual, digital, in-person and take-home programming.

This guide is a supplement to the Summer Activity Guide, which 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 and challenges are organized by themes (Who I Am, Healthy Life, Passion & Purpose, Invention & Imagination, and Exploring My World) and by age groups (5-9, 10-12, 13-15 and 16-18) and include extension ideas that you can turn into ongoing projects. Each activity also has discussion questions and adaptations for various content delivery methods. The challenges are quicker and easier to implement, and have an ongoing component, whereas activities are a one-time event that are slightly more time-intensive.

What are the different approaches to delivering content?

- *Virtual* – programming is delivered through online facilitation
- *Digital* – programming is posted online and made available for youth and families
- *Take-Home* – programming is sent to the youth's home or other physical location
- *In-Person* – programming is delivered in-person for all or some populations of youth following your program's social distancing guidelines

The activities and challenges were designed to be easily implemented with limited support and readily available materials. They are also adaptable to allow for delivery through all approaches or a mix of approaches (in-person, virtual facilitation, digital delivery, or sent in a take-home packet.) Below are tips and considerations for each of the different approaches.

TIPS AND CONSIDERATIONS

- 1) **Cadence and Flow:** How often will you provide activities? Once a day? Twice a week? Once a week and then use the extension ideas to turn it into an ongoing project? Choose a cadence and stick with it through the summer.
- 2) **Materials:** Some of the activities require materials that youth may not have in their homes. If you are expecting some or all of the activities to be conducted at home, then think about a) sending out a materials or shopping lists in advance, and/or b) providing youth with materials they need to complete the activities.

VIRTUAL

PREPARATION:

- Think about how you will facilitate or deliver your activities virtually. Will you do a full virtual session or just offer components of each activity virtually? For example, you could introduce an activity and provide instructions in one session, and have youth complete the activity independently. Then, in the next session, you could participate in a group discussion using the discussion questions, then you could introduce the next activity.

Implementing the Summer Activity Guide

- Are you planning on having the youth complete the activity with you in real-time? If so, you will need to consider if they have the materials on-hand, and the facilitator will also need to have the materials as an example.
- Allow time at the beginning for youth to connect to the platform, and time at the end for questions. The majority of your time should be spent on implementing the activity. Have a practice session outside the activity, so you can make sure there is enough time to complete the objectives of the session.
- Be mindful of group size and the length of the session. Group sizes should be appropriate for the targeted age range. For example, if you are engaging youth that are younger, you should keep the group sizes to less than 8 to ensure that all youth can share and participate fully. The length of the session will also depend on the targeted age range, and should be kept shorter than in-person programming. A suggested timeframe is 30 minutes for younger participants (5-12) and 30 to 45 minutes for older participants (13+).
- Select a platform that you think works best for your youth and the content. Platforms such as Google Hangout, Adobe, GoToMeeting, Zoom and Facebook Live allow for more interactive programming and many of your youth may already be familiar with these platforms. For more information on virtual platforms and safety, please review the “Quick Guide for Safety Considerations for Virtual Programming”.
- Practice using the technology before the session and become familiar with all of the features.
- If you are planning to facilitate an interactive session where youth are engaging alongside you, you may need to get parent/guardian approval first. Be sure to follow your program’s safety policies and protocols, and maintain an appropriate staff/youth ratio, particularly if you need multiple facilitators for breakout rooms.

DELIVERING CONTENT EFFECTIVELY:

- At the beginning of the session, take time to ensure youth can hear and see you. If applicable, instruct them on how to use the features, such as muting/unmuting, using the chat box, and using their video.
- Set ground rules for the session. Use similar rules that your program uses for in-person sessions. These may include: a) Be kind to each other, b) Allow others to take turns speaking, and 3) Be present and pay attention to each other.
- Have fun! Be engaging and enthusiastic. Use polls and games in the chat features to keep things fun and moving.

DIGITAL

PREPARATION:

- Designate a space on your program’s platform (e.g., website, Google Drive, your program’s Facebook page) where you can post the activities and challenges, and where you can post responses, examples or photos of their work.
- Consider different methods of posting programming. For example, make a three-minute video where you introduce the activity and the activity instructions. Then, post the video alongside the pdf of the activity, so that youth can get started with some of the activities all by themselves.
- Send a list of materials or a shopping list to parents and caregivers at least a week in advance of posting the content, so they have sufficient time to acquire materials and youth can begin immediately. Another option is to send home kits with materials for several weeks of programming.

DELIVERING THE CONTENT EFFECTIVELY:

- Youth should be able to download and print from your website. However, if you are sending home materials, consider sending home the printed activities for youth that do not have access to a printer.

Implementing the Summer Activity Guide

- You may want to supplement the documents with short pre-recorded videos of a staff member introducing the theme and conducting the activity.
- Implement a way for youth to engage more deeply in the activity by creating a programming loop. For example, you could use an existing platform, like a Facebook group or a group chat, and ask youth to respond to the discussion questions listed on the activity or post a photo of their completed activity.

TAKE-HOME

PREPARATION:

- Think about how often you want to send home materials. Create a packet of printed activities and challenges for the amount of time you need.
- Are there other things being delivered to the youth, such as take-home meals? Try to coordinate with other times that items are being dropped-off at the youth's home to reduce the burden on your program, as well as to limit contact with the youth to adhere to social distancing guidelines. You can also make packets available for pick-up.

DELIVERING THE CONTENT EFFECTIVELY:

- Add a personal touch to your take-home package, like a hand-written note letting the youth know you are thinking about them. This will make them feel connected to you and incentivize them to engage in the activities.
- If possible, send home some or all of the required materials to complete the activities. This will make it possible for all youth to engage in the activity, regardless of their available resources.
- Find a creative way to create a programming loop for youth to engage with you. For instance, ask youth to respond to the discussion questions listed on the activity and send their responses back during the next coordinated delivery.

IN-PERSON

PREPARATION:

- Review the [latest guidance on social distancing for open child care programs](#) from the US Centers for Disease Control and Prevention (CDC) and the [American Camp Association's Summer Operations Guide for 2020](#). Also, check your state-specific requirements that may affect how you serve youth this summer.
- All of the activities and challenges can be facilitated with attention to social distancing guidelines. Prior to implementing the activity, think about how you will divide youth in small groups and how they can participate and share materials safely.
- You may consider purchasing extra materials so that you can reduce sharing between youth. Also, have cleaning materials and PPE available for staff and youth as appropriate.

DELIVERING THE CONTENT EFFECTIVELY:

- At the beginning of the activity, remind youth of social distancing guidelines and demonstrate how they will complete the activity, so that everyone has fun and stays safe.
- Put youth into small groups based on social distancing guidelines. If possible, keep youth in the same small groups throughout the day/session to avoid exposure.
- Allow time for frequent handwashing and sanitizing materials and the program space after the activity. Make a game or "challenge" out of following proper hygiene practices.

The 50 State Afterschool Network



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summer activity guide

Safety Considerations
for Virtual Programming

QUICK
GUIDE



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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Safety Considerations for Virtual Programming

INTRODUCTION

With the continuation of stay-at-home orders and social distancing guidelines, programs are serving youth through a wide-range of approaches, including through virtual programming. If your program is planning to deliver programming fully or partially through virtual channels, you should first be thinking about safety. Just as with in-person programming, the safety and well-being of youth is the #1 priority, and many of the things you do in-person, like maintaining an appropriate staff-youth ratio, still apply to virtual settings. With the right planning and facilitation, you can maintain the same level of quality and safety virtually as you do with your in-person programming. A foundation of clear expectations and safe guidelines sets the stage for strong, positive relationships and effective and engaging learning experiences.

The purpose of this Quick Guide is to provide guidance to programs on how best to design, implement and monitor their virtual programming in a way that protects both youth and staff. This guide is a supplement to the Summer Activity Guides, which 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.

TIPS AND CONSIDERATIONS

Below are tips and considerations for creating a safe virtual environment for your summer programming. Prior to implementing the resources, think about how you would use all aspects of the activities and challenges in a virtual environment. (*Check out the “Quick Guide for Implementing the Summer Activity Guide” for more tips on how can use multiple approaches for program implementation.*) You will find that the tips below can apply to all activity types, age groups and types of engagement, including facilitated discussion between staff and youth, and youth sharing the outputs of their activities with their peers online.

CHOOSING THE RIGHT PLATFORM

Your program may already be using a specific platform to engage with their youth. These could include Google Hangout, Zoom, GoToMeeting, Adobe, or Facebook Live. If you are not already using a platform you can use one of these, or another platform from a reputable company. Below are tips and considerations for choosing the right platform.

- Review available technologies before selecting a platform that works for your program and your target audience. Most platforms have free online tutorials you can watch. Take a close look at their privacy and security features. For example, do they require a password to enter private sessions?
- Review the platform’s terms and conditions related to privacy and data collection. Do the platforms collect private information about the youth? What do they do with this information?
- Make sure the platform is age-appropriate and complies with [federal laws](#) related to the privacy of children online.
- Many of your youth will have limited or inconsistent internet access and may be accessing from phones or tablets. Make sure the virtual platforms you are using are mobile-enabled and that you have permission to access youths’ email addresses and/or mobile numbers.

Safety Considerations for Virtual Programming

CREATING A SAFE ENVIRONMENT

There are many steps programs can take to create a safe and inclusive virtual environment for youth, and most virtual platforms have built-in security features. Before you begin, know your organization's policies, think about the sensitivity of topics, and the age and abilities of the youth participating, and then pick the tools that make sense for you.

Reduce Risk to Staff and Youth

- If you plan for youth to participate via video, you may need to get express consent from their parents and caregivers. Let them know how you will be engaging with youth online and encourage them to be part of the process. Here is an example of a [Parental Consent Form](#) for virtual programming.
- If your program prohibits 1:1 staff and youth interaction, then make sure there are always at least three people in a virtual session, including breakout sessions on platforms like Zoom. This also includes turning off participant-to-participant direct private communication.
- Think about what technology features you will need and not need. Most platforms allow you to disable the features like chat, file sharing, or screen sharing. Disable those you do not need before the sessions begins. You want to avoid opportunities for youth or staff to share content that is inappropriate or unwanted.
- Encourage youth to login from a neutral location at home, such as in front of a blank wall. Youth should avoid logging in from their bedroom or other places in their home that could lead to an embarrassing or inappropriate situation. Staff should follow the same rule.

Control Access

- Your virtual programming should be done by invite-only. Send the meeting information directly to your youth and their parents and caregivers Meeting information should never be made publicly available.
- Create a password or PIN for youth to use to login to the session. This will prevent someone from guessing your URL or meeting ID.
- Know who is in the virtual meeting at all times. Most platforms have a dashboard feature the facilitator can use to see who is online.
- To limit unsupervised contact between youth use the “green room” or “waiting room” feature. This feature will not allow the session to begin until the host joins. Many platforms also include a function where the facilitator can approve each person individually before they can join the session.
- Make sure you have the ability to turn off/on participants' audio and video, as well as the public chat function.
- Do not record the session unless you have express consent from the youth's parents or caregivers, especially if youth are interacting and sharing virtually. It may be okay to record and disseminate video that features only the facilitators.

PROTECTING YOUTHS' EMOTIONAL WELL-BEING

Just because your youth may not be physically together does not mean they are not at risk for bullying. Cyberbullying includes posting or sharing negative, false, or mean content about someone else, or sharing personal information about someone that causes humiliation. It is the program's responsibility to be aware of risks related to cyberbullying and to take precautions to prevent it.

Safety Considerations for Virtual Programming

Set Expectations at the Beginning

- Set expectations for youth to do the right thing and act appropriately. Their behaviors online should be the same as they are in-person at your program.
- At the start of each session, establish norms for the group to follow or review the norms from your program that are applicable to virtual programming. Some examples are: 1) be kind and considerate to each other, 2) take turns speaking, and 3) be a good listener.
- Remind youth about how to use the different platform functions, like turning on/off their microphone and video camera. Discuss scenarios and what to do in certain situations. For example, if a youth needs to use the bathroom during the session, it is okay for them to pause their video or go on mute.
- If you are using a public chat box feature, encourage youth to think before they type. They should stay on topic and avoid sarcasm or humor that could be misunderstood.
- Youth should not take or share screenshots of the video chat and share on their social media accounts without permission.
- Youth should create a space free from distraction. They should not play with pets or toys, or look at their cell phones.

Monitor Youth's Interactions

- Assign at least one staff member to monitor interactions online and look for signs of cyberbullying. They should look closely at the chat functions and what is happening in the background if youth are on video. If you are using breakout sessions on platforms like Zoom, then assign at least one staff member to a breakout.

Report Inappropriate Behavior

- During the session, if you see something inappropriate happening, address it immediately.
- Have a plan and know your organization's reporting policies. You should know how and who to report inappropriate behavior to, and be prepared to support the youth.
- Document inappropriate behavior and follow your organization's guidance and protocols for reporting. Many platforms allow the facilitator to download and save the chat and video content, and some automatically save the chats to your computer.

ADDITIONAL RESOURCES

Children's Online Privacy Protection Rule (COPPA): <https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule>

American Camp Association's Virtual Program Resources: <https://www.acacamps.org/resource-library/coronavirus/virtual-program-resources>

CommonSense Media: <https://www.commonsensemedia.org/blog/how-to-get-kids-ready-to-video-chat-for-online-classes/>

Darkness to Light: www.d2l.org/safe-digital-learning-plans

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