

# summer activity guide

Exploring My World

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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# Country Scavenger Hunt

## CHALLENGE DESCRIPTION

In this social studies and literacy challenge, youth will engage in a scavenger hunt where they learn about country they have selected. As part of the 'Exploring My World' unit, this challenge is designed to help youth learn about world geography and cultures. This activity supports the development of literacy skills, social awareness, and global citizenship.

## SUPPLIES

- Scavenger Hunt Handout below or the worksheet available here: <https://www.globetrottinkids.com/wp-content/uploads/2020/03/Globe-Trottin-Kids-Scavenger-Hunt.pdf>
- Writing utensil
- Access to the Globe Trottin' Kids website: <https://www.globetrottinkids.com/>

## STEPS

- Hello explorers! Your challenge is to do online scavenger hunt to explore a country that you are interested in. You will also get to explore a website with fun activities that you can use for learning about our diverse world.
- You can do the whole challenge by finishing the scavenger hunt in one day or you can complete a few questions every day.
- Set out your Scavenger Hunt Handout.
- Your scavenger hunt will start here: [www.globetrottinkids.com](http://www.globetrottinkids.com).
- Scroll down to the world map and select a country that you are interested in. Once you have selected a country, follow the instructions on the Scavenger Hunt Handout.

## ADAPTATIONS

- Consider breaking up this challenge over a few sessions/days. Youth can complete 2-3 questions a day.
- If you are delivering the challenge in person or virtually, come back together during the challenge or at the end to share what they are learning about their countries.
- If you are delivering the activity via take-home packets or digitally, have youth post the country they selected and a few things they learned about their country on your program platform or Facebook page.



## EXTENSIONS

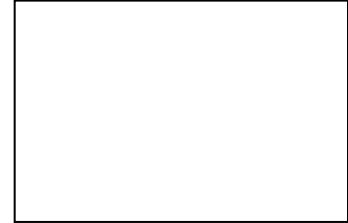
- Use the 'Buttons to Explore Further' at the bottom of your country's page to learn more interesting facts. What is your favorite animal from this country? What is a popular sport?
- Complete the challenge for your country, which you will also find at the bottom of your country's page.
- Host an around-the-world fair where youth create something from the country they selected (like the flag, an art project, a dance or a dish) and teach their peers about their country.
- Create a visitor's guide or brochure to share what you learned and to advertise what people would enjoy about visiting the country you selected.

**CREDITS:** Globe Trottin' Kids 'Online Scavenger Hunt' available at <https://www.globetrottinkids.com/globe-trottin-kids-online-scavenger-hunt/>

# Scavenger Hunt Handout

**Instructions:** Your scavenger hunt will start here: [www.globetrottinkids.com](http://www.globetrottinkids.com). Scroll down to the world map and select a country that you are interested in. Once you have selected a country, follow the instructions below.

1. Choose one of the countries you want to know more about. Write the name of that country or draw the shape of the country in the box.

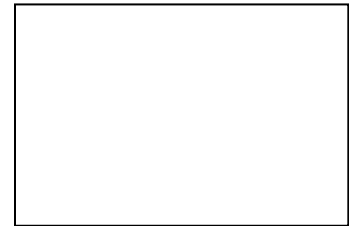


2. Click on that country and explore the page. Fill in the following information about the country.

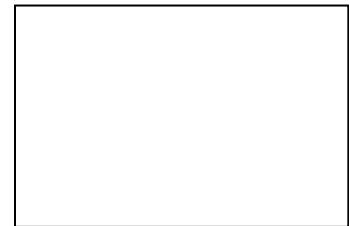
Population: \_\_\_\_\_

Language: \_\_\_\_\_

3. Check out the country's flag. Draw a picture of the flag in the box.



4. Does your country have a national animal? If yes, write or draw the animal in the box.



5. Look through the photos in the photo gallery. What would you most like to see or do if you were to visit that country? Write or draw a picture of that in the box.





# Wants & Needs

## ACTIVITY DESCRIPTION

In this social studies activity, youth will plan a trip to a new planet and identify the items they will bring with them. As part of the 'Exploring My World' unit, this activity is designed to help youth distinguish between the things they want and the things they need. This activity supports the development of critical thinking, social awareness, responsible decision-making skills, and global citizenship.

## SUPPLIES

- Wants and Needs Cards below or you can make your own using index cards and crayons or markers
- Scissors

## STEPS

- We have just identified a new planet and we will all be going there to start up a new community. The new planet doesn't have a name yet. What should we name it? What are some reasons that we may need to go to a new planet?
- Before we leave for the new planet, think about some of the things that you will **want** and **need** in your new community.
- Cut up the Wants and Needs Cards and spread them out in front of you.
- You have 24 cards but you can only bring 16 things with you to the new planet. Look at the things on your cards. What 8 things will you not bring? Set those cards aside.
- What cards did you set aside? Why did you choose those items?
- Oh no! We just found out that space is limited on our trip to our new planet. You can only take 12 items with you from your cards. What 4 things will you not bring? Set those cards aside.
- What cards did you set aside this time? Why were these items more important to bring?
- Oh no! We just found out that there has been an emergency announcement and there is even less space for us to bring things with us. You can only take 8 items with you from the cards. Think about what is most important for surviving on this new planet. What 4 things will you not bring? Set those cards aside.
- What cards did you set aside this time? Why were these items more important to bring?

## ADAPTATIONS

- If you are delivering the activity in person, organize the youth in pairs and have them work with their partners to negotiate the items they want to bring on the journey.



## EXTENSIONS

- Use PBS Media's 'Needs vs. Wants' lesson to consider the relationship between the things we buy and happiness:  
[https://www.pbslearningmedia.org/resource/lpsc-10.sci.life.lp\\_needwant/needs-vs-wants/](https://www.pbslearningmedia.org/resource/lpsc-10.sci.life.lp_needwant/needs-vs-wants/)

## QUESTIONS FOR DISCUSSION

- Imagine the new planet that we will be travelling to.
  - What does it look like?
  - How long will it take to travel there?
  - Do other people live on the planet?
  - How is it similar to or different from planet Earth?
- Which items were easy to get rid of first? Why?
- What were some of the items that were harder to get rid of? Why?
- What is the difference between something you want and something you need?
- What do we need for survival?
- You left some things behind because you did not need them. Did some of those things that you left make you happy? Is happiness a want or a need?

**CREDITS:** GEAR's 'Journey to a New Planet' available at <https://teachpsych.org/resources/DiversityActivities/Global%20Awareness%20Activities%20WorldVision-GEAR.pdf>

# Wants & Needs Cards

<p>Healthy food</p> 	<p>Clean water</p> 	<p>Music</p> 
<p>TV</p> 	<p>Fast food</p> 	<p>Cell phone</p> 
<p>Wifi</p> 	<p>Fashionable clothing</p> 	<p>Housing</p> 
<p>Money to spend on things you want</p> 	<p>Clean air</p> 	<p>Education</p> 



# Wants & Needs Cards

<p>A car</p> 	<p>Health care [Photo credit: Rawpixel]</p> 	<p>Friends</p> 
<p>Family</p> 	<p>Your own computer or tablet</p> 	<p>Talking about the things that are important to you and being listened to</p> 
<p>Your own bedroom</p> 	<p>Not being bullied [Photo credit: Pikisuperstar]</p> 	<p>Being treated fairly [Photo credit: Freepik]</p> 
<p>Toys</p> 	<p>Being outside [Photo credit: Prostooleh]</p> 	<p>Heat and air conditioning [Photo credit: brgfx]</p> 

# The Rights Balloon

## ACTIVITY DESCRIPTION

In this social studies activity, youth will be challenged to make decisions about which rights they are willing to give up. As part of the 'Exploring My World' unit, this activity is designed to help youth understand the difference between rights and wants and to prioritize various rights in their own lives. This activity supports the development of critical thinking, social awareness, responsible decision-making skills, and global citizenship.

## SUPPLIES

- The Rights Balloon Handout
- A pen or pencil

## STEPS

- In this activity we are going to explore some of the things that we want to have and some of the things that we need. What are some of the things that you need to survive? What are some of the things you enjoy having in your life?
- A 'right' is something that every person is entitled to (allowed to have) in order for their survival and to have a good life.
- Look at the rights listed on your Rights Balloon Handout.
- Why are each of these rights important?
- Imagine that you are in this hot air balloon floating through the air. What does it look like? How does it feel? Where are you going?
- You have 12 rights on board with you. Look at the rights listed on the handout. Each one of these rights weighs 1 pound.
- All of a sudden, your balloon begins to drop. To stop the balloon from going down, you need to throw 3 of your rights to the ground. Which 3 of these rights are you willing to give up? Put an X through them.
- Your balloon is safe for now. What can you see from the balloon? Are you enjoying the ride?
- Uh-oh! Your balloon started going down again. You must select 2 more rights to throw overboard. Which of these rights are you willing to give up? Put an X through them.

## ADAPTATIONS

- If you are delivering the activity in person, organize the youth in pairs and have them work with their partners to negotiate the items to throw overboard with a partner.
- If you are delivering this activity virtually, digitally or via take-home packets, encourage adults or siblings to engage alongside youth so that they have someone to discuss their responses and decisions with.



## EXTENSIONS

- For a number of activities for ages 5-11 that explore human rights, check out 'Learning about Human Rights in the Primary School' from Amnesty International, available here: <https://www.amnesty.org.uk/resources/learning-about-human-rights-primary-school-resource-pack>

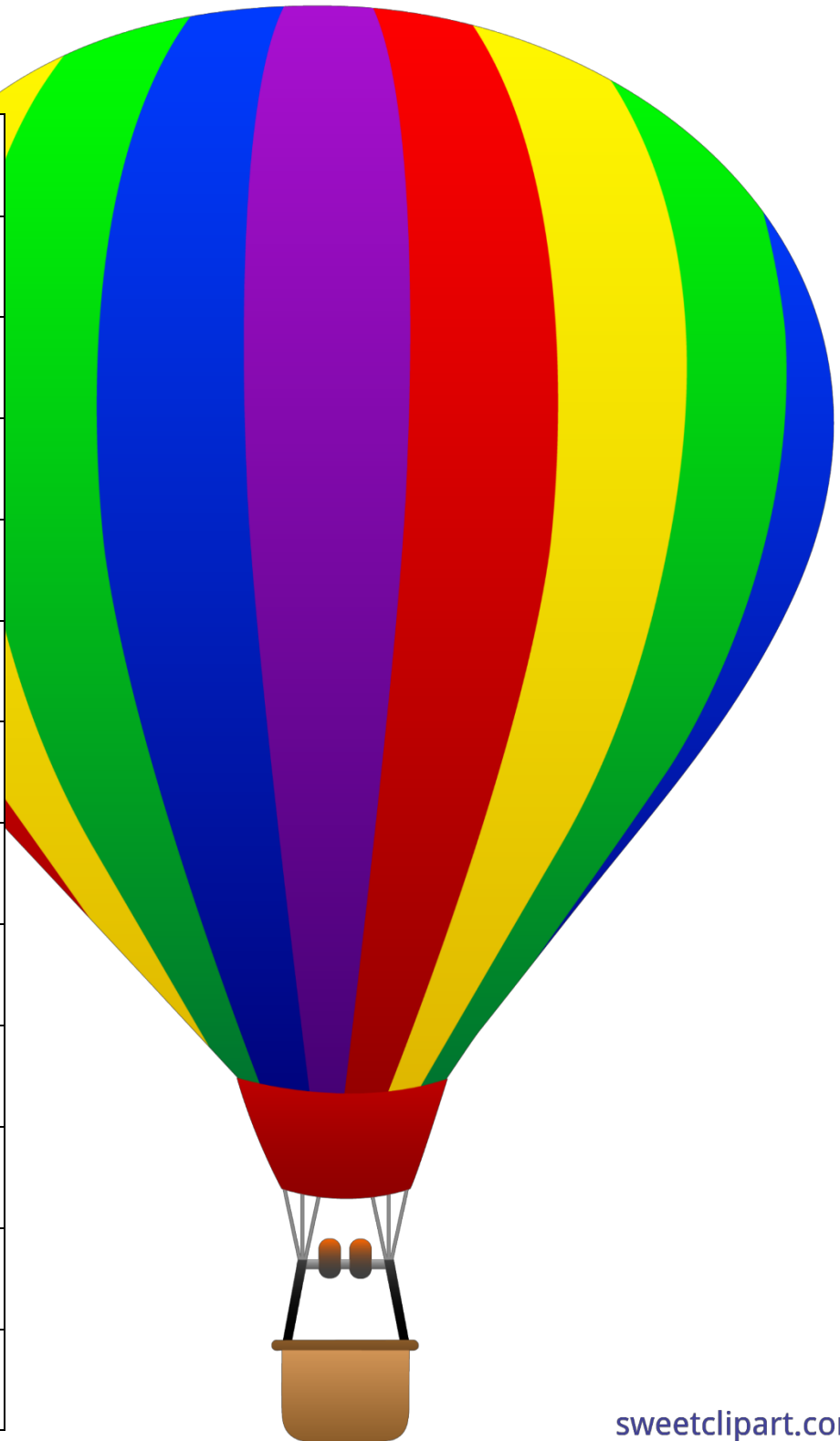
## QUESTIONS FOR DISCUSSION

- Look at each of the rights. Why are they important?
- Which rights were easiest to give up?
- Which were the most difficult?
- What is the difference between the things you need (rights) and the things you want?
- Are there any rights so basic you would never give them up? Which ones and why?
- Do all people have the same rights?
- Why might people not have the same rights?
- Can people lose rights? How?

**CREDITS:** GEAR's 'The Rights Balloon' available at <https://teachpsych.org/resources/DiversityActivities/Global%20Awareness%20Activities%20WorldVision-GEAR.pdf>

# The Rights Balloon

Rights
A school to learn in
A doctor's care
Spending money
Healthy food and clean water
Transportation
Technology
Family and friends
Time to play
A safe community to live in
Rest and sleep
Saying what you believe
Clothing



[sweetclipart.com](http://sweetclipart.com)

# Stone Soup

## ACTIVITY DESCRIPTION

In this literacy and social studies activity, youth will listen to and reflect on the folktale Stone Soup. As part of the 'Exploring My World' unit, this activity is designed to help youth consider how coming together can contribute to the common good of a community. This activity supports the development of literacy skills, critical thinking, social awareness, responsible decision-making, and global citizenship.

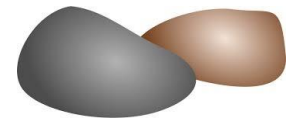
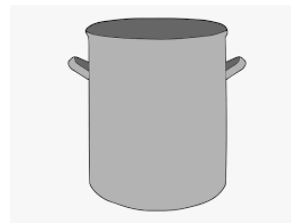
## SUPPLIES

- The Stone Soup audio story available here: <https://www.youtube.com/watch?v=BZf60cb3Th8>
- 2 pieces of colored construction paper
- Scissors
- Markers
- Glue

## STEPS

- There are many versions of the folktale Stone Soup. However, in each of these versions villagers come together to make a pot of soup. This folktale teaches us some important lessons about how if everyone shares a little of what they have, there can be plenty for everyone.
- Today you are going to listen to the story and then come up with ways we can share with and support others.
- Listen to the Stone Soup audio story available here: <https://www.youtube.com/watch?v=BZf60cb3Th8>
- As you are listening to the story, try to guess what will happen next.
- If you are in-person with a group or virtually participating in a program, discuss the questions as a group. If you are doing the activity at home, talk about the questions with a parent or caregiver.
- Use a piece of colored construction paper to make a cutout of a pot. See the photo to the right for what a pot looks like
- Then, use another piece of paper to cut out 5 stones. Make sure they are big enough to write on. See the photo to the right for what stones look like.
- On each paper stone, write or draw one thing that made the Stone Soup recipe a success (like sharing, trust, helping, working together, making friends, etc.).
- Glue each stone onto your pot and display your piece.

**CREDITS:** GEAR's 'Stone Soup' available at <https://teachpsych.org/resources/DiversityActivities/Global%20Awareness%20Activities%20WorldVision-GEAR.pdf>



## ADAPTATIONS

- If you are delivering the activity in person collect objects from the story such as a large pot, a few medium-to large-sized stones, a ladle, water, etc. and simulate making the soup. As youth add or use their item, have them contribute ideas for how they can share and support others (e.g., "we can help each other"). Discuss the similarities and differences in the ideas. Try to use some of the ideas while making the soup.

## EXTENSIONS

- Create your own "recipe" for soup for your classroom or group. What "ingredients" can each person in the group add to make sure that everyone is supported and cared for?
- Act out a scene from the story.

## QUESTIONS FOR DISCUSSION

- Why did the main character(s) use stones to make the soup?
- Was it the stones that made the soup taste good?
- What happened to the villagers while the soup was being made? What changed about them?
- What is the main message or lesson of the story?
- What happens when people in a community don't share what they have with others?
- Why is it important that they do?
- What are some ways that you can work as a team in your community, school or home?



# Comparing Classrooms

## ACTIVITY DESCRIPTION

In this social studies and literacy activity, youth will watch videos of two boys from different countries and compare and contrast their experiences at school. As part of the 'Exploring My World' unit, this activity is designed to help youth understand how education and opportunities differ around the world. This activity supports the development of literacy skills, critical thinking, social awareness and global citizenship.

## SUPPLIES

- Education Around the World Handout
- Comparing Classrooms Handout
- Pen or pencil

## STEPS

- Today you will be learning about two classrooms in different parts of the world, a classroom in Kenya and a classroom in Japan.
- First, watch this video about Ken, a six-year old from Japan and his first day of school:  
<https://www.pbslearningmedia.org/resource/vtl07.la.rv.text.jpapanclass/a-look-at-a-japanese-classroom/> As you are watching the video, try to remember a few things about Ken's classroom.
- After watching the video, use the Education Around the World Handout to write or draw what you remember about Ken's classroom.
- Now, watch this video about Joab, a young boy from Kenya:  
[https://www.pbslearningmedia.org/asset/vtl07\\_vid\\_kenyacls/](https://www.pbslearningmedia.org/asset/vtl07_vid_kenyacls/) As you are watching the video, try to remember a few things about Joab's classroom.
- After watching that video, use the handout to fill out what you remember about Joab's classroom.
- Ken's classroom and Joab's classroom are alike in some ways and different in other ways. Use the Comparing Classrooms Handout to show the similarities and differences.

## ADAPTATIONS

- Consider breaking up the activity over a couple of days or sessions.
- If you are delivering the activity in person, complete the handouts together as a group. You can use the 'share my screen' function for virtual delivery.
- If you are delivering the activity via take-home packets or digitally, encourage parents or caregivers to be involved so that youth can discuss the questions and their observations with someone.



## EXTENSIONS

- Time for School is a documentary that follows seven children in seven countries in their efforts to get basic education. Watch and discuss specific episodes or the whole series here:  
<https://www.thirteen.org/programs/time-for-school/>

## QUESTIONS FOR DISCUSSION

- How are their classrooms similar?
- How are they different?
- What do you think Ken likes about his school? What about Joab?
- How are Ken's or Joab's classrooms like your classroom? How are they different from your classroom?
- What do you like about Ken's and Joab's schools?
- If you could make a video about your school or home learning to share, what would you put in your video?
- Why is it important to learn about how people in other parts of the world live?

**CREDITS:** PBS Learning Media's 'Comparing Education Around the World' available at  
<https://www.pbslearningmedia.org/resource/vtl07.la.rv.text.lpcomp/ed/comparing-education-around-the-world/>

# Education Around the World Handout

**Instructions:** Use this handout to write or draw what you learned about Ken's and Joab's classrooms.

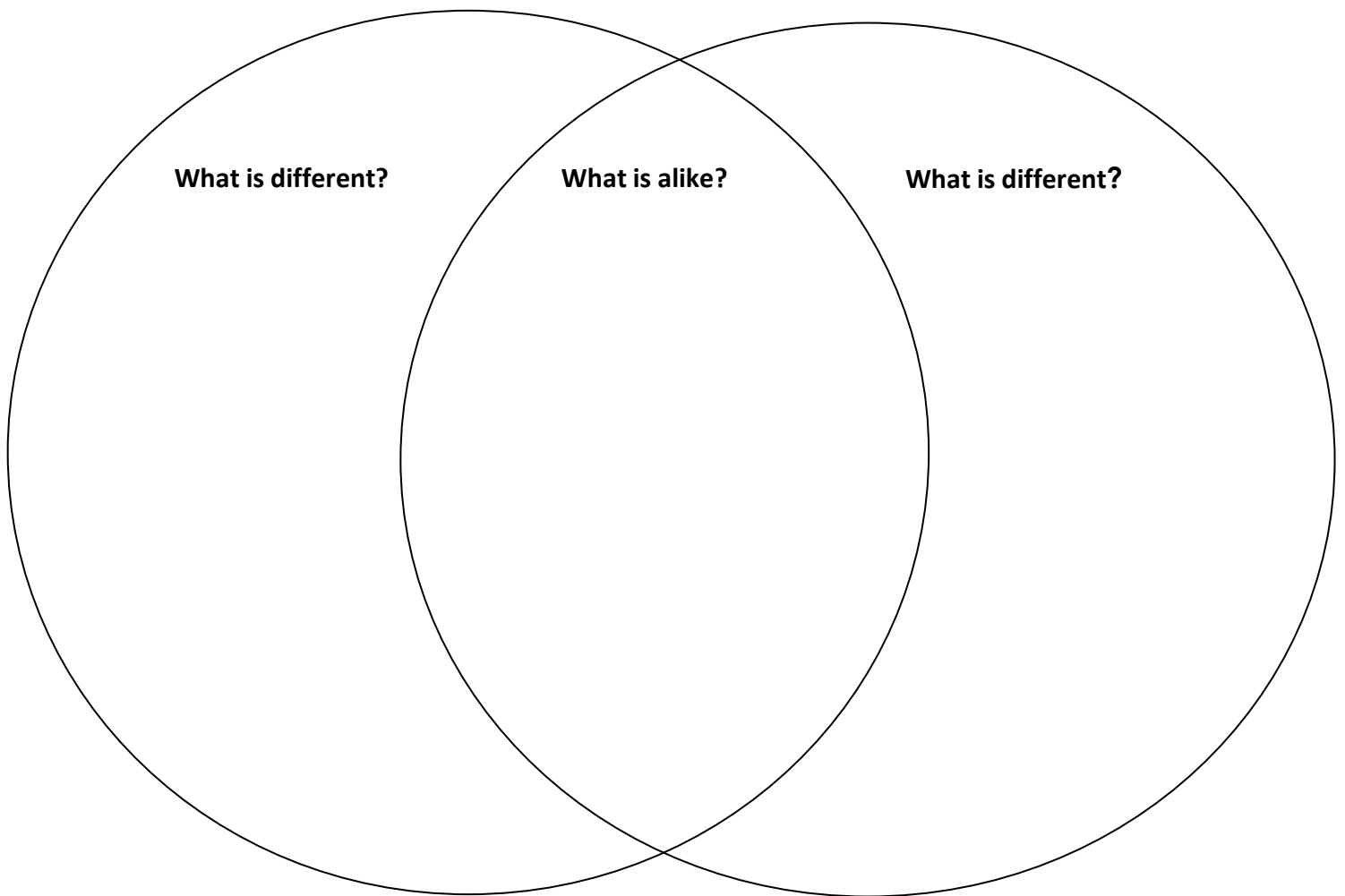
	<b>Ken from Japan</b>	<b>Joab from Kenya</b>
Getting to school		
Language spoken in school		
Class size		
How the day starts		
Books and supplies for students		
Teachers/ Principals		
Other		

# Comparing Classrooms Handout

**Instructions:** There are some ways in which Ken's classroom in Japan and Joab's classroom in Kenya are alike and some ways in which they are different. Complete the Venn diagram below by writing or drawing the similarities and differences between the two classrooms.

**Ken's Classroom**

**Joab's Classroom**



# My Passport

## CHALLENGE DESCRIPTION

In this social studies, literacy and art challenge, youth will make passports and use them to travel virtually to other countries using the other activities within this unit. As part of the 'Exploring My World' unit, this challenge is designed to introduce youth to other countries and their cultures. This challenge encourages creativity, social awareness and global citizenship.

## SUPPLIES

- Markers, colored pencils or crayons
- Stapler or glue
- My Passport Handout (or a blank piece of paper if you do not have a copy of the handout)
- Instructions and supplies for 4 activities included in this Unit (Australia, China, India and Mexico)

## STEPS

- To travel to another country, you may need a passport. A passport is a document, shaped like a book, that has your name, age and other important information in it. Every time you visit a different country you get an official stamp in one of its pages from that country.
- In this challenge, you will create a passport. You will use this passport to "visit" other countries. There are four countries (Australia, China, India and Mexico) with unique activities you can complete. When you complete the activity, write down the name of the country and decorate the page with pictures or facts about that country, like their flag.
- On the My Passport Handout, cut out the squares along the dotted lines. (If you do not have a copy of the handout, you can draw the handout on a blank piece of paper.)
- Each page is numbered in the bottom corner. Put the pages in order, starting with 1. Staple or glue the pieces of paper on the left-hand side like a book.
- On page 1, write your first name on the line. On page 2, fill in your personal information.
- Now you're ready to start traveling! Take a look at these activities and pick the first one you would like to try (directions for the activities are provided on the activity sheets).
  - Australia – make and play a didgeridoo
  - China – make a Chinese lantern
  - India – try yoga
  - Mexico – bake Day of the Dead bread



## ADAPTATIONS

- If you are delivering the activity in person, organize the youth in pairs and have them work with their partners to discuss what they learned about the countries.
- If you are delivering the activity virtually or in-person, create opportunities for youth to share and discuss what they learned about the countries they visited.
- This activity may bring up questions about immigration and citizenship. As appropriate for your young people, you should engage in this conversation and address their feelings and questions. For more resources on these topics visit: <https://www.tolerance.org>.

## EXTENSIONS

- Add more pages to your passport, and go on more virtual field trips. Here is a great list of virtual field trips to choose from, including zoos, natural wonders, and even space: <https://flashpackingfamily.com/virtual-travel-with-kids/>
- Complete the 'Create a Visitor's Guide' activity in this unit. A visitor's guide is a book or brochure that describes the country, including its weather, geography, food, people and art. Be sure to draw pictures so someone knows what it looks like to go there.
- Create a list of all the places you want to go or things you want to try in your lifetime. This could be going to Egypt to see the pyramids or learning how to play the guitar. Make a list of the Top 10 items. Share this list with a friend or family member.

# My Passport Handout

**Instructions:** Cut out the squares and put the pages in order. Staple or glue the pieces of paper on the left-hand side, like a book. Fill in pages 1 and 2 with your information. Each time you visit a different country, fill in the page.

<p>_____ 's Passport</p>	<p>Today I visited _____.</p>
<p><b>PERSONAL INFORMATION</b></p> <p>Name: _____</p> <p>Birthday: _____</p> <p>Where I Live: _____</p>	<p>Today I visited _____.</p>
<p>Today I visited _____.</p>	<p>Today I visited _____.</p>

# Day of the Dead Bread

## ACTIVITY DESCRIPTION

In this social studies and culinary activity, youth will learn about Mexico's Day of the Dead celebration and make Day of the Dead bread. As part of the 'Exploring My World' unit, this activity is designed to introduce youth to other culture's holiday traditions and foods. This activity encourages creativity, social awareness, and global citizenship.

## SUPPLIES

- 1 can of refrigerated crescent dinner rolls
- ¼ cup orange juice
- ¼ cup milk
- ½ cup sugar
- ¼ cup flour
- Oven
- Baking sheet
- Small bowl
- Spoon, fork and butter knife
- Rolling pin and basting or pastry brush (optional)
- Day of the Dead Bread Handout

## STEPS

- [Note: this activity uses an oven, please ask an adult to help.]
- Día de los Muertos, or Day of the Dead, is a holiday in Mexico where people celebrate the memory of their ancestors and those who have died. Pan de Muerto (Spanish for "bread of the dead") is a sweet bread baked on this holiday. Typically, the bread is decorated with bones and skulls made from dough to represent the dead.
- In this activity, you will make Pan de Muerto using very simple ingredients.
- First, preheat the oven to 350 degrees. Open the can of crescent rolls and unroll the crescent dough. Set aside 2 pieces of the dough (these will be used for bones later).
- Use a ¼ cup of flour to cover your rolling pin and table (if you do not have a rolling pin, you can use your hands). Gently roll the dough together. Use your hands to shape the dough into a smooth round ball.
- In a bowl, add the orange juice and milk. Mix together with a spoon or fork.
- Grab the two pieces of crescent roll you set aside earlier. With a butter knife, cut one piece of crescent roll into 4 pieces (these will be the bones). With the other piece, form a ball with your hands (this will be the skull). Add the bones and skull to the top of your bread. Brush with the orange/milk mixture. Sprinkle entire bread with sugar.
- Bake for 10-15 minutes until golden brown. Enjoy!



## ADAPTATIONS

- If you are delivering the activity virtually, lead the group in a follow-up discussion using the questions for discussion after they have made their bread.
- If you are delivering the activity via take-home packets or digitally, post a video of a staff member making the bread to show each step.

## EXTENSIONS

- During the Day of the Dead Festivities, skeletons and skulls are everywhere. Make your own colorful skull using materials you find in your home (paper, markers, paint or playdough), like the ones found here: <https://www.cbc.ca/kidscbc2/the-feed/day-of-the-dead-and-the-sugar-skull>
- Mexican Papel Picado are colorful sheets of paper that have been cut with beautiful designs (kind of a like a snowflake). Make your own Papel Picado with these instructions: <https://www.deepspaceparkle.com/how-to-make-a-papel-picado/>

## QUESTIONS FOR DISCUSSION

- How is Day of the Dead similar or different from the holidays and traditions you celebrate?
- How do you remember and celebrate the people you love who have died?
- Why is it important to learn about other culture's traditions and holidays?

**CREDITS:** Que Rica Vida 'Easy Pan de Muerto' available at: <https://www.quericavida.com/recipes/easy-pan-de-muerto/>



# Day of the Dead Bread Handout

**Step 1:** Preheat the oven to 350 degrees. Open the can of crescent rolls and unroll the crescent dough. Set aside 2 pieces of the dough (these will be used for bones later).



**Step 2:** Use a  $\frac{1}{4}$  cup of flour to cover your rolling pin and table (if you do not have a rolling pin, you can use your hands). Gently roll the dough together. Use your hands to shape the dough into a smooth round ball.



**Step 3:** In a bowl, add the orange juice and milk. Mix together with a spoon or fork.



**Step 4:** Grab the two pieces of crescent roll you set aside earlier. With a butter knife, cut one piece of crescent roll into 4 pieces (these will be the bones). With the other piece, form a ball with your hands (this will be the skull). Add the bones and skull to the top of your bread.



**Step 5:** Brush the top of the bread with the orange/milk mixture. Sprinkle entire bread with sugar.



**Step 6:** Bake for 10-15 minutes until golden brown. Enjoy!



# Australian Didgeridoo

## ACTIVITY DESCRIPTION

In this social studies and art activity, youth will create a didgeridoo, a musical instrument from Australia. As part of the 'Exploring My World' unit, this activity is designed to introduce youth to other culture's music, art forms and symbols. This activity encourages creativity, social awareness and global citizenship.

## SUPPLIES

- Recycled tube from a roll of wrapping paper, roll of aluminum foil, roll of paper towel, or a tube used by the post office to mail something
- Paint, markers or crayons

## STEPS

- The didgeridoo was made by the Aboriginal people of Australia and is one of the oldest musical instruments in the world. It is made from a hollow wooden tube, and makes a low pitch sound when you blow into it. Here is a video of how a didgeridoo is played: <https://www.youtube.com/watch?v=JEgXAU30yuY>
- The Aboriginal people decorate their didgeridoos by painting symbols and pictures that are important to them. Together, these symbols can tell a story. Here is a sample of their symbols: <https://art-educ4kids.weebly.com/aboriginal-art-and-patterning.html>
- In this activity, you will make and decorate your own didgeridoo. Create your own symbols (ex. a school or dog), and tell a story on your tube. For example, it could be a true story about your or your family or it could be a story you make up. Use markers, crayons or paint to decorate your tube with your symbols.
- Once your tube is dry, let's try to make music like a didgeridoo. Sit on the ground cross-legged and put one end of the tube in your mouth and let the other end rest on the ground. With your lips together, blow into your didgeridoo.
- Try to make different sounds using your didgeridoo.



## ADAPTATIONS

- If you are delivering the activity virtually, send home a kit with the activity supplies so that youth are all able to build their instruments with you.
- If you are delivering the activity in-person, put youth in small groups or pairs. Have them discuss which symbols they used and the story it tells.

## EXTENSIONS

- The Aboriginal people use trees that have been hollowed out by termites to make their didgeridoos. Watch this video from PBS Kids to learn about how termites help make this musical instrument: [https://www.youtube.com/watch?v=w22kSe\\_lzsU](https://www.youtube.com/watch?v=w22kSe_lzsU)
- Create your own instrument out of materials you have available at home. You could make a guitar using string and an old shoe box, or a tambourine using paper plates.
- In Australia, the didgeridoo is played with chanting, singing and dancing. Make up a dance or song to play with your didgeridoo.

## QUESTIONS FOR DISCUSSION

- Sometimes we use pictures, not words, to communicate (ex. a smiley face or other emoji). What are some of the symbols used in your community to communicate?
- How is the didgeridoo the same as some of the instruments you have played or seen? How is it different?
- Why is it important to learn about other culture's music?

**CREDITS:** Kiwico 'Make a Didgeridoo' available at: <https://www.kiwico.com/diy/Arts-and-Crafts-Ideas/1/project/Make-a-Didgeridoo/1668>

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

# Strike a Pose

## ACTIVITY DESCRIPTION

In this physical activity, youth will learn about and practice yoga. As part of the 'Exploring My World' unit, this physical activity is designed to introduce youth to yoga, which has been shown to reduce stress in children. This activity supports the development of physical literacy and motor skills and mindfulness.

## SUPPLIES

- Copy of the 'Healthy Living: Yoga for Kids: Sample Standing Pose Routine' (pages 2 – 6) available here: <https://www.uaex.edu/publications/PDF/FSFCS24.pdf>

## STEPS

- Yoga started in India over 5,000 years ago. Yoga includes breathing, exercise and focusing on what you feel in your body, head and around you. A person who does yoga moves from one pose to another. Practicing yoga is good for the mind and body, and it helps us develop strength and flexibility.
- In this activity, you will learn about and practice a few beginner yoga poses using the printout 'Healthy Living: Yoga for Kids: Sample Standing Pose Routine'.
- First, find a place in your home or outside that is flat and quiet. It should be a place where you would be comfortable sitting or putting your hands on the ground. If you like, you can lay down a mat or towel.
- Select a pose from the Yoga Handout. When you are doing your pose, make sure to focus on your breath. You should be taking long inhales through your nose and long exhales through your mouth. For each pose, you will stay in that position for 3 or 4 breaths, or 10 to 15 seconds. To practice your breathing, follow along with this video: <https://www.youtube.com/watch?v=2PcCmxEW5WA>
- [Note: you don't have to do the poses just like the pictures. Listen to your body. If the pose hurts, then make sure to stop. Stretch as far as you are comfortable without it hurting.]
- Once you finish a pose, move your body into the next pose. Try to do all of the poses on the handout.



## ADAPTATIONS

- If you are delivering the activity virtually, lead youth through each of the poses. If they are doing a pose with an animal name, have them make the sound of the animals for fun!
- If you are delivering the activity in person, organize the youth in small groups and have them work through the poses together.
- Youth with different abilities should be encouraged to participate. Here is a great resource on adaptive yoga: <https://www.doyou.com/7-tips-for-teaching-yoga-for-kids-with-special-needs/>

## EXTENSIONS

- If you liked yoga and want to do more, then try out Cosmic Kids Yoga Channel on YouTube: <https://www.youtube.com/user/CosmicKidsYoga>.
- Breathing is important in yoga. There are many different types of breath. Look up different deep breathing techniques such as 'pursed lip breathing', 'belly breathing', or 'humming breathing'. Try out these techniques and see which work best for you.

## QUESTIONS FOR DISCUSSION

- How did you feel when you were doing the yoga poses? What was challenging? What was easy?
- Was there a difference between how you felt before yoga and how you felt after?
- When you were doing your pose, what was it like to focus on your breath? Did your mind ever wander?
- Do you think yoga is something you will keep doing? Why or why not?

**CREDITS:** University of Arkansas 'Healthy Living: Yoga for Kids' available at <https://www.uaex.edu/publications/PDF/FSFCS24.pdf>; Photo credit: Bri Gaston-Bell; Micah Gaston-Bell



# Chinese Lantern

## ACTIVITY DESCRIPTION

In this social studies and art activity, youth will create a Chinese Lantern in celebration of the Chinese New Year. As part of the 'Exploring My World' unit, this activity is designed to introduce youth to other culture's holiday traditions. This activity encourages creativity, social awareness and global citizenship.

## SUPPLIES

- 3 pieces of construction paper in different colors
- Pencil
- Ruler
- Scissors
- Glue, tape or stapler
- Optional: stickers, markers, crayons and glitter
- Chinese Lantern Handout

## STEPS

- Every year around January, the Chinese celebrate the Chinese New Year to honor a year of hard work and to wish for a lucky coming year. At the end of the Chinese New Year, there is a beautiful display of lanterns at a Lantern Festival. In this activity, we will make a Chinese lantern.
- Take one piece of construction paper and fold it in half (see Step 1 of the handout).
- Draw a line lengthwise on the paper about 1 inch from top of the unfolded edge. This line marks where you should stop cutting.
- Cut lines through the fold to your "do not cut line". The lines should be about 1 inch apart.
- Roll the second piece of construction paper lengthwise into a tube.
- Unfold the first piece of paper. Insert the tube inside. Tape the edges of the paper together where they meet. The middle of the lantern should pop out at the fold to the shape of a lantern.
- Take another piece of construction paper and cut a 1-inch-wide strip to use for your lantern's handle. Use a stapler, tape or glue to add your handle to the top of the lantern.
- If you like, you can add decorations to your lantern using stickers, markers, crayons or glitter.



## ADAPTATIONS

- If you are delivering the activity virtually, send home a kit with the activity supplies so that youth are all able to participate alongside you.
- If you are delivering the activity via take-home packets or digitally, encourage youth to upload photos of their lantern on your organization's online platform or social media.

## EXTENSIONS

- Make more lanterns using the same or different colored paper. Hang them around a room in your home.
- Continue the celebration of the Chinese New Year by making dragons with egg cartons. Here are the instructions: <https://iheartcraftythings.com/egg-carton-dragon-craft.html>
- According to the Chinese calendar, the year you were born can determine the kind of person you will become. Each year is assigned a different animal. What year were you born? Find out your Chinese animal here: <https://kids.nationalgeographic.com/explore/chinese-horoscopes/>

## QUESTIONS FOR DISCUSSION

- What are some of the traditions or activities you do for the New Year? Why are they important to you?
- The Chinese believe the lanterns bring good luck. Is there anything you or a loved one believes brings good luck?
- Why is it important to learn about other culture's traditions and holidays?
- What would it be like if we all celebrated the same holidays and had the same traditions?

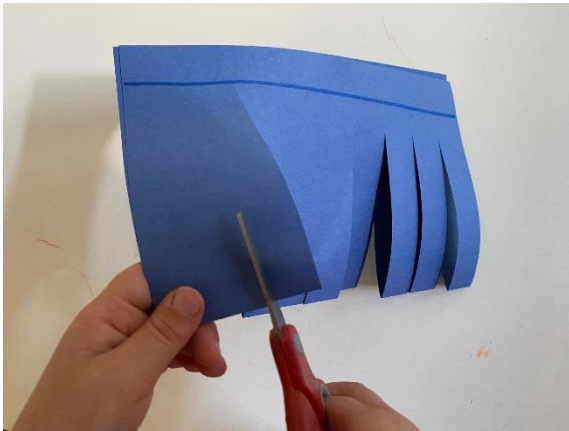
**CREDITS:** China Family Adventure 'How to Make Chinese Lanterns' available at: <https://www.china-family-adventure.com/how-to-make-chinese-lanterns.html>

# Chinese Lantern Handout

**Step 1:** Take one piece of construction paper and fold it in half. Draw a line lengthwise on the paper about 1 inch from top of the unfolded edge. This line marks where you should stop cutting.



**Step 2:** Cut lines through the fold to your “do not cut line”. The lines should be about 1 inch apart.



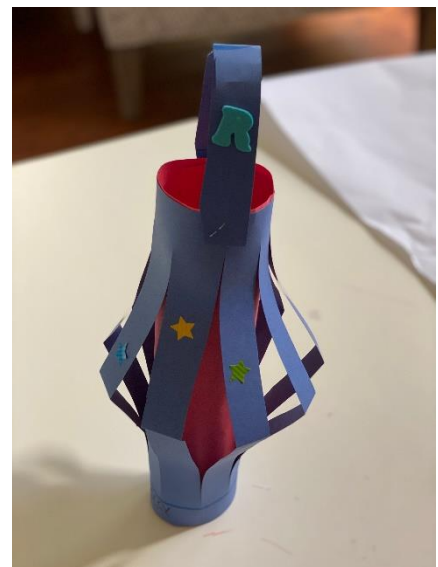
**Step 3:** Roll the second piece of construction paper lengthwise into a tube.



**Step 4:** Unfold the first piece of paper. Insert the tube inside. Tape the edges of the paper together where they meet. The middle of the lantern should pop out at the fold to the shape



**Step 5:** Take another piece of construction paper and cut a 1-inch-wide strip to use for your lantern’s handle. Use a stapler, tape or glue to add your handle to the top of the lantern.



# 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

Exploring My World

ages

10-12



# About the Summer Activity Guides

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

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

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

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



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# Wants & Needs

## ACTIVITY DESCRIPTION

In this social studies activity, youth will plan a trip to a new planet and identify the items they will bring with them. As part of the 'Exploring My World' unit, this activity is designed to help youth distinguish between the things they want and the things they need. This activity supports the development of critical thinking, social awareness, responsible decision-making skills, and global citizenship.

## SUPPLIES

- Wants and Needs Cards
- Scissors

## STEPS

- We have just identified a new planet and we will all be going there to start up a new community. The new planet doesn't have a name yet. What should we name it? What are some reasons that we may need to go to a new planet?
- Before we leave for the new planet, think about some of the things that you will **want** and **need** in your new community.
- Cut up the Wants and Needs Cards and spread them out in front of you.
- You have 24 cards but you can only bring 16 things with you to the new planet. Look at the things on your cards. What 8 things will you not bring? Set those cards aside.
- Oh no! We just found out that space is limited on our trip to our new planet. You can only take 12 items with you from your cards. What 4 things will you not bring? Set those cards aside.
- Oh no! We just found out that there has been an emergency announcement and there is even less space for us to bring things with us. You can only take 8 items with you from the cards. Think about what is most important for surviving on this new planet. What 4 things will you not bring? Set those cards aside.

## ADAPTATIONS

- If you are delivering the activity in person, organize the youth in pairs and have them work with their partners to negotiate the items they want to bring on the journey.



## EXTENSIONS

- Discuss other scenarios where youth distinguish between wants and needs. For example, have youth brainstorm what they can buy with five dollars to buy things they need to survive.
- Use PBS Media's 'Needs vs. Wants' lesson to consider the relationship between the things we buy and happiness:  
[https://www.pbslearningmedia.org/resource/lpsc10.sci.life.lp\\_needwant/needs-vs-wants/](https://www.pbslearningmedia.org/resource/lpsc10.sci.life.lp_needwant/needs-vs-wants/)

## QUESTIONS FOR DISCUSSION

- Imagine the new planet that we will be travelling to.
  - What does it look like?
  - How long will it take to travel there?
  - Do other people live on the planet?
  - How is it similar to or different from planet Earth?
- Which items were easy to get rid of first? Why?
- What were some of the items that were harder to get rid of? Why?
- What is the difference between something you want and something you need?
- What do we need for survival?
- You left some things behind because you did not need them. Did some of those things that you left make you happy? Is happiness a want or a need?

**CREDITS:** GEAR's 'Journey to a New Planet' available at <https://teachpsych.org/resources/DiversityActivities/Global%20Awareness%20Activities%20WorldVision-GEAR.pdf>

# Wants & Needs Cards

<p>Healthy food</p> 	<p>Clean water</p> 	<p>Music</p> 
<p>TV</p> 	<p>Fast food</p> 	<p>Cell phone</p> 
<p>Wifi</p> 	<p>Fashionable clothing</p> 	<p>Housing</p> 
<p>Money to spend on things you want</p> 	<p>Clean air</p> 	<p>Education</p> 



# Wants & Needs Cards

<p>A car</p> 	<p>Health care [Photo credit: Rawpixel]</p> 	<p>Friends</p> 
<p>Family</p> 	<p>Your own computer or tablet</p> 	<p>Talking about the things that are important to you and being listened to</p> 
<p>Your own bedroom</p> 	<p>Not being bullied [Photo credit: Pikisuperstar]</p> 	<p>Being treated fairly [Photo credit: Freepik]</p> 
<p>Toys</p> 	<p>Being outside [Photo credit: Prostooleh]</p> 	<p>Heat and air conditioning [Photo credit: brgfx]</p> 

# The Rights Balloon

## ACTIVITY DESCRIPTION

In this social studies activity, youth will be challenged to make decisions about which rights they are willing to give up. As part of the 'Exploring My World' unit, this activity is designed to help youth understand the difference between rights and wants and to prioritize various rights in their own lives. This activity supports the development of critical thinking, social awareness, responsible decision-making skills, and global citizenship.

## SUPPLIES

- The Rights Balloon Handout
- A pen or pencil

## STEPS

- In this activity we are going to explore some of the things that we want to have and some of the things that we need. What are some of the things that you need to survive? What are some of the things you enjoy having in your life?
- A 'right' is something that every person is entitled to (allowed to have) in order for their survival and to have a good life.
- Look at the rights listed on your Rights Balloon Handout.
- Why are each of these rights important?
- Imagine that you are in this hot air balloon floating through the air. What does it look like? How does it feel? Where are you going?
- You have 12 rights on board with you. Look at the rights listed on the handout. Each one of these rights weighs 1 pound.
- All of a sudden, your balloon begins to drop. To stop the balloon from going down, you need to throw 3 of your rights to the ground. Which 3 of these rights are you willing to give up? Put an X through them.
- Your balloon is safe for now. What can you see from the balloon? Are you enjoying the ride?
- Oh no! Your balloon started going down again. You must select 3 more rights to throw overboard. Which of these rights are you willing to give up? Put an X through them.

## ADAPTATIONS

- If you are delivering the activity in person, organize the youth in pairs and have them work with their partners to negotiate the items to throw overboard with a partner.
- If you are delivering this activity virtually, digitally or via take-home packets, encourage adults or siblings to engage alongside youth so that they have someone to discuss their responses and decisions with.



## EXTENSIONS

- Check out Teaching Tolerance for more rights-based activities on the topics of bullying, bias and race and ethnicity, available at: <https://www.tolerance.org/learning-plan/combschool>

## QUESTIONS FOR DISCUSSION

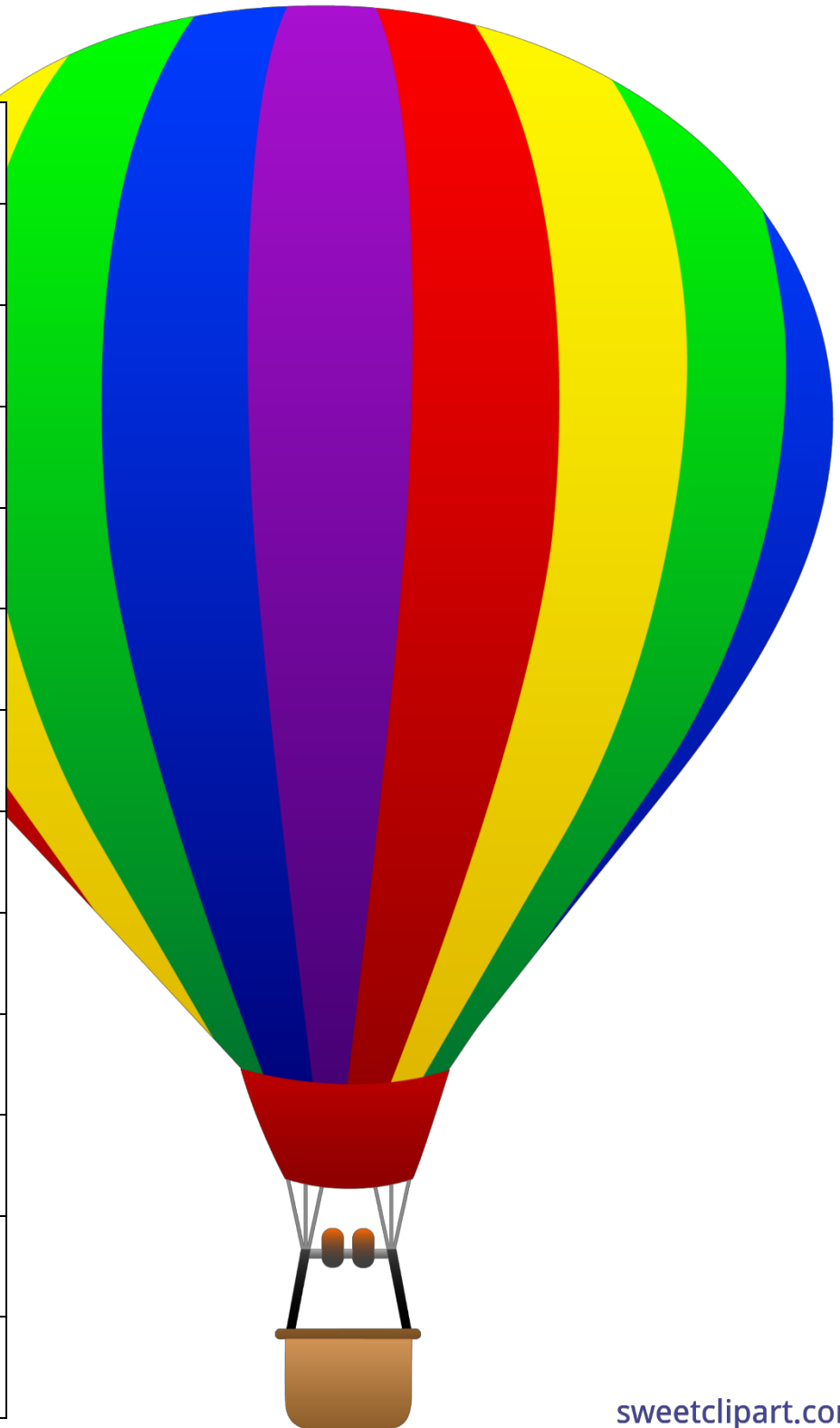
- Look at each of the rights. Why are they important?
- Which rights were easiest to give up?
- Which were the most difficult?
- What is the difference between the things you need (rights) and the things you want?
- Are there any rights so basic you would never give them up? Which ones and why?
- Do all people have the same rights?
- Why might people not have the same rights?
- Can people lose rights? How?

**CREDITS:** GEAR's 'The Rights Balloon' available at <https://teachpsych.org/resources/DiversityActivities/Global%20awareness%20Activities%20WorldVision-GEAR.pdf>



# The Rights Balloon

Rights
A school to learn in
A doctor's care
Spending money
Healthy food and clean water
Transportation
Technology
Family and friends
Time to play
A safe community to live in
Rest and sleep
Saying what you believe
Clothing



[sweetclipart.com](http://sweetclipart.com)

# Comparing Classrooms

## ACTIVITY DESCRIPTION

In this social studies and literacy activity, youth will watch videos of two boys from different countries and compare and contrast their experiences at school. As part of the 'Exploring My World' unit, this activity is designed to help youth understand how education and opportunities differ around the world. This activity supports the development of literacy skills, critical thinking, social awareness and global citizenship.

## SUPPLIES

- Education Around the World Handout
- Comparing Classrooms Handout
- Pen or pencil

## STEPS

- Today you will be learning about two classrooms in different parts of the world, a classroom in Kenya and a classroom in Japan.
- First, watch this video about Ken, a boy Japan and his first day of school:  
[https://www.pbslearningmedia.org/resource/vt107\\_la\\_rv\\_text\\_japanclass/a-look-at-a-japanese-classroom/](https://www.pbslearningmedia.org/resource/vt107_la_rv_text_japanclass/a-look-at-a-japanese-classroom/) As you are watching the video, try to remember a few things about Ken's classroom.
- After watching the video, use the Education Around the World Handout to fill out what you remember about Ken's classroom.
- Now, watch this video about Joab, a young boy from Kenya:  
[https://www.pbslearningmedia.org/asset/vt107\\_vid\\_kenyaclas/s/](https://www.pbslearningmedia.org/asset/vt107_vid_kenyaclas/s/) As you are watching the video, try to remember a few things about Joab's classroom.
- After watching that video, use the handout to fill out what you remember about Joab's classroom.
- Ken's classroom and Joab's classroom are alike in some ways and different in other ways. Use the Comparing Classrooms Handout to show the similarities and differences.

## ADAPTATIONS

- If you are delivering the activity in person, complete the handouts together as a group by discussing the observations of the classrooms and then the similarities and differences. You can use the 'share my screen' function for virtual delivery.
- If you are delivering the activity via take-home packets or digitally, encourage parents or caregivers to be involved so that youth can discuss the questions and their observations with someone.



## EXTENSIONS

- Make a video of your learning experience. Share it with your peers. How are your learning experiences similar and different?
- Time for School is a documentary that follows seven children in seven countries in their efforts to get basic education. Watch and discuss:  
<https://www.thirteen.org/programs/time-for-school/>

## QUESTIONS FOR DISCUSSION

- How are their classrooms similar?
- How are they different?
- What do you think Ken likes about his school? What do you think Joab likes about his?
- How are Ken's or Joab's classrooms similar to your classroom? How are they different?
- What do you like about Ken's and Joab's schools?
- If you could make a video about your education to share, what would you put in it?
- Why is it important to learn about how people in other parts of the world live?

**CREDITS:** PBS Learning Media's 'Comparing Education Around the World' available at [https://www.pbslearningmedia.org/resource/vt107\\_la\\_rv\\_text\\_lpcomp\\_ed/comparing-education-around-the-world/](https://www.pbslearningmedia.org/resource/vt107_la_rv_text_lpcomp_ed/comparing-education-around-the-world/)

# Education Around the World Handout

**Instructions:** Use this handout to take notes on what you learned about Ken and Joab's classrooms.

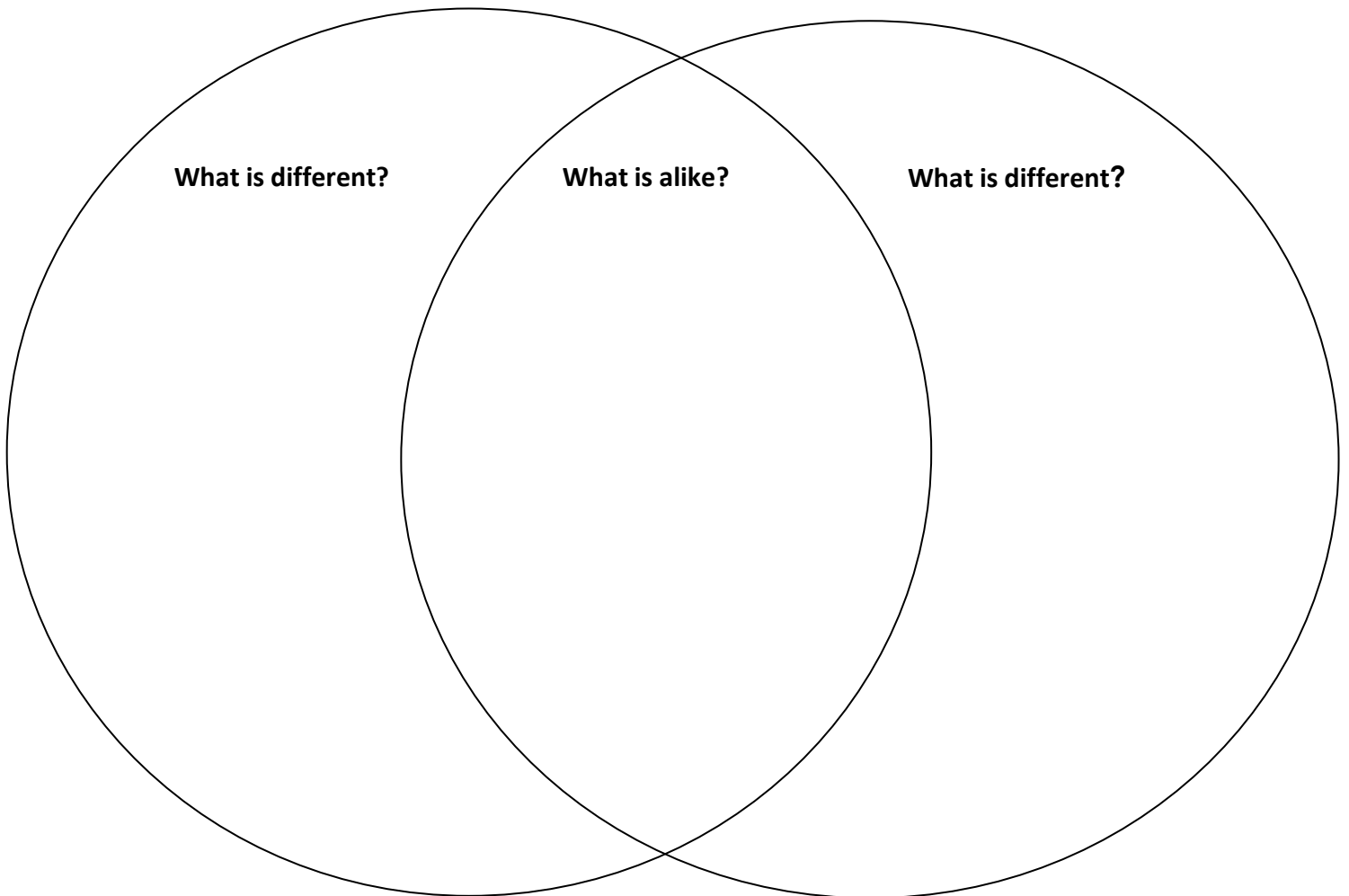
	<b>Ken from Japan</b>	<b>Joab from Kenya</b>
Getting to school		
Language spoken in school		
Class size		
How the day starts		
Books and supplies for students		
Teachers/ Principals		
Other		

# Comparing the Classrooms Handout

**Instructions:** There are some ways in which Ken's classroom in Japan and Joab's classroom in Kenya are alike and some ways in which they are different. Complete the Venn diagram below to show the similarities and differences between the two classrooms.

**Ken's Classroom**

**Joab's Classroom**



# My Passport

## CHALLENGE DESCRIPTION

In this social studies, literacy and art challenge, youth will make passports and use them to travel virtually to other countries using the other activities within this unit. As part of the 'Exploring My World' unit, this challenge is designed to introduce youth to other countries and their cultures. This challenge encourages creativity, social awareness and global citizenship.

## SUPPLIES

- Markers, colored pencils or crayons
- Stapler or glue
- My Passport Handout (or a blank piece of paper if you do not have a copy of the handout)
- Instructions and supplies for 4 activities included in this Unit (Australia, China, India and Mexico)



## STEPS

- To travel to another country, you may need a passport. A passport is a document, shaped like a book, that has your name, age and other important information in it. Every time you visit a different country you get an official stamp in one of its pages from that country.
- In this challenge, you will create a passport. You will use this passport to “visit” other countries. There are four countries (Australia, China, India and Mexico) with unique activities you can complete. When you complete the activity, write down the name of the country and decorate the page with pictures or facts about that country, like their flag.
- On the My Passport Handout, cut out the squares along the dotted lines. (If you do not have a copy of the handout, you can draw the handout on a blank piece of paper.)
- Each page is numbered in the bottom corner. Put the pages in order, starting with 1. Staple or glue the pieces of paper on the left-hand side like a book.
- On page 1, write your first name on the line. On page 2, fill in your personal information.
- Now you’re ready to start traveling! Take a look at these activities and pick the first one you would like to try (directions for the activities are provided on the activity sheets).
  - Australia – make and play a didgeridoo
  - China – make a Chinese lantern
  - India – try yoga
  - Mexico – bake Day of the Dead bread

## ADAPTATIONS

- If you are delivering the activity in person, organize the youth in pairs and have them work with their partners to discuss what they learned about the countries.
- If you are delivering the activity virtually or in-person, create opportunities for youth to share and discuss what they learned about the countries they visited.
- This activity may bring up questions about immigration and citizenship. As appropriate for your young people, you should engage in this conversation and address their feelings and questions. For more resources on these topics visit: <https://www.tolerance.org>.

## EXTENSIONS

- Add more pages to your passport, and go on more virtual field trips. Here is a great list of virtual field trips to choose from, including zoos, natural wonders, and even space: <https://flashpackingfamily.com/virtual-travel-with-kids/>
- Complete the ‘Create a Visitor’s Guide’ activity in this unit. A visitor’s guide is a book or brochure that describes the country, including its weather, geography, food, people and art. Be sure to draw pictures so someone knows what it looks like to go there.
- Create a bucket list. A bucket list is all the places you want to go or things you want to try in your lifetime. This could be going to Egypt to see the pyramids or learning how to play the guitar. Make a list of the Top 10 items on your bucket list. Share this list with a friend or family member.

# My Passport Handout

**Instructions:** Cut out the squares and put the pages in order. Staple or glue the pieces of paper on the left-hand side, like a book. Fill in pages 1 and 2 with your information. Each time you visit a different country, fill in the page.

\_\_\_\_\_ 's  
Passport

1

## PERSONAL INFORMATION

Name: \_\_\_\_\_

Birthday: \_\_\_\_\_

Where I Live: \_\_\_\_\_

2

Today I visited \_\_\_\_\_.

3

Today I visited \_\_\_\_\_.

4

Today I visited \_\_\_\_\_.

5

Today I visited \_\_\_\_\_.

6



# Day of the Dead Bread

## ACTIVITY DESCRIPTION

In this social studies and culinary activity, youth will learn about Mexico's Day of the Dead celebration and make Day of the Dead bread. As part of the 'Exploring My World' unit, this activity is designed to introduce youth to other culture's holiday traditions and foods. This activity encourages creativity, social awareness, and global citizenship.

## SUPPLIES

- 1 can of refrigerated crescent dinner rolls
- ¼ cup orange juice
- ¼ cup milk
- ½ cup sugar
- ¼ cup flour
- Oven
- Baking sheet
- Small bowl
- Spoon, fork and butter knife
- Rolling pin and basting or pastry brush (optional)
- Day of the Dead Bread Handout

## STEPS

- [Note: this activity uses an oven, please ask an adult to help.]
- Día de los Muertos, or Day of the Dead, is a holiday in Mexico where people celebrate the memory of their ancestors and those who have died. Pan de Muerto (Spanish for "bread of the dead") is a sweet bread baked on this holiday. Typically, the bread is decorated with bones and skulls made from dough to represent the dead.
- In this activity, you will make Pan de Muerto using very simple ingredients.
- First, preheat the oven to 350 degrees. Open the can of crescent rolls and unroll the crescent dough. Set aside 2 pieces of the dough (these will be used for bones later).
- Use a ¼ cup of flour to cover your rolling pin and table (if you do not have a rolling pin, you can use your hands). Gently roll the dough together. Use your hands to shape the dough into a smooth round ball.
- In a bowl, add the orange juice and milk. Mix together with a spoon or fork.
- Grab the two pieces of crescent roll you set aside earlier. With a butter knife, cut one piece of crescent roll into 4 pieces (these will be the bones). With the other piece, form a ball with your hands (this will be the skull). Add the bones and skull to the top of your bread. Brush with the orange/milk mixture. Sprinkle entire bread with sugar.
- Bake for 10-15 minutes until golden brown. Enjoy!



## ADAPTATIONS

- If you are delivering the activity virtually, lead the group in a follow-up discussion using the questions for discussion after they have made their bread.
- If you are delivering the activity via take-home packets or digitally, post a video of a staff member making the bread to show each step.

## EXTENSIONS

- During the Day of the Dead Festivities, skeletons and skulls are everywhere. Make your own colorful skull using materials you find in your home (paper, markers, paint or playdough), like the ones found here: <https://www.cbc.ca/kidscbc2/the-feed/day-of-the-dead-and-the-sugar-skull>
- Mexican Papel Picado are colorful sheets of paper that have been cut with beautiful designs. Make your own Papel Picado with these instructions: <https://www.deepspacesparkle.com/how-to-make-a-papel-picado/>

## QUESTIONS FOR DISCUSSION

- How is Day of the Dead similar or different from the holidays and traditions you celebrate?
- How do you remember and celebrate the people you love who have died?
- Why is it important to learn about other culture's traditions and holidays?

**CREDITS:** Que Rica Vida 'Easy Pan de Muerto' available at: <https://www.quericavida.com/recipes/easy-pan-de-muerto/>

# Day of the Dead Bread Handout

**Step 1:** Preheat the oven to 350 degrees. Open the can of crescent rolls and unroll the crescent dough. Set aside 2 pieces of the dough (these will be used for bones later).



**Step 2:** Use a ¼ cup of flour to cover your rolling pin and table (if you do not have a rolling pin, you can use your hands). Gently roll the dough together. Use your hands to shape the dough into a smooth round ball.



**Step 3:** In a bowl, add the orange juice and milk. Mix together with a spoon or fork.



**Step 4:** Grab the two pieces of crescent roll you set aside earlier. With a butter knife, cut one piece of crescent roll into 4 pieces (these will be the bones). With the other piece, form a ball with your hands (this will be the skull). Add the bones and skull to the top of your bread.



**Step 5:** Brush the top of the bread with the orange/milk mixture. Sprinkle entire bread with sugar.



**Step 6:** Bake for 10-15 minutes until golden brown. Enjoy!



# Australian Didgeridoo

## ACTIVITY DESCRIPTION

In this social studies and art activity, youth will create a didgeridoo, a musical instrument from Australia. As part of the 'Exploring My World' unit, this activity is designed to introduce youth to other culture's music, art forms and symbols. This activity encourages creativity, social awareness and global citizenship.

## SUPPLIES

- Recycled tube from a roll of wrapping paper, roll of aluminum foil, roll of paper towel, or a tube used by the post office to mail something
- Paint, markers or crayons

## STEPS

- The didgeridoo was made by the Aboriginal people of Australia and is one of the oldest musical instruments in the world. It is made from a hollow wooden tube, and makes a low pitch sound when you blow into it. Here is a video of how a didgeridoo is played: <https://www.youtube.com/watch?v=JEgXAu30yuY>
- The Aboriginal people decorate their didgeridoos by painting symbols and pictures that are important to them. Together, these symbols can tell a story. Here is a sample of their symbols: <https://art-educ4kids.weebly.com/aboriginal-art-and-patterning.html>
- In this activity, you will make and decorate your own didgeridoo. Create your own symbols (ex. a school or dog), and tell a story on your tube. For example, it could be a true story about your or your family or it could be a story you make up. Use markers, crayons or paint to decorate your tube with your symbols.
- Once your tube is dry, let's try to make music like a didgeridoo. Sit on the ground cross-legged and put one end of the tube in your mouth and let the other end rest on the ground. With your lips together, blow into your didgeridoo.
- Try to make different sounds using your didgeridoo.



## ADAPTATIONS

- If you are delivering the activity virtually, send home a kit with the activity supplies so that youth are all able to build their instruments with you.
- If you are delivering the activity in-person, put youth in small groups or pairs. Have them discuss which symbols they used and the story it tells.

## EXTENSIONS

- The Aboriginal people use trees that have been hollowed out by termites to make their didgeridoos. Watch this video from PBS Kids to learn about how termites help make this musical instrument: [https://www.youtube.com/watch?v=w22kSe\\_lzsU](https://www.youtube.com/watch?v=w22kSe_lzsU)
- Create your own instrument out of materials you have available at home. You could make a guitar using string and an old shoe box, or a tambourine using paper plates.
- In Australia, the didgeridoo is played with chanting, singing and dancing. Make up a dance or song to play with your didgeridoo.

## QUESTIONS FOR DISCUSSION

- Sometimes we use pictures, not words, to communicate (ex. a smiley face or other emoji). What are some of the symbols used in your community to communicate?
- How is the didgeridoo the same as some of the instruments you have played or seen? How is it different?
- Why is it important to learn about other culture's music?
- What would it be like if we all played the same kind of music?

**CREDITS:** Kiwico 'Make a Didgeridoo' available at: <https://www.kiwico.com/diy/Arts-and-Crafts-Ideas/1/project/Make-a-Didgeridoo/1668>



# Strike a Pose

## ACTIVITY DESCRIPTION

In this physical activity, youth will learn about and practice yoga. As part of the 'Exploring My World' unit, this physical activity is designed to introduce youth to yoga, which has been shown to reduce stress in children. This activity supports the development of physical literacy and motor skills and mindfulness.

## SUPPLIES

- Copy of the 'Healthy Living: Yoga for Kids: Sample Standing Pose Routine' (pages 2 – 6) available here: <https://www.uaex.edu/publications/PDF/FSFCS24.pdf>

## STEPS

- Yoga started in India over 5,000 years ago. Yoga includes breathing, exercise and focusing on what you feel in your body, head and around you. A person who does yoga moves from one pose to another. Practicing yoga is good for the mind and body, and it helps us develop strength and flexibility.
- In this activity, you will learn about and practice a few beginner yoga poses using the printout 'Healthy Living: Yoga for Kids: Sample Standing Pose Routine'.
- First, find a place in your home or outside that is flat and quiet. It should be a place where you would be comfortable sitting or putting your hands on the ground. If you like, you can lay down a mat or towel.
- Select a pose from the Yoga Handout. When you are doing your pose, make sure to focus on your breath. You should be taking long inhales through your nose and long exhales through your mouth. For each pose, you will stay in that position for 3 or 4 breaths, or 10 to 15 seconds. To practice your breathing, follow along with this video: <https://www.youtube.com/watch?v=2PcCmxEW5WA>
- [Note: you don't have to do the poses just like the pictures. Listen to your body. If the pose hurts, then make sure to stop. Stretch as far as you are comfortable without it hurting.]
- Once you finish a pose, move your body into the next pose. Try to do all of the poses on the handout.



## ADAPTATIONS

- If you are delivering the activity virtually, lead youth through each of the poses. Tell them how to do the pose correctly, and encourage youth to follow along with you.
- If you are delivering the activity in person, organize the youth in small groups and have them work through the poses together.
- Youth with different abilities should be encouraged to participate. Here is a great resource on adaptive yoga: <https://www.doyou.com/7-tips-for-teaching-yoga-for-kids-with-special-needs/>

## EXTENSIONS

- If you liked yoga and want to do more, then try out Cosmic Kids Yoga Channel on YouTube: <https://www.youtube.com/user/CosmicKidsYoga>.
- Breathing is important in yoga. There are many different types of breath. Look up different deep breathing techniques such as 'pursed lip breathing', 'belly breathing', or 'humming breathing'. Try out these techniques and see which work best for you.

## QUESTIONS FOR DISCUSSION

- How did you feel when you were doing the yoga poses? What was challenging? What was easy?
- Was there a difference between how you felt before yoga and how you felt after?
- When you were doing your pose, what was it like to focus on your breath? Did your mind ever wander?
- Do you think yoga is something you will keep doing?

**CREDITS:** University of Arkansas 'Healthy Living: Yoga for Kids' available at <https://www.uaex.edu/publications/PDF/FSFCS24.pdf>



# Chinese Lantern

## ACTIVITY DESCRIPTION

In this social studies and art activity, youth will create a Chinese Lantern in celebration of the Chinese New Year. As part of the 'Exploring My World' unit, this activity is designed to introduce youth to other culture's holiday traditions. This activity encourages creativity, social awareness and global citizenship.

## SUPPLIES

- 3 pieces of construction paper in different colors
- Pencil
- Ruler
- Scissors
- Glue, tape or stapler
- Optional: stickers, markers, crayons and glitter
- Chinese Lantern Handout

## STEPS

- Every year around January, the Chinese celebrate the Chinese New Year to honor a year of hard work and to wish for a lucky coming year. At the end of the Chinese New Year, there is a beautiful display of lanterns at a Lantern Festival. In this activity, we will make a Chinese lantern.
- Take one piece of construction paper and fold it in half lengthwise (see Step 1 of the handout).
- Draw a line lengthwise on the paper about 1 inch from top of the unfolded edge. This line marks where you should stop cutting.
- Cut lines through the fold to your "do not cut line". The lines should be about 1 inch apart.
- Roll the second piece of construction paper lengthwise into a tube.
- Unfold the first piece of paper. Insert the tube inside. Tape the edges of the paper together where they meet. The middle of the lantern should pop out at the fold to the shape of a lantern.
- Take another piece of construction paper and cut a 1-inch-wide strip to use for your lantern's handle. Use a stapler, tape or glue to add your handle to the top of the lantern.
- If you like, you can add decorations to your lantern using stickers, markers, crayons or glitter.

**CREDITS:** China Family Adventure 'How to Make Chinese Lanterns' available at: <https://www.china-family-adventure.com/how-to-make-chinese-lanterns.html>



## ADAPTATIONS

- If you are delivering the activity virtually, send home a kit with the activity supplies so that youth are all able to participate alongside you.
- If you are delivering the activity via take-home packets or digitally, encourage youth to upload photos of their lantern on your organization's online platform or social media.

## EXTENSIONS

- Make more lanterns using the same or different colored paper. Hang them around a room in your home.
- Continue the celebration of the Chinese New Year by making dragons with egg cartons. Here are the instructions: <https://iheartcraftythings.com/egg-carton-dragon-craft.html>
- According to the Chinese calendar, the year you were born can determine the kind of person you will become. Each year is assigned a different animal. What year were you born? Find out your Chinese animal here: <https://kids.nationalgeographic.com/explore/chinese-horoscopes/>

## QUESTIONS FOR DISCUSSION

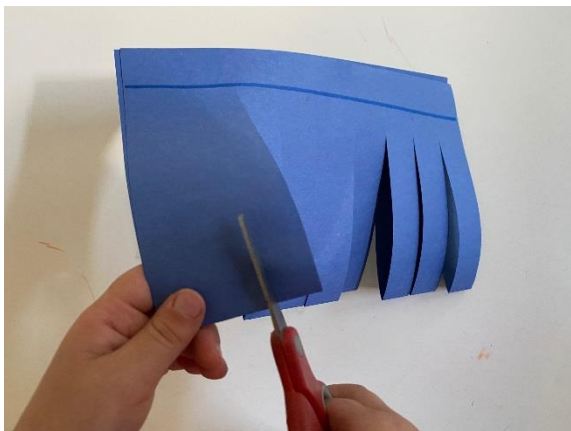
- What are some of the traditions or activities you do for the New Year? Why are they important to you?
- The Chinese believe the lanterns bring good luck. Is there anything you or a loved one believes brings good luck?
- Why is it important to learn about other culture's traditions and holidays?
- What would it be like if we all celebrated the same holidays and had the same traditions?

# Chinese Lantern Handout

**Step 1:** Take one piece of construction paper and fold it in half lengthwise. Draw a line lengthwise on the paper about 1 inch from top of the unfolded edge. This line marks where you should stop cutting.



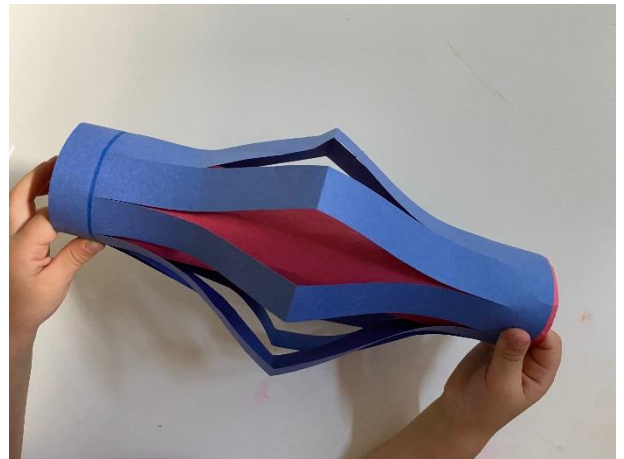
**Step 2:** Cut lines through the fold to your “do not cut line.” The lines should be about 1 inch apart.



**Step 3:** Roll the second piece of construction paper lengthwise into a tube.



**Step 4:** Unfold the first piece of paper. Insert the tube inside. Tape the edges of the paper together where they meet. The middle of the lantern should pop out at the fold to the shape



**Step 5:** Take another piece of construction paper and cut a 1-inch-wide strip to use for your lantern’s handle. Use a stapler, tape or glue to add your handle to the top of the lantern.



# Country Scavenger Hunt

## CHALLENGE DESCRIPTION

In this social studies and literacy challenge, youth will engage in a scavenger hunt where they learn about a country they have selected. As part of the 'Exploring My World' unit, this challenge is designed to help youth learn about world geography and cultures. This activity supports the development of literacy skills, social awareness, and global citizenship.

## SUPPLIES

- Scavenger Hunt worksheet available here: <https://www.globetrottinkids.com/wp-content/uploads/2020/03/Globe-Trottin-Kids-Scavenger-Hunt.pdf>
- Writing utensil
- Access to the Globe Trottin' Kids website: <https://www.globetrottinkids.com/>

## STEPS

- Hello explorers! Your challenge is to do online scavenger hunt to explore a country that you are interested in. You will also get to explore a website with fun activities that you can use for learning about our diverse world.
- Print out the Scavenger Hunt worksheet: <https://www.globetrottinkids.com/wp-content/uploads/2020/03/Globe-Trottin-Kids-Scavenger-Hunt.pdf>
- Then, click here for the starting point of your scavenger hunt: [www.globetrottinkids.com](http://www.globetrottinkids.com).
- Scroll down to the world map and select a country that you are interested in. Once you have selected a country, follow the instructions on the worksheet.

## ADAPTATIONS

- If you are delivering the challenge in person or virtually, come back together during the challenge or at the end to share what they are learning about their countries.
- If you are delivering the activity via take-home packets or digitally, have youth post the country they selected and a few things they learned about their country on your program platform or Facebook page.



## EXTENSIONS

- Use the 'Buttons to Explore Further' at the bottom of your country's page to learn more interesting facts. What is your favorite animal in this country? What is a popular sport?
- Complete the challenge for your country, which you will also find at the bottom of your country's page.
- Host an around-the-world fair where youth create something from the country they selected (like the flag, an art project, a dance or a dish) and teach their peers about their country.
- Try the 'Create a Visitor's Guide' activity in this unit to make a brochure for the country you selected.
- There is a lot to know about your own town or city. Create a visitor's guide to teach others about your community. What animals do you notice? How do people get around? What sports or games do kids like to play in your community?

**CREDITS:** Globe Trottin' Kids 'Online Scavenger Hunt' available at <https://www.globetrottinkids.com/globe-trottin-kids-online-scavenger-hunt/>

# Create a Visitor's Guide

## ACTIVITY DESCRIPTION

In this social studies, art and literacy activity, youth will research a country and create a visitor guide brochure. This activity can build off of the 'Country Scavenger Hunt' or be implemented as a standalone activity. As part of the 'Exploring My World' unit, this activity supports the development of creativity, social awareness and global citizenship.

## SUPPLIES

- White or colored paper
- Pen or pencil
- Colored pencils/markers/crayons
- Access to the Globe Trottin' Kids website: <https://www.globetrottinkids.com/>

## STEPS

- In this activity you will research a country and then create a visitor's guide brochure for your selected country. A visitor guide is like an advertisement to teach someone about a country and convince them to visit that country.
- If you completed the 'Country Scavenger Hunt' you can use the same country you selected for that challenge or you can pick a country to research here: <https://www.globetrottinkids.com/>. Scroll down to bottom.
- Pick information to share in your visitor's guide, like:
  - What is the language?
  - What is the currency?
  - What are popular landmarks?
  - What types of food are eaten?
- Once you have all of the information for your visitor guide, fold a blank piece of paper into thirds to create your brochure.
- Create a cover page for your brochure and add all of your selected information to the other sections.
- Decorate your brochure with colors and images that are relevant to your country.

## ADAPTATIONS

- If facilitating virtually, youth can create their brochure on a computer using a Word document or create a visitor's guide with a PowerPoint presentation.
- If facilitating virtually or in-person, create time for youth to share their brochures with their peers. Allow time for youth to ask questions and engage in discussion about the different countries and what they learned.



## EXTENSIONS

- Make it a competition! After you have seen the brochures from all of your peers, vote on which country you would most like to visit. The country with the most votes wins.
- Create a video version of your visitor's guide by using imagery and voiceover, or by recording yourself talking about all of the highlights of your selected country.
- Create a Bingo game where you must find out facts about countries for each square. Compete with peers to see who can get Bingo first.

## QUESTIONS FOR DISCUSSION

- What did you learn about the country you selected?
- What are the most important pieces of information you would want to know when visiting somewhere new?
- What was it like to make a guide for somewhere you have not visited?
- What kind of information would a visitor guide for your city or community contain?

**CREDITS:** Globe Trottin' Kids: <https://www.globetrottinkids.com/>



# 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

Exploring My World

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.



Summer Activity Guide by Georgia Statewide Afterschool Network and the 50 State Afterschool Network is licensed under CC BY-SA 4.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by-sa/4.0>

# Research a Country

## ACTIVITY DESCRIPTION

In this literacy activity, teens will research a country to learn more about life in that country and expand their world view. As part of the 'Exploring My World' unit, this activity supports the development of self-efficacy, evaluation, perspective-taking, appreciating diversity, respect for others, and reflection.

## SUPPLIES

- 'Country Research' worksheet
- Pen or pencil
- Computer/smartphone/tablet with internet connection

## STEPS

- Learning about other countries and cultures is a great way to expand your worldview and understand more about the world around you.
- Make sure you have a copy of the 'Country Research' worksheet, a writing utensil, and a way to access the internet.
- Select a country, outside the United States, that you would like to learn more about. This could be a country you've visited, one you've always dreamed of visiting, or any country you find interesting.
- Complete the attached 'Country Research' worksheet, using the internet to look up any necessary information.
  - You may need to use multiple sources to answer all of the questions about your selected country.
- Prepare to share what you learned about your selected country with your peers!

## ADAPTATIONS

- If facilitating virtually or in-person, create time for teens to share their research with their peers. Allow time for teens to ask questions and engage in discussion about the different countries and what they learned.
- If teens do not have a printer, they can write their answers to the worksheet questions on a separate sheet of paper.



## EXTENSIONS

- Share your research with a friend or family member. Do they know any other facts or information about this country that you can add to your research?
- Look up videos on the history or culture of your selected country.
- Research a second country using the same process. What are the differences and/or similarities between the two countries you researched?

## QUESTIONS FOR DISCUSSION

- How did you select the country you researched?
- Were you surprised by anything you learned about the country you researched?
- What are the differences between the country you researched and where you live? What are the similarities?
- Have you ever traveled to a different city or country? How was that experience?



# Worksheet: Country Research

*Answer the following questions about your selected country*

1. **Country:** \_\_\_\_\_

2. **Capital of the country:** \_\_\_\_\_

3. **Where is the country located?** \_\_\_\_\_

4. **Population of the country:** \_\_\_\_\_

5. **Language(s) spoken in this country:** \_\_\_\_\_

6. **Religion(s) practiced in this country:** \_\_\_\_\_

7. **Currency in this country:** \_\_\_\_\_

8. **Current political leader:** \_\_\_\_\_

9. **System of government:** \_\_\_\_\_

10. **Major cities:**

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11. **Major landmarks or attractions:**

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12. **Important holidays or cultural events:**

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# Worksheet: Country Research

**13. Major historical events:**

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**14. Traditional foods and beverages:**

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**15. Traditional music or songs:**

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**16. Current celebrities or famous citizens:**

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**17. Any other interesting information:**

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**18. Draw an image of the country's flag:**

# Visitor's Guide

## ACTIVITY DESCRIPTION

In this art and literacy activity, teens will create a visitor guide brochure for the country they researched in the 'Research a Country' activity. As part of the 'Exploring My World' unit, this activity supports the development of creativity, perspective-taking, appreciating diversity, respect for others, and reflection.

## SUPPLIES

- 'Country Research' worksheet from the 'Research a Country' activity
- White or colored paper
- Pen or pencil
- Colored pencils/markers/crayons

## STEPS

- In this activity you will be creating a visitor guide brochure for your selected country. A visitor guide is like a marketing tool to convince someone to visit that country.
- Make sure you have your completed 'Country Research' worksheet from the 'Research a Country' activity.
- Using the worksheet, pick which information would be most relevant for anyone planning a trip to your selected country.
  - Remember, you are trying to convince someone to visit this country, so make sure your information is fun and exciting!
- Once you have all the information for your visitor guide, fold a blank piece of paper into thirds to create your brochure.
- Create a cover page for your brochure, and add all of your selected information to the other sections.
- Decorate your brochure with colors and images that are relevant to your country.

## ADAPTATIONS

- If facilitating virtually, teens can create their brochure on a computer using a Word document or create a visitor's guide with a PowerPoint presentation.
- If facilitating virtually or in-person, create time for teens to share their brochures with their peers. Allow time for teens to ask questions and engage in discussion about the different countries and what they learned.



## EXTENSIONS

- Make it a competition! After you have seen the brochures from all your peers, vote on which country you would most like to visit. The country with the most votes wins.
- Create a video version of your visitor's guide by using imagery and voiceover, or by recording yourself talking about all the highlights of your selected country.
- Many countries have visitor websites for tourists – look up the visitor website for your selected country and see what information they share and what you could add to your own brochure.

## QUESTIONS FOR DISCUSSION

- How did you select the most important information to share in your brochure?
- What are the most important pieces of information you want to know when visiting somewhere new?
- What was it like to make a guide for somewhere you have not visited?
- What kind of information would a visitor guide for your city or community contain?

# Cultural Immersion

## CHALLENGE DESCRIPTION

In this art and literacy challenge, teens will learn more about the culture of the country they researched in the 'Research a Country' activity. As part of the 'Exploring My World' unit, this challenge supports the development of creativity, perspective-taking, appreciating diversity, and respect for others.

## SUPPLIES

- 'Country Research' worksheet from the 'Research a Country' activity
- Computer/smartphone/tablet with internet access
- Various food items depending on selected dish

## STEPS

- In this activity you will be taking a deeper look at the culture of your selected country by examining their food, music, art, and language.
- Make sure you have your completed 'Country Research' worksheet from the 'Research a Country' activity.
- Using the worksheet, revisit what you researched around the food, music, celebrities, and other interesting information about your selected country.
  - If you do not have enough information on your worksheet, you may need to do additional research.
- Over the next week (or more), complete each of the following activities:
  - Look up a traditional recipe from your selected country and make it. Taste it with your family and see what everyone thinks!
  - Look up famous musical artists from your selected country and listen to their songs. Make a playlist of your favorite songs to share with friends.
  - Look up famous artists from your selected country and take a look at their work. This could be painters, sculptors, dancers, writers, actors, directors, etc.
  - Look up what language is spoken in your selected country and try to learn a few key phrases, such as "hello", "goodbye", "thank you", or numbers 1-10.
    - There are many fun websites and apps for language learners, such as Duolingo ([www.duolingo.com](http://www.duolingo.com))



## ADAPTATIONS

- If facilitating virtually or in-person, create time for teens to share the recipes, songs, art, and key phrases they learned.
- If facilitating digitally or with take-home packets, teens can share what they learned with their family members.
- If teens do not have all the necessary ingredients for their selected recipe, they can put their own twist on it with the available ingredients.

## EXTENSIONS

- Get a PenPal from your selected country using a cultural exchange site such as <http://www.studentsoftheworld.info/>
- Teens can work together to create a group cookbook where they compile all of the recipes from their different countries.
- Teens can work together to create a group playlist of songs from their different countries.
- Teens can take turns teaching each other key phrases and numbers they learned in the different languages.

# Virtual Field Trip

## ACTIVITY DESCRIPTION

In this activity, teens will create go on their own virtual field trip to the country they researched in the 'Research a Country' activity. As part of the 'Exploring My World' unit, this activity supports the development of perspective-taking, appreciating diversity, respect for others, and reflection.

## SUPPLIES

- 'Country Research' worksheet from the 'Research a Country' activity
- Computer/smartphone/tablet with internet access

## STEPS

- In this activity you will be going on a virtual field trip to your selected country. After all your hard work it's finally time to see this place with your own eyes!
- Make sure you have your completed 'Country Research' worksheet from the 'Research a Country' activity.
- Using the worksheet, revisit the section where you identified major cities and popular sites/attractions.
- Based on this information, select where you want to go on your virtual field trip.
  - For example, if you researched France you could choose to visit Paris and the famous sites there such as the Louvre or the Eiffel Tower.
- Navigate to one (or both) of the following sites to begin your virtual field trip:
  - <https://www.360cities.net/>
  - <https://www.google.com.earth/>
- In the search bar, type in the name of the country, city, or famous site you want to visit.
- Take your time exploring and keep note of your favorite places!

## ADAPTATIONS

- If facilitating virtually, create time for teens to share their field trip experiences with one another and highlight their favorite sites.
- If facilitating in-person, take turns going on virtual field trips to everyone's selected countries as a group. This could take place over several days or weeks.



## EXTENSIONS

- Go on another virtual field trip by choosing a different city or country to explore. Invite a friend or family member to join you.
- Create a photo album of your virtual field trip by compiling your favorite images of the places you "visited". You can even get fancy and photoshop yourself into the pictures!
- Create an itinerary and budget for this field trip as if you were actually going to go on the trip. How would you get there? Where would you stay? What sites would you see? How much would it all cost?
- Use the virtual field trip websites to look at images of popular sites in your own state.

## QUESTIONS FOR DISCUSSION

- Did anything you saw on your virtual field trip surprise you? If so, what?
- What was your favorite place you visited? Why? Would you like to go there in real life?
- What new information did you learn about your selected country by going on this virtual field trip?



# Global Documentary

## ACTIVITY DESCRIPTION

In this activity, teens will watch an 8-part documentary mini-series on global poverty and its impacts. As part of the 'Exploring My World' unit, this activity supports the development of perspective-taking, empathy, appreciating diversity, respect for others, and reflection.

## SUPPLIES

- Computer/smartphone/tablet with internet access

## STEPS

- In this activity you will watch an 8-part documentary mini-series. Each video is between 5-8 minutes in length.
  - You can watch all of the videos at once, or watch them over several days.
- This documentary series follows a group of college students who travel to rural Guatemala to better understand the reality of extreme poverty and living on just \$1 per day.
  - This series covers the issues of clean water, nutrition, Mayan culture, going to school, and finding work.
- The Mayan civilization was an indigenous society in Central America before the Spanish conquest in the 16<sup>th</sup> century. Descendants of the Maya still live in Central America today, and they make up 60% of the Guatemalan population.
- Follow this link to watch the 8-part documentary mini-series:
  - [https://www.youtube.com/playlist?list=P\\_L74av1RRDrI-Yw6spYn5W3yal\\_vQD4kz](https://www.youtube.com/playlist?list=P_L74av1RRDrI-Yw6spYn5W3yal_vQD4kz)
- Take notes throughout the series on issues or key points that stand out to you. Consider the following questions while you're watching:
  - How do we define 'poverty'?
  - What factors keep a family or community in poverty?

## ADAPTATIONS

- If facilitating virtually, create time for teens to share their thoughts about the documentary and engage in a group discussion.
- If facilitating in-person, watch the documentary series together and engage in a group discussion afterwards.



## EXTENSIONS

- Feeling inspired? Look up organizations that work to combat global poverty and see how you can join them or contribute.
- Create your own documentary mini-series about an issue – either global or local – that you are passionate about.

## QUESTIONS FOR DISCUSSION

- What, if anything, did you know about the Mayan culture before this series?
- Why should we care about global issues? How do they impact me personally?
- How did this series change your perspective on global issues?
- Did anything you see in this series surprise you? If so, what?
- Which issue highlighted in this series stood out to you the most? Why?
- What role can we play in ending global poverty?
- How do the issues highlighted in this series compare to issues in our own community? What are the differences? Similarities?

## CREDITS

- Activity inspiration from The Change Series: Living on One Dollar

# 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

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# summer activity guide

Exploring My World

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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# Research a Country

## ACTIVITY DESCRIPTION

In this literacy activity, teens will research a country to learn more about life in that country and expand their world view. As part of the 'Exploring My World' unit, this activity supports the development of self-efficacy, evaluation, perspective-taking, appreciating diversity, respect for others, and reflection.

## SUPPLIES

- 'Country Research' worksheet
- Pen or pencil
- Computer/smartphone/tablet with internet connection

## STEPS

- Learning about other countries and cultures is a great way to expand your worldview and understand more about the world around you.
- Make sure you have a copy of the 'Country Research' worksheet, a writing utensil, and a way to access the internet.
- Select a country, outside the United States, that you would like to learn more about. This could be a country you've visited, one you've always dreamed of visiting, or any country you find interesting.
- Complete the attached 'Country Research' worksheet, using the internet to look up any necessary information.
  - You may need to use multiple sources to answer all of the questions about your selected country.
- Prepare to share what you learned about your selected country with your peers!

## ADAPTATIONS

- If facilitating virtually or in-person, create time for teens to share their research with their peers. Allow time for teens to ask questions and engage in discussion about the different countries and what they learned.
- If teens do not have a printer, they can write their answers to the worksheet questions on a separate sheet of paper.

## CREDITS

- Image from Digital Harbor Foundation



## EXTENSIONS

- Share your research with a friend or family member. What countries have they visited or are interested in visiting?
- Look up videos on the history or culture of your selected country to add to your research.
- Research a second country using the same process. What are the differences and/or similarities between the two countries you researched?
- Fill out this same worksheet for the United States. Did you learn anything interesting?

## QUESTIONS FOR DISCUSSION

- Were you surprised by anything you learned about the country you researched?
- What are the differences between the country you researched and where you live? What are the similarities?
- We often learn about countries and their history from one perspective (white males). Why do you think that is? How can we learn history from a different perspective or more diverse historians?

# Worksheet: Country Research

*Answer the following questions about your selected country*

1. **Country:** \_\_\_\_\_

2. **Capital of the country:** \_\_\_\_\_

3. **Where is the country located?** \_\_\_\_\_

4. **Population of the country:** \_\_\_\_\_

5. **Language(s) spoken in this country:** \_\_\_\_\_

6. **Religion(s) practiced in this country:** \_\_\_\_\_

7. **Currency in this country:** \_\_\_\_\_

8. **Current political leader:** \_\_\_\_\_

9. **System of government:** \_\_\_\_\_

10. **Major cities:**

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11. **Major landmarks or attractions:**

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12. **Important holidays or cultural events:**

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# Worksheet: Country Research

**13. Major historical events:**

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**14. Traditional foods and beverages:**

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**15. Traditional music or songs:**

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**16. Current celebrities or famous citizens:**

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**17. Any other interesting information:**

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**18. Draw an image of the country's flag:**

# Visitor's Guide

## ACTIVITY DESCRIPTION

In this art and literacy activity, teens will create a visitor guide brochure for the country they researched in the 'Research a Country' activity. As part of the 'Exploring My World' unit, this activity supports the development of creativity, perspective-taking, appreciating diversity, respect for others, and reflection.

## SUPPLIES

- 'Country Research' worksheet from the 'Research a Country' activity
- White or colored paper
- Pen or pencil
- Colored pencils/markers/crayons

## STEPS

- In this activity you will be creating a visitor guide brochure for your selected country. A visitor guide is a marketing tool to convince someone to visit that country.
- Make sure you have your completed 'Country Research' worksheet from the 'Research a Country' activity.
- Using the worksheet, pick which information would be most relevant for anyone planning a trip to your selected country.
  - Remember, you are trying to convince someone to visit this country, so make sure your information is fun and exciting!
- Once you have all the information for your visitor guide, fold a blank piece of paper into thirds to create your brochure.
- Create a cover page for your brochure, and add all of your selected information to the other sections.
- Decorate your brochure with colors and images that are relevant to your country.

## ADAPTATIONS

- If facilitating virtually, teens can create their brochure on a computer using a Word document or create a visitor's guide with a PowerPoint presentation.
- If facilitating virtually or in-person, create time for teens to share their brochures with their peers. Allow time for teens to ask questions and engage in discussion about the different countries and what they learned.



## EXTENSIONS

- Make it a competition! After you have seen the brochures from all your peers, vote on which country you would most like to visit. The country with the most votes wins.
- Create a "commercial" for your country, using the same information in your brochure to create a video and convince people to visit.
- Many countries have visitor websites for tourists. Make your own visitor's guide website or social media account for your country using the information you found.

## QUESTIONS FOR DISCUSSION

- How did you select the most important information to share in your brochure?
- Have you ever traveled to a different city, state, or country? What was that like?
- What are the most important pieces of information you want to know when visiting somewhere new?
- What kind of information would a visitor guide for your city or community contain?



# Cultural Immersion

## CHALLENGE DESCRIPTION

In this art and literacy challenge, teens will learn more about the culture of the country they researched in the 'Research a Country' activity. As part of the 'Exploring My World' unit, this challenge supports the development of creativity, perspective-taking, appreciating diversity, and respect for others.

## SUPPLIES

- 'Country Research' worksheet from the 'Research a Country' activity
- Computer/smartphone/tablet with internet access
- Various food items depending on selected dish

## STEPS

- In this activity you will be taking a deeper look at the culture of your selected country by examining their food, music, art, and language.
- Make sure you have your completed 'Country Research' worksheet from the 'Research a Country' activity.
- Using the worksheet, revisit what you researched around the food, music, celebrities, and other interesting information about your selected country.
  - If you do not have enough information on your worksheet, you may need to do additional research.
- Over the next week (or more), complete each of the following activities:
  - Look up a traditional recipe from your selected country and make it. Taste it with your family and see what everyone thinks!
  - Look up famous musical artists from your selected country and listen to their songs. Make a playlist of your favorite songs to share with friends.
  - Look up famous artists from your selected country and take a look at their work. This could be painters, sculptors, dancers, writers, actors, directors, etc.
  - Look up what language is spoken in your selected country and try to learn a few key phrases, such as "hello", "goodbye", "thank you", or numbers 1-10.
    - There are many fun websites and apps for language learners, such as Duolingo ([www.duolingo.com](http://www.duolingo.com))



## ADAPTATIONS

- If facilitating virtually or in-person, create time for teens to share the recipes, songs, art, and key phrases they learned.
- If facilitating digitally or with take-home packets, teens can share what they learned with their friends or family members.
- If teens do not have all the necessary ingredients for their selected recipe, they can put their own twist on it with the available ingredients.

## EXTENSIONS

- Get a PenPal from your selected country using a cultural exchange site such as <http://www.studentsoftheworld.info/>
- Teens can work together to create a group cookbook where they compile all the recipes from their different countries.
- Teens can work together to create a group playlist of songs from their different countries.
- Have teens look up different jobs and universities abroad. Have they ever considered living, working, or studying abroad?

# Virtual Field Trip

## ACTIVITY DESCRIPTION

In this activity, teens will create go on their own virtual field trip to the country they researched in the 'Research a Country' activity. As part of the 'Exploring My World' unit, this activity supports the development of perspective-taking, appreciating diversity, respect for others, and reflection.

## SUPPLIES

- 'Country Research' worksheet from the 'Research a Country' activity
- Computer/smartphone/tablet with internet access

## STEPS

- In this activity you will be going on a virtual field trip to your selected country. After all your hard work it's finally time to see this place with your own eyes!
- Make sure you have your completed 'Country Research' worksheet from the 'Research a Country' activity.
- Using the worksheet, revisit the section where you identified major cities and popular sites/attractions.
- Based on this information, select where you want to go on your virtual field trip.
  - For example, if you researched France you could choose to visit Paris and the famous sites there such as the Louvre or the Eiffel Tower.
- Navigate to one (or both) of the following sites to begin your virtual field trip:
  - <https://www.360cities.net/>
  - <https://www.google.com.earth/>
- In the search bar, type in the name of the country, city, or famous site you want to visit.
- Take your time exploring and keep note of your favorite places!

## ADAPTATIONS

- If facilitating virtually, create time for teens to share their field trip experiences with one another and highlight their favorite sites.
- If facilitating in-person, take turns going on virtual field trips to everyone's selected countries as a group. This could take place over several days or weeks.



## EXTENSIONS

- Go on another virtual field trip by choosing a different city or country to explore. Invite a friend or family member to join you.
- Create a photo album of your virtual field trip by compiling your favorite images of the places you "visited". You can even get fancy and photoshop yourself into the pictures!
- Create an itinerary and budget for this field trip as if you were actually going to go on the trip. How would you get there? Where would you stay? What sites would you see? How much would it all cost?
- Use the virtual field trip websites to look at images of popular sites in your own state.

## QUESTIONS FOR DISCUSSION

- Did anything you saw on your virtual field trip surprise you? If so, what? What was your favorite site you visited? Would you want to visit in real life?
- What new information did you learn about your selected country by going on this trip?
- What kind of jobs or careers are available in the tourism industry in other countries?
- How has technology changed the way we can see and experience the world?

# Addressing Global Issues

## ACTIVITY DESCRIPTION

In this activity, teens will watch an 8-part documentary mini-series on global poverty and its impacts. As part of the 'Exploring My World' unit, this activity supports the development of perspective-taking, empathy, appreciating diversity, respect for others, and reflection.

### SUPPLIES

- Computer/smartphone/tablet with internet access

### STEPS

- In this activity you will watch an 8-part documentary mini-series. Each video is between 5-8 minutes in length.
  - You can watch all of the videos at once, or watch them over several days.
- This documentary series follows a group of college students who travel to rural Guatemala to better understand the reality of extreme poverty and living on just \$1 per day.
  - This series covers the issues of clean water, nutrition, Mayan culture, going to school, and finding work.
- The Mayan civilization was an indigenous society in Central America before the Spanish conquest in the 16<sup>th</sup> century. Descendants of the Maya still live in Central America today, and they make up 60% of the Guatemalan population.
- Follow this link to watch the 8-part documentary mini-series:
  - [https://www.youtube.com/playlist?list=PL74av1RRDrI-IYw6spYn5W3yal\\_vQD4kz](https://www.youtube.com/playlist?list=PL74av1RRDrI-IYw6spYn5W3yal_vQD4kz)
- Take notes throughout the series on issues or key points that stand out to you. Consider the following questions while you're watching:
  - How do we define 'poverty'?
  - What factors keep a family or community in poverty?

### ADAPTATIONS

- If facilitating virtually, create time for teens to share their thoughts about the documentary and engage in a group discussion.
- If facilitating in-person, watch the documentary series together and engage in a group discussion afterwards.



### EXTENSIONS

- Feeling inspired? Look up organizations that work to combat global poverty and see how you can join them or contribute.
- Create your own documentary mini-series about an issue – either global or local – that you are passionate about.

### QUESTIONS FOR DISCUSSION

- This series focuses on the indigenous Maya people in Guatemala. How have indigenous people across the world been marginalized throughout history?
- Did anything you see in this series surprise you? If so, what?
- Which issue highlighted in this series stood out to you the most? Why?
- What can be done to break the cycle of poverty highlighted in this series?
- What types careers are available in the field of eliminating poverty?
- Why is it important to care about global issues?
- How do the issues highlighted in this series compare to issues in our own community? What are the differences? Similarities?

### CREDITS

- Activity inspiration from The Change Series: Living on One Dollar

# The 50 State Afterschool Network



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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

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# Supply List: Unit 5 (Exploring My World)

**The Summer Activity Guide** is a suite of activities and resources intentionally designed to support youth-serving summer programs in delivering programming through multiple approaches during the COVID-19 pandemic. The activities included in the Guide are easy to implement with limited support and readily available materials. Here are the supplies youth will need to complete the activities for Unit 5. The lists are

## SUPPLIES FOR AGES 5 – 9

- Pen or pencil
  - Markers, colored pencils or crayons
  - 5 pieces of colored construction paper
  - Ruler
  - Scissors
  - Glue, tape or stapler
  - Recycled tube from a roll of wrapping paper, roll of aluminum foil, roll of paper towel, or a tube used by the post office to mail something
  - 1 can of refrigerated crescent dinner rolls
  - $\frac{1}{4}$  cup orange juice
  - $\frac{1}{4}$  cup milk
  - $\frac{1}{2}$  cup sugar
  - $\frac{1}{4}$  cup flour
  - Oven
  - Baking sheet
  - Small bowl
  - Spoon, fork and butter knife
- Worksheets:**
- Day of the Dead Bread Handout
  - Scavenger Hunt Handout
  - Rights Balloon Handout
  - Wants and Needs Cards
  - Chinese Lantern Handout
  - Education Around the World Handout
  - Comparing Classrooms Handout
  - My Passport Handout
  - Copy of the 'Healthy Living: Yoga for Kids: Sample Standing Pose Routine' (pages 2 – 6)

## SUPPLIES FOR AGES 10-12

- Pen or Pencil
  - Markers, colored pencils or crayons
  - White or colored paper
  - 3 pieces of colored construction paper
  - Ruler
  - Scissors
  - Glue, tape or stapler
  - Recycled tube from a roll of wrapping paper, roll of aluminum foil, roll of paper towel, or a tube used by the post office to mail something
  - 1 can of refrigerated crescent dinner rolls
  - $\frac{1}{4}$  cup orange juice
  - $\frac{1}{4}$  cup milk
  - $\frac{1}{2}$  cup sugar
  - $\frac{1}{4}$  cup flour
  - Oven
  - Baking sheet
  - Small bowl
  - Spoon, fork and butter knife
- Worksheets:**
- Day of the Dead Bread Handout
  - Scavenger Hunt Worksheet
  - Rights Balloon Handout
  - Wants and Needs Cards
  - Chinese Lantern Handout
  - Education Around the World Handout
  - Comparing Classrooms Handout
  - My Passport Handout
  - Copy of the 'Healthy Living: Yoga for Kids: Sample Standing Pose Routine' (pages 2 – 6)

# Supply List: Unit 5 (Exploring My World)

## SUPPLIES FOR AGES 13-15

- Pen or pencil
  - White or colored paper
  - Colored pencils, markers, or crayons
  - Computer/smartphone/tablet with internet access
  - Various food items depending on selected dish
- Worksheets:**
- Country Research Worksheet (multiple copies)

## SUPPLIES FOR AGES 16-18

- Pen or pencil
  - White or colored paper
  - Colored pencils, markers, or crayons
  - Computer/smartphone/tablet with internet access
  - Various food items depending on selected dish
- Worksheets:**
- Country Research Worksheet (multiple copies)