summer activity guide

Who I Am

ages 5–9

G·san
GEORGIA STATEWIDE AFTERSCHOOL NETWORK

50 STATE AFTERSCHOOL NETWORK

NJSACC: NEW JERSEY'S STATEWIDE AFTERSCHOOL NETWORK

About the Summer Activity Guides

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

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

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

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



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Upcycled Self-Portrait

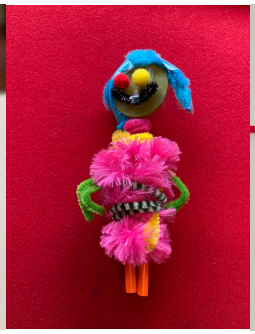
ACTIVITY DESCRIPTION

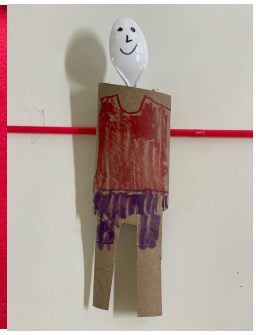
As part of the 'Who I Am' unit, this activity is designed to help staff and youth get to know each other, and for youth get to know their peers. In this art activity, youth will use recyclables to create self-portrait sculptures. This activity supports the development of creative thinking, self-awareness,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

SUPPLIES

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







STEPS

- A sculpture is a 3-dimensional piece of art. Sculptures can be really large (like the size of a building) or really tiny (like the size of your hand). An example of a sculpture is the Statue of Liberty.
- For a great description of a sculpture, watch this clip from Sesame Street: https://www.youtube.com/watch?v=cTsIqS_H7Jg
- Cut and glue or tape your materials together to build a sculpture that looks like you.
- Think about what you look like – your skin color, hair color, eye color, the shape of your face, your height, and more. Try to add those features to your sculpture.
- Think about things that you like – your favorite clothing, hobbies you like, your pet, and more. Try to add things that you like to your sculpture.

ADAPTATIONS

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

EXTENSIONS

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

QUESTIONS FOR DISCUSSION

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

CREDITS

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

Photo Scavenger Hunt

ACTIVITY DESCRIPTION

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

SUPPLIES

- Photo Scavenger Hunt Handout
- Camera or smart phone

STEPS

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

ADAPTATIONS

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

EXTENSIONS

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



QUESTIONS FOR DISCUSSION

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

Photo Scavenger Hunt

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

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

Letters to Myself

ACTIVITY DESCRIPTION

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

SUPPLIES

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

STEPS

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



ADAPTATIONS

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

EXTENSIONS

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

QUESTIONS FOR DISCUSSION

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

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

TV Interview

ACTIVITY DESCRIPTION

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

SUPPLIES

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

STEPS

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

ADAPTATIONS

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

CREDITS

- Photo by Marshall Clarke



EXTENSIONS

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

QUESTIONS FOR DISCUSSION

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

TV Interview Handout

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

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

Busy Jar

ACTIVITY DESCRIPTION

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

SUPPLIES

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

STEPS

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



ADAPTATIONS

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

EXTENSIONS

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

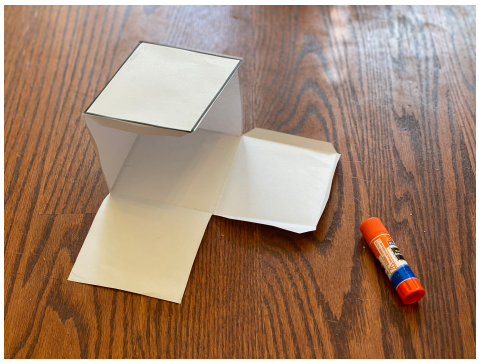
QUESTIONS FOR DISCUSSION

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

Workout Cube

CHALLENGE DESCRIPTION

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





SUPPLIES

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

STEPS

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

EXTENSIONS

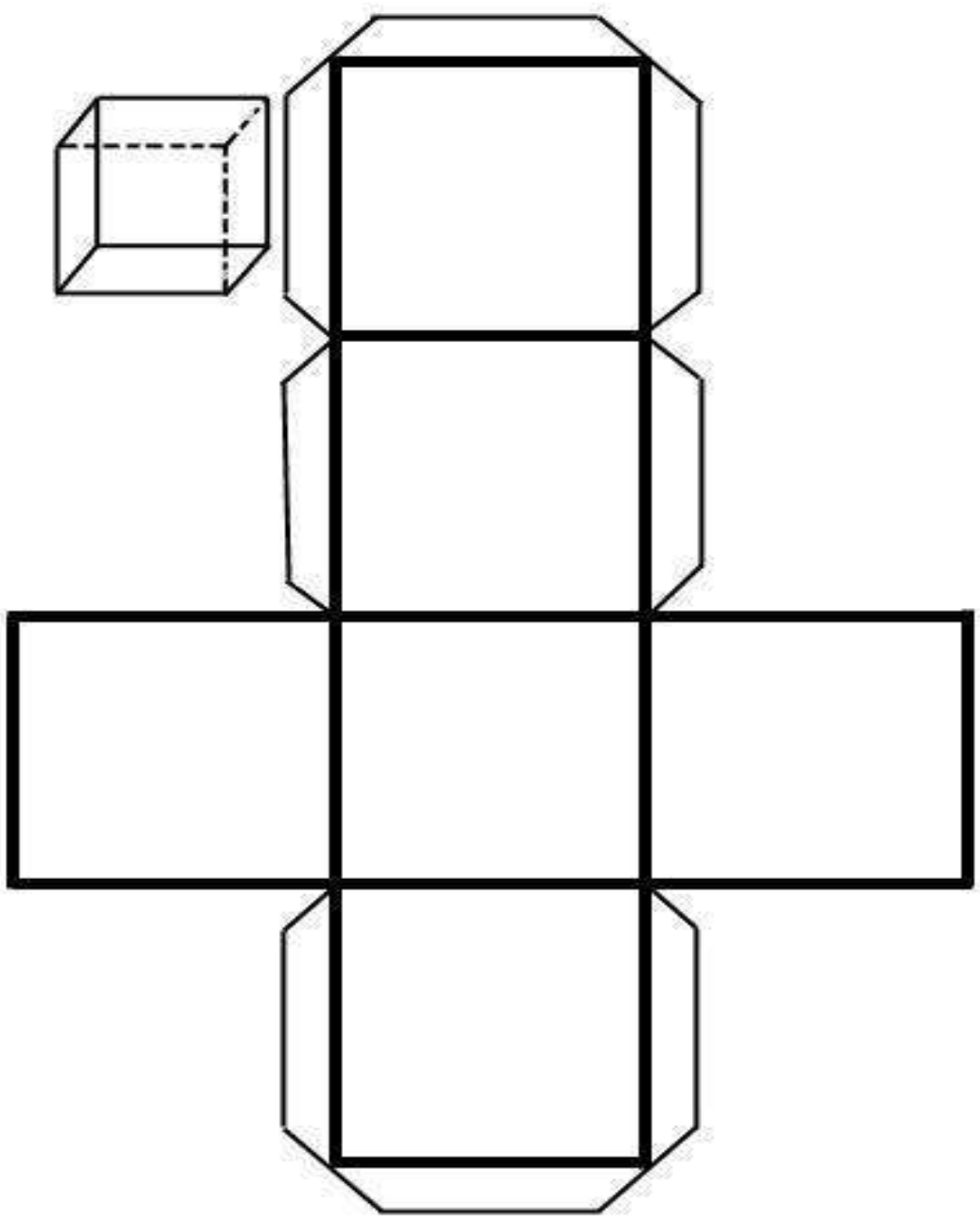
- Check out the 'Roll a Workout Week Challenge' to use the workout cubes for a weeklong fitness challenge.
- Create a workout cube for your program/group. Have youth contribute ideas to your shared cube. Roll the cube 3 times and have kids complete the exercises as a warm-up before programming.
- If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

CREDITS

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

Workout Cube Handout

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



Roll a Workout Week

CHALLENGE DESCRIPTION

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

SUPPLIES

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

STEPS

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



ADAPTATIONS

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

EXTENSIONS

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

Workout Tracker Handout

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

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

Calm Down Cards

ACTIVITY DESCRIPTION

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

SUPPLIES

- Calm Down Cards Handout
- Scissors
- Markers or crayons

STEPS

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

ADAPTATIONS

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



EXTENSIONS

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

QUESTIONS FOR DISCUSSION

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

Calm Down Cards Handout

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

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

Calm Down Cards Challenge

CHALLENGE DESCRIPTION

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

SUPPLIES

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

STEPS

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

ADAPTATIONS

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



EXTENSIONS

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

Crystal Letters

ACTIVITY DESCRIPTION

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

SUPPLIES

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

STEPS

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

EXTENSIONS

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

QUESTIONS FOR DISCUSSION

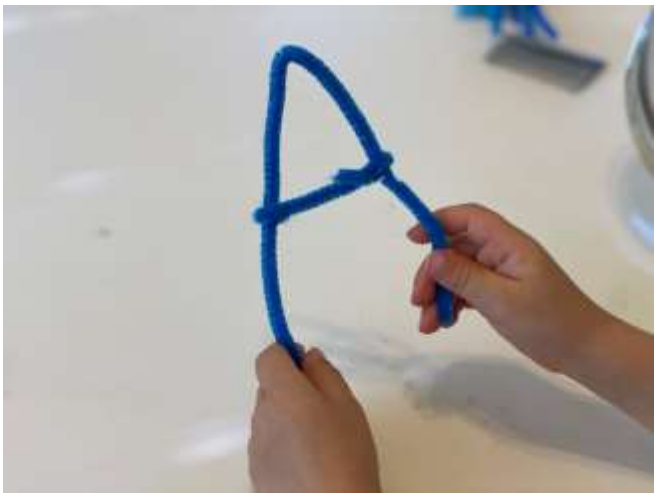
- Discuss how crystals form. Crystals can form when we slowly cool liquids that contain dissolved minerals. For a longer explanation of how Borax crystals grow, click here: https://www.childrensmuseum.org/blog/real-science-borax-crystals
- What did you think was going to happen when you put the pipe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

CREDITS

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

Crystal Letters

STEP 1



STEP 2



STEP 3



STEP 4



The 50 State Afterschool Network

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

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

Alabama Afterschool Community Network
Alaska Afterschool Network
Arizona Center for Afterschool Excellence
Arkansas Out of School Network
California AfterSchool Network
Colorado Afterschool Partnership
Connecticut After School Network
Delaware Afterschool Network
Florida Afterschool Network
Georgia Statewide Afterschool Network
Hawai'i Afterschool Alliance
Idaho Afterschool Network
Afterschool for Children and Teens Now (ACT Now) Coalition (IL)
Indiana Afterschool Network
Iowa Afterschool Alliance
Kansas Enrichment Network
Kentucky Out-of-School Alliance
Louisiana Center for Afterschool Learning
Maine Afterschool Network
Maryland Out of School Time Network
Massachusetts Afterschool Partnership
Michigan After-School Partnership
Ignite Afterschool (MN)
Missouri AfterSchool Network
Mississippi Statewide Afterschool Network
Montana Afterschool Alliance
Beyond School Bells (NE)
Nevada Afterschool Network
New Hampshire Afterschool Network
New Jersey School- Age Care Coalition
NMOST (New Mexico Out of School Time) Network
New York State Network for Youth Success
North Carolina Center for Afterschool Programs
North Dakota Afterschool Network
Ohio Afterschool Network
Oklahoma Partnership for Expanded Learning Opportunities
OregonASK
Pennsylvania Statewide Afterschool/Youth Development Network
Rhode Island Afterschool Network
South Carolina Afterschool Alliance
South Dakota Afterschool Network
Tennessee Afterschool Network
Texas Partnership for Out of School Time
Utah Afterschool Network
Vermont Afterschool, Inc.
Virginia Partnership for Out-of-School Time
Washington Expanded Learning Opportunities Network
West Virginia Statewide Afterschool Network
Wisconsin Afterschool Network
Wyoming Afterschool Alliance