

# 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

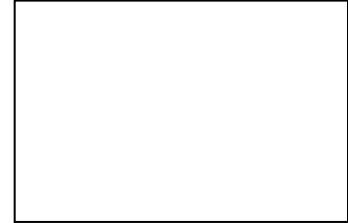
- Use the 'Buttons to Explore Further' at the bottom of your country's page to learn more interesting facts. What is your favorite animal from this country? What is a popular sport?
- Complete the challenge for your country, which you will also find at the bottom of your country's page.
- Host an around-the-world 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.

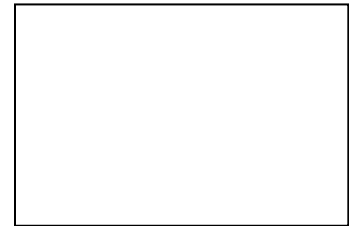


2. Click on that country and explore the page. Fill in the following information about the country.

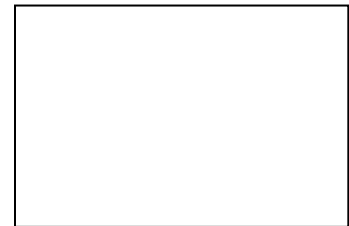
Population: \_\_\_\_\_

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

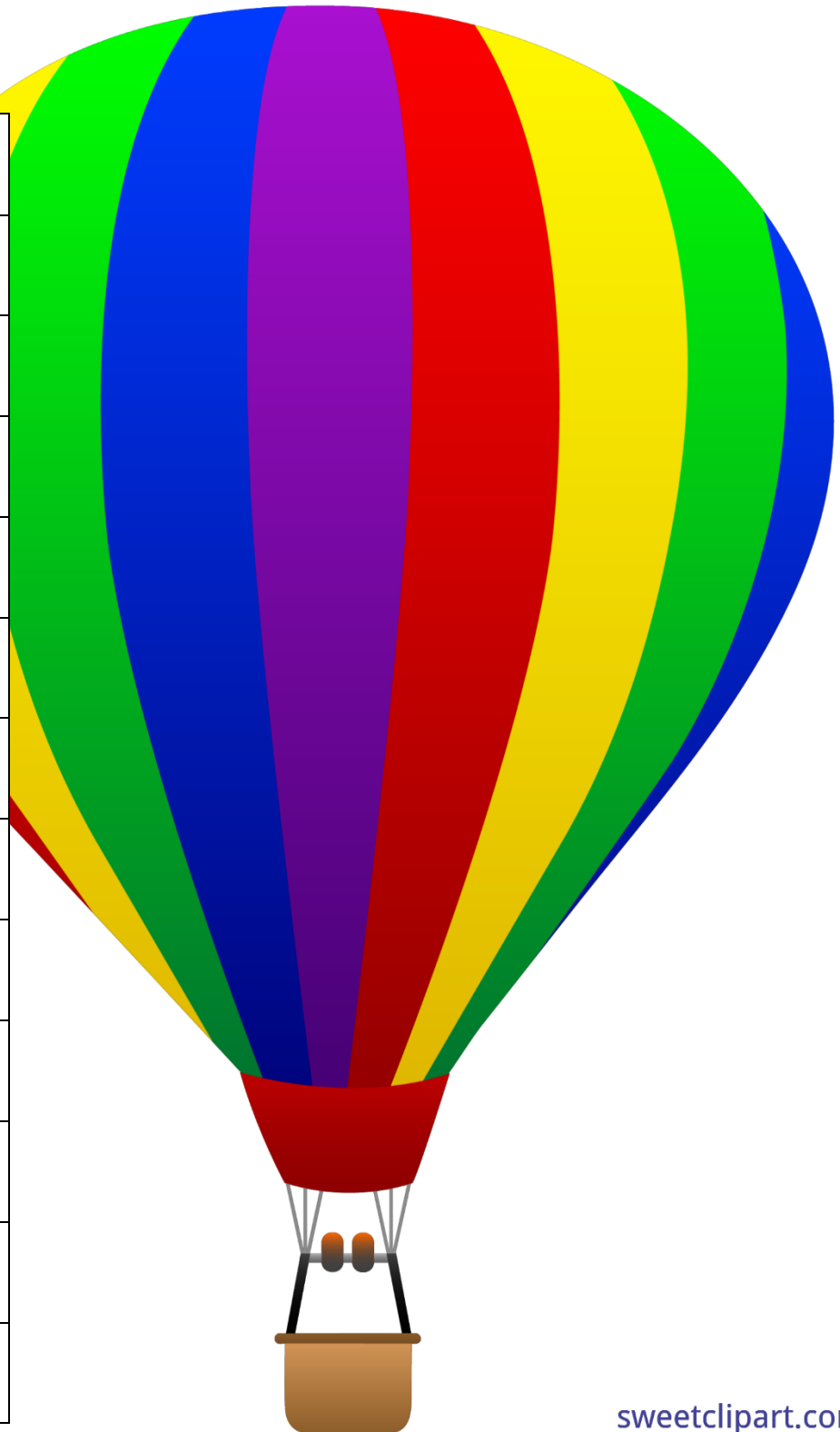
- Look at each of the rights. Why are they important?
- Which rights were easiest to give up?
- Which were the most difficult?
- What is the difference between the things you need (rights) and the things you want?
- Are there any rights so basic you would never give them up? Which ones and why?
- Do 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.

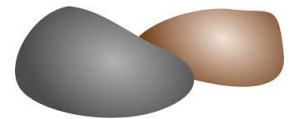
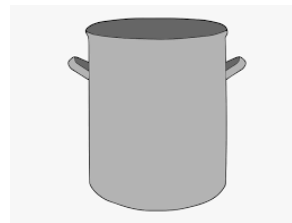
## SUPPLIES

- 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.

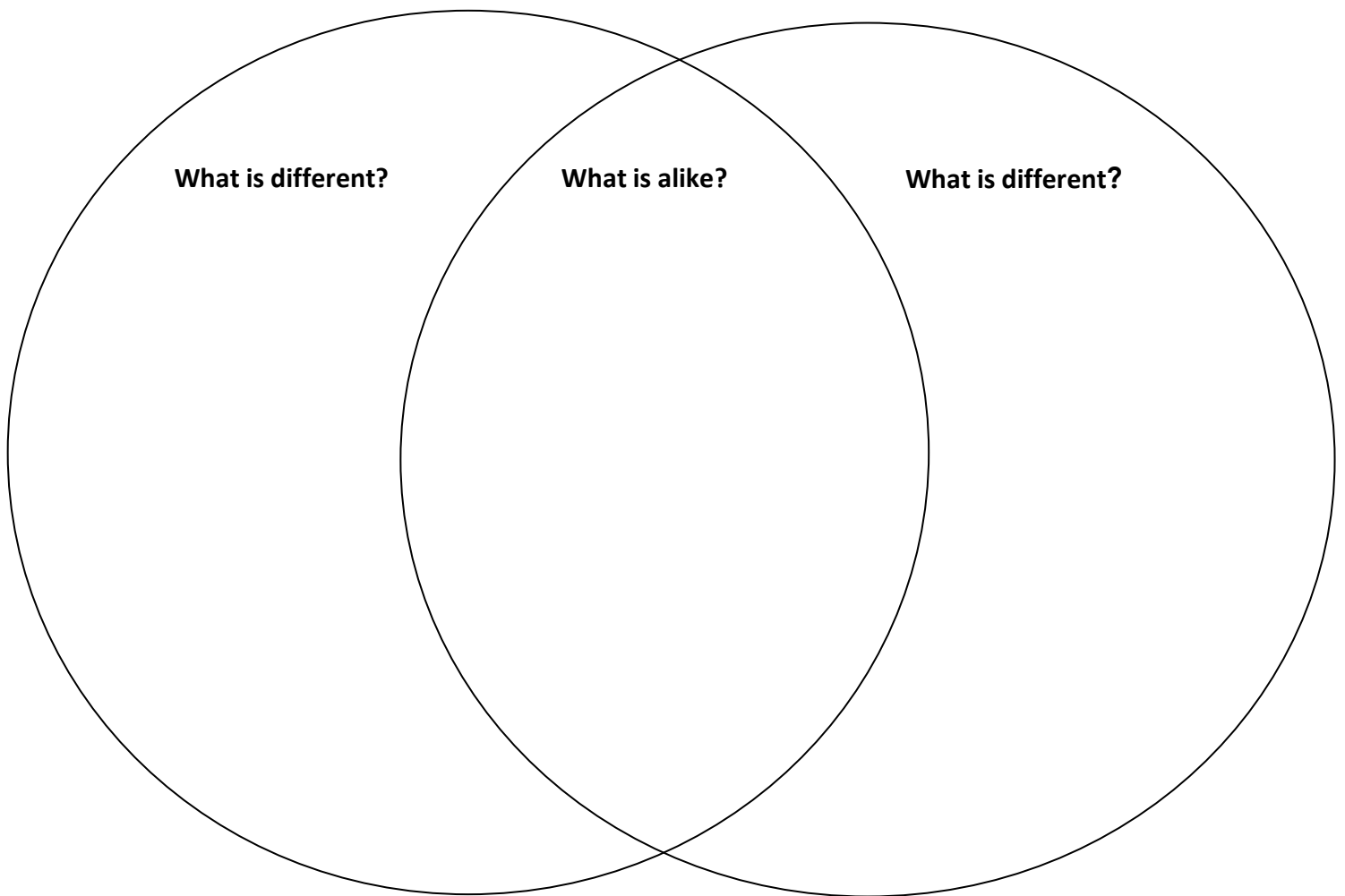
	<b>Ken from Japan</b>	<b>Joab from Kenya</b>
Getting to school		
Language spoken in school		
Class size		
How the day starts		
Books and supplies for students		
Teachers/ Principals		
Other		

# 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?

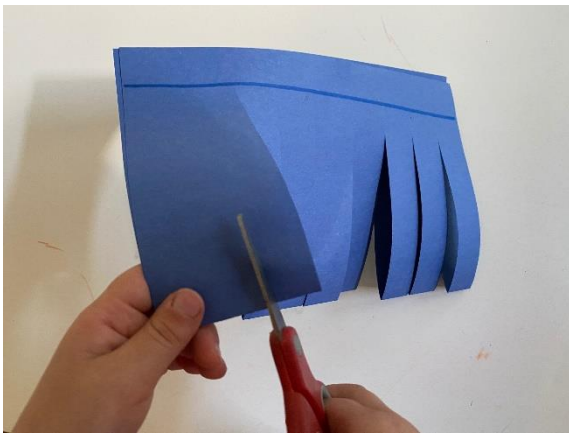
**CREDITS:** China Family Adventure 'How to Make Chinese Lanterns' available at: <https://www.china-family-adventure.com/how-to-make-chinese-lanterns.html>

# 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.



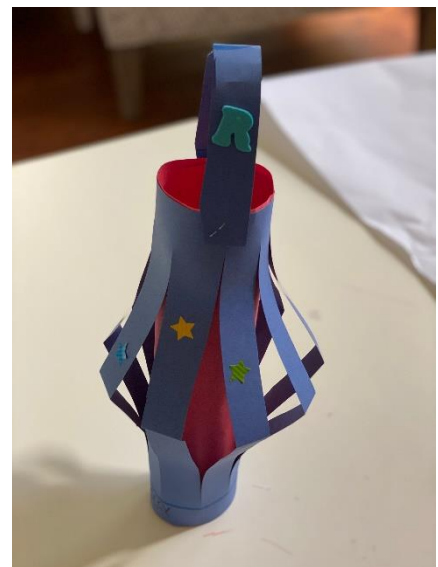
**Step 3:** Roll the second piece of construction paper lengthwise into a tube.



**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