

# summer activity guide

Healthy Life

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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# Build Your Own Gym

## ACTIVITY DESCRIPTION

In this physical activity, youth will build their own gym using everyday objects. As part of the 'Healthy Life' unit, this activity will help youth identify new and creative ways they can get active. This activity supports the development of physical literacy and motor skills, perseverance, and self-regulation.

## SUPPLIES

- 2 plastic drink bottles (that you can hold in each hand)
- 1 empty plastic milk carton
- Water to fill the bottles and jug
- A towel or a mat
- Masking tape, string or chalk (if doing the activity outside)
- Workout Handout

## STEPS

- Today you are going to build your own gym that you can use to get exercise.
- Clear an area on the floor in your home that you can use as your gym. Or, you can set your gym up outside if you have the space. The area should be about as big as a twin bed.
- Fill your 2 plastic drink bottles and 1 milk carton with water. (If the milk carton is too heavy, fill it halfway.) Make sure the tops are on tightly. These will be the weights that you will use to build strength.
- Lay a towel or a mat out. You will use this for floor exercises.
- Use your masking tape (or string or chalk) to make a ladder shape on the floor. See the picture to the right. You will use this for jumping and running (this is called cardio exercise which is exercise that raises your heartbeat).
- You should have 3 sections to your gym: your weights section, your floor exercises section with your towel, and your cardio section with your tape ladder.
- Once you are all set up, use your new gym to do the workout on the next page.

## ADAPTATIONS

- If delivering the activity digitally, create and post a video where you show youth how to create and use the equipment and model the workout for them.
- If delivering the activity virtually consider doing the workout together live, like a home workout video.



## EXTENSIONS

- Use the gym every day this week by trying the 'DIY Workout Challenge'.
- Come up with new ways to use the same equipment. What other exercises could you do with your equipment?
- Add to your gym. Make bins for a ball toss, a DIY jump rope, a hopscotch out of masking tape, etc.
- If there are other kids in your home, use the gym together. Create a circuit where you all cycle through each of the stations.
- Keep it going. Create new workouts once a week that use the same equipment.

## QUESTIONS FOR DISCUSSION

- How did your workout go? What exercise was hardest for you? What was easiest for you?
- What other exercises could you do with your gym?
- How can you take care of yourself while you are working out (e.g., stretching, hydration)?
- Why is it important to do these things?

# Workout Handout

**Instructions:** Use your new gym to do the following workout.

- 5 Ladder Sprints.** Stand at one end of your masking tape ladder. Run through your ladder without letting your feet touch any of the ladder rungs. When you reach the end, turn around and run back. Repeat 5 times.
- 3 Ladder Jumps.** Stand at one end of your masking tape ladder. Jump through the ladder with both feet together so that you are landing in between each rung. Go all the way to the end and then turn around. Repeat 3 times.
- 20 Sit Ups.** Lay down on your towel or mat with your back against the floor. Bend your knees and keep your feet on the floor. Fold your arms across your chest. Now, do 20 sit ups.
- 15 Leg Lifts.** Stay the same position with your back against the ground. Lower your legs so that you are lying completely flat. Now, without moving your upper body, try to lift both legs into the air at the same time. Don't bend your knees. Lift them all the way up and then lower them down. Repeat 15 times.
- 15 Water Bottle Curls.** Take your 2 plastic bottles filled with water – 1 in each hand. Hold them down by your sides. Then, bend your arms at the elbows (keeping your elbows by your sides) and lift the bottles to your shoulders. Lower your arms and repeat 15 times.
- 15 Water Bottle Arm Raises.** Take your 2 water bottles – 1 in each hand. Hold them down by your sides. Then, raise both arms in front of you at the same time like a superhero. Lower your hands and repeat 15 times.
- 15 Milk Carton Presses.** Take your milk carton filled with water. Hold it sideways against your chest with both hands. Now, lift the milk carton over your head straightening your arms. Keep both hands on the carton. Hold it for 3 seconds. Lower it down and repeat 15 times.

# DIY Workout Challenge

## CHALLENGE DESCRIPTION

This physical activity challenge builds off of the 'Build Your Own Gym' activity by challenging youth to use the gym equipment that they created to do 10 workouts. As part of the 'Healthy Life' unit, this activity will support youth in identifying new ways they can get active and build a pattern of daily physical activity. This activity supports the development of physical literacy and motor skills and perseverance.

## SUPPLIES

- The equipment and gym that you created in the 'Build Your Own Gym' activity

## STEPS

- In this challenge, you will use the gym you created in the 'Build Your Own Gym' activity to work out for 10 days.
- You can use the same workout that you did in the Build Your Own Gym Activity or you can make up new workouts for each day.
- For each day you work out, try to use all 3 parts of your gym: your tape ladder (your cardio section), your weights section with your bottles, and your towel/mat (your floor exercises section).
- Start each of your workouts with a warm up and a stretch. Here is a warm up video to help you: <https://www.youtube.com/watch?v=RM4b-w66wpk>  
Be sure to stretch after your workouts as well.
- Make sure you drink plenty of water before, during and after your workout.
- Work out online with your friends or in your home with family members. Share ideas for different ways you can use your gym with your friends or your family members.



## ADAPTATIONS

- If delivering the challenge virtually, have youth each share ideas for different ways they can use the equipment. Then, use their ideas to create several different workouts.
- If delivering the activity virtually, post a new workout every few days to keep the challenge fresh. Create a video where you model each of the exercises in the workout.
- Create a digital workout tracker on your program platform where youth can track and share their progress on the challenge.
- Create incentives (like water bottles) to encourage youth to complete the challenge. For youth who are engaging at home, send small prizes to their homes.

## EXTENSIONS

- Keep it going. Create and share a new workout for youth once a week that uses the same equipment.
- Incentivize youth to continue to engage in ongoing workouts. Add a new prize each week.
- Have each youth take turns designing a workout and leading a training session with the group. They can do this virtually, in-person, or post their workout to share digitally.

# Inside Outside Self-Portrait

## ACTIVITY DESCRIPTION

In this art and social and emotional learning (SEL) activity, youth will draw a self-portrait showing what they look like on the outside and who they are on the inside. As part of the 'Healthy Life' unit, this activity is designed to help youth think about how their thoughts, feelings and interests shape who they are. This activity supports the development of self-awareness, creativity, and reflection.

## SUPPLIES

- Paper (any color)
- Pencil
- Markers, colored pencils, or crayons
- Self-Portrait Handout (optional)

## STEPS

- Write your name across the top of the paper.
- Draw a large outline of your head on the paper or use the picture provided in the Self-Portrait Handout.
- Draw a line down the middle of the head from top to bottom.
- Decorate the left half of the head with how you look on the outside. This should represent your physical appearance such as your hair color, eye color, skin color, and any other features.
- Decorate the right half of the head with pictures and words that show who you are on the inside. This should show things like your hobbies, things that you care about, your goals, your hopes, your feelings, etc.
- Add as much color and detail as you would like to complete your self-portrait.
- Share your portrait with your program leader and your group when you are done.

## ADAPTATIONS

- Youth can use actual photos of themselves for the outside of their portrait, and use images from magazines to add to the inside section.
- If delivering the activity virtually or in-person, have youth share out what they created with each other. If delivering via take-home or digital programming, have youth upload a picture of their portrait to your program platform.



## EXTENSIONS

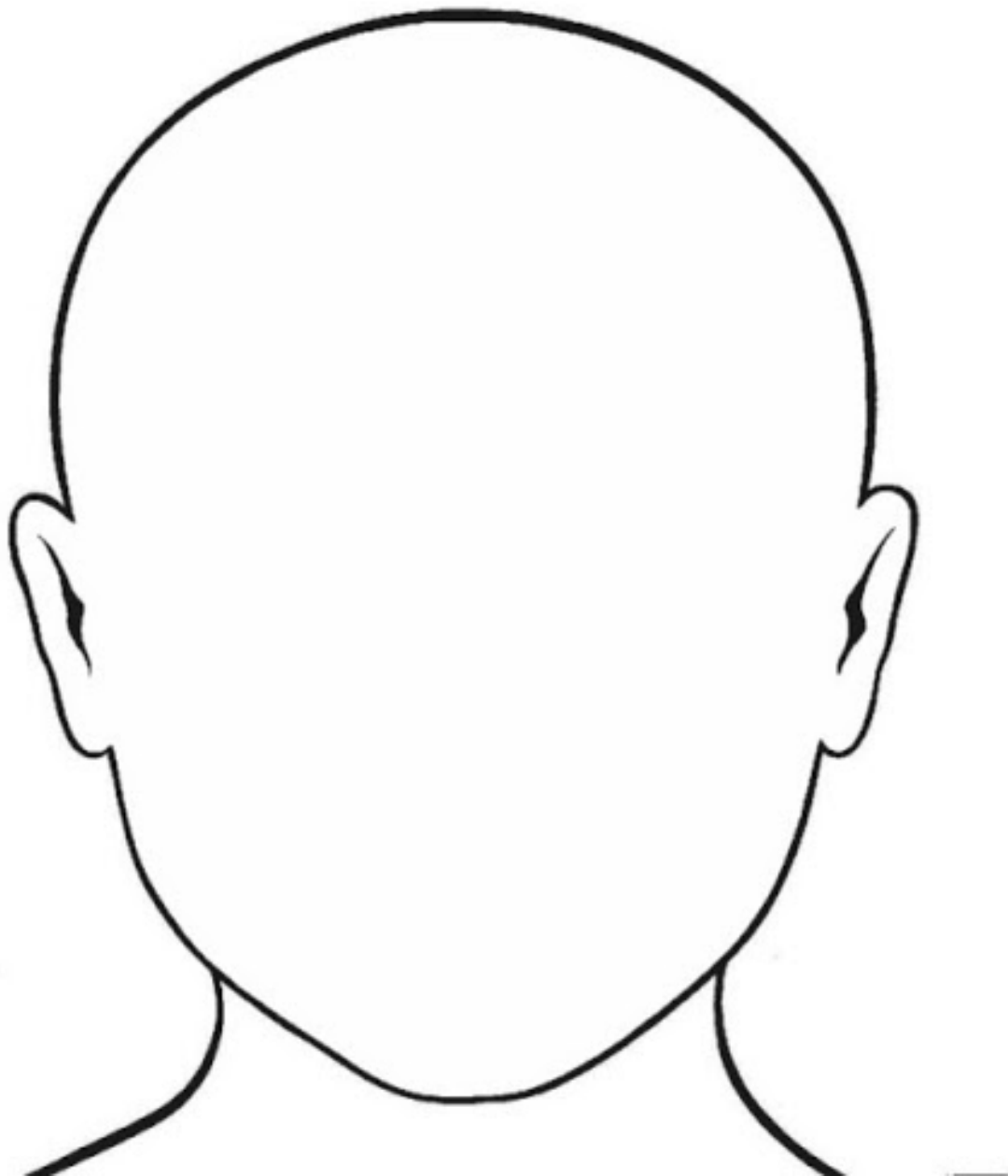
- Extend the activity by drawing your entire body using the inside outside technique. For your head, show your thoughts. For your heart, show your feelings. For your hands, show the things you like to do for fun. For your feet, show how you like to be active.

## QUESTIONS FOR DISCUSSION

- What does your portrait show about who you are?
- What is one thing that you want others to know about you that is on the inside part of your portrait?
- How can you help people get to know who you are on the inside?

# Self-Portrait Handout

**Instructions:** Draw a line down the middle of the head from top to bottom. Decorate the left half of the head with how you look on the outside. Decorate the right half of the head with pictures and words that show who you are on the inside.



# Dragon Breath

## ACTIVITY DESCRIPTION

This activity introduces youth to deep breathing skills. As part of the 'Healthy Life' unit, this social and emotional learning (SEL) activity is designed to help youth learn and practice breathing techniques to support the development of coping skills. This activity encourages self-awareness, self-regulation, creative thinking and problem-solving.

## SUPPLIES

- Dragon Breath Handout

## STEPS

- Deep breathing helps you to calm down when you are feeling scared, angry, worried, upset or other strong feelings.
- In this activity you are going to learn some deep breathing skills and then make up 2 of your own.
- It's best to start practicing deep breathing when you are already relaxed. This way you learn what being calm feels like.
- Try taking a deep breath. When you breathe in, your belly should push out and expand. When you breathe out, your belly should come in. Try it out. For a great video on how to take deep breaths, click here: <https://www.youtube.com/watch?v=Uxbdx-SeOOo>
- This is called mindful breathing. Mindful breathing is when you slow down and pay full attention to your breathing.
- On the Dragon Breath Handout there are 4 animal breaths. Try out each of the animal breaths. Slow down and pay attention while trying them out.
- Make up with 2 animal breaths of your own on the blank cards.
  - Pick an animal.
  - Name your breath.
  - Write down the steps on each blank card.
  - Draw a picture of your animal.
- After you are done, cut out all of your cards.
- Keep practicing your animal breaths. The more that you practice them, the more that you will be able to use them when you are feeling scared, angry, anxious, or upset.

## ADAPTATIONS

- If delivering the activity in-person or virtually, have youth teach their peers the animal breaths that they came up with. Youth can add cards to their stack with these new breaths that their peers taught them.



## EXTENSIONS

- Make it part of your regular program routine. Try opening or closing your program session using the new animal breaths that youth created.
- Teach your youth other deep breathing techniques like feather breathing and shapes breathing. For 10 more kids breathing exercises, check out: <https://www.mindfulmazing.com/10-breathing-exercises-for-kids-with-anxiety-or-anger/>

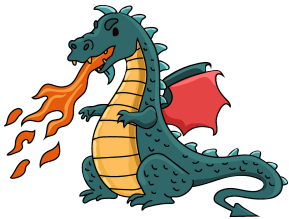
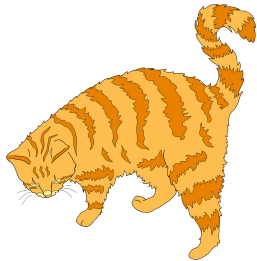


## QUESTIONS FOR DISCUSSION

- What did it feel like to do really deep breathing where your belly moves in and out? How is that different than you normally breathe?
- How did you feel after you practiced all of that deep breathing?
- Which of the four animal breaths that you learned did you like the best? Why did you like that one?
- How can using your animal deep breathing skills help you?
- When would it be helpful to use these?



# Dragon Breath Handout

**Instructions:** Try out each of the animal breaths below. Then use the blank cards to make up 2 animal breaths of your own. Name your breath. Write the steps for each breath on the blank card. Then draw a picture of your animal. Cut out the cards and practice your deep breathing often.

<p style="text-align: center;"><b>Dragon Breath</b></p> <ul style="list-style-type: none"> <li>• Sit up.</li> <li>• Breathe in all the way.</li> <li>• Open your mouth and stick your tongue out.</li> <li>• Breathe out and roar like a dragon.</li> </ul> 	<p style="text-align: center;"><b>Cat Breath</b></p> <ul style="list-style-type: none"> <li>• Get on all fours (your hands and your knees).</li> <li>• Breathe in all the way and lift your chin up.</li> <li>• Breathe out as you slowly lift your back to the sky and lower your head down.</li> </ul> 
<p style="text-align: center;"><b>Lion Breath</b></p> <ul style="list-style-type: none"> <li>• Get on all fours (your knees and your hands).</li> <li>• Lift your face to the sky and take a deep breath.</li> <li>• Open your mouth as big as you can.</li> <li>• Open your mouth and roar like a lion.</li> </ul> 	
<p style="text-align: center;"><b>Bee Breath</b></p> <ul style="list-style-type: none"> <li>• Sit cross-legged.</li> <li>• Take a deep breath in.</li> <li>• Breathe out with your mouth closed and make a humming sound like a bee.</li> </ul> 	

# Gratitude Chain Challenge

## CHALLENGE DESCRIPTION

Expressing feelings of gratitude has many health benefits for kids including decreasing stress and increasing a sense of belonging. As part of the 'Healthy Life' unit, this social and emotional learning (SEL) activity is designed to help youth focus on things they are thankful for and begin to develop a gratitude habit. This activity supports the development of self-awareness, social awareness, and self-management.

## SUPPLIES

- 3 pieces of construction paper or colored paper
- Scissors
- Markers
- Tape, glue or a stapler

## STEPS

- Gratitude (also called thankfulness) is a positive feeling. It means paying attention to the things that are good in our lives and being thankful for the things we have like people who love us, a place to live, food, clean water, friends, family, even computer access.
- Cut each piece of paper into 4 strips that are big enough to write on.
- Take 3 strips out. Keep your extra strips of paper.
- Think about 3 things that you are thankful for like:
  - Something that makes you happy
  - Someone who helps you
  - Something you love to do
  - Something that makes you smile
  - Someone you love
  - Something you couldn't live without
- Write or draw one thing you are thankful for on each strip of paper.
- Take one of your strips of paper and bend it into a circle. Tape or staple the ends together.
- Take another strip of your paper and put it through your first circle. Bend it into a circle and tape the ends together. (See the photo).
- Do this again until all 3 strips of your paper are strung together like a chain.
- Each day this week, write one thing that you are thankful for on your extra strips of paper and add it to your chain.
- Hang up your chain to remind you what you are thankful for.



## ADAPTATIONS

- If facilitating virtually, have youth share a few of their gratitudes out loud.
- If facilitating in person, have youth identify and share things they are thankful for in each other. Be sure to assign names or put youth in partners so that everyone gets recognized.

## EXTENSIONS

- Include shout-outs as part of your programming where youth share one thing they appreciate about the day's activity or someone in the group.
- Create a 'giving tree'. Make leaves out of paper. Have youth write one thing they are thankful for on each leaf.

**CREDITS:** KiwiCo Corner's Gratitude Chain available at <https://www.kiwico.com/diy/Holidays-and-Events/2/project/Gratitude-Chain-/2704>

# Eggstra Healthy Teeth

## ACTIVITY DESCRIPTION

In this experiment, youth will learn how different substances affect tooth enamel. As part of the 'Healthy Life' unit, this health and STEM activity will help youth understand why it is important to brush and floss their teeth every day. This activity supports the development of health literacy and health promoting behaviors.

## SUPPLIES

- 3 hardboiled eggs
- 3 containers for holding liquids
- Soda
- Vinegar
- Water

## STEPS

- Brushing your teeth twice a day keeps your teeth and your gums healthy.
- Eggshells are like the hard, protective layer on the outside of our teeth. This is called the enamel. Eggshells, just like our teeth, can be damaged if we don't keep them clean. Today, we are going to use eggs to see what can happen to our teeth if we don't keep them clean.
- Fill 1 container with soda, 1 container with vinegar, and 1 container with water.
- Put 1 hardboiled egg in each container.
- If you are doing the experiment with others, talk about what you think will happen to each of the eggs (this is called a hypothesis).
- Check each container every day for the next few days to see what is happening to your eggs. Write, draw or discuss with others what you are noticing each day.
- After 3-5 days, take your eggs out of the containers.
- Look what the soda, vinegar and water did to each egg. What happened? Was your hypothesis right? Why do you think that happened?
- The eggs show what can happen to teeth if we don't brush and floss every day.

## ADAPTATIONS

- If delivering the activity virtually, do a live demo of how to set up the experiment. Youth can follow along using their own supplies. Youth who may not have the supplies can participate by watching and sharing in the discussion.



## EXTENSIONS

- Use this experiment to practice the steps of the scientific method. For a helpful form on using the scientific method, click here: [https://www.montgomeryschoolsmd.org/uploaded/Files/schools/waysidees/news/experiment\\_formrevised.pdf](https://www.montgomeryschoolsmd.org/uploaded/Files/schools/waysidees/news/experiment_formrevised.pdf)
- Create journals or trackers where youth can add their observations of their eggs every day.
- Have follow up conversations about caring for your teeth. Invite a dentist to join in a virtual or in-person session.
- Design a comic book on how to take care of your teeth.

## QUESTIONS FOR DISCUSSION

- What do you think will happen to the egg that is in soda? What about the egg in vinegar? The egg in water?
- What happened to the egg in soda? The egg in vinegar? The egg in water?
- How can we keep our teeth from getting damaged like the eggs?
- What are some changes you might make to how you take care of your teeth?

**CREDITS:** Health Powered Kids' Smile Bright! Tooth Care available at <https://healthpoweredkids.org/lessons/why-should->

# Scrap Garden

## ACTIVITY DESCRIPTION

Involving youth in growing their own food helps them develop more positive attitudes towards fruits and vegetables and increases their willingness to try new foods. As part of the 'Healthy Life' unit, this health activity is designed to introduce youth to how vegetables grow by teaching youth to use leftover kitchen scraps to start an indoor veggie garden. This activity supports the development of creative thinking and nutrition skills.

## SUPPLIES

- A milk carton, can, jar or other glass or plastic container
- Scissors
- Soil
- One of the following vegetable parts:
  - The base of a celery stalk
  - Carrot tops
  - The base of a head of lettuce

## STEPS

- Cut the top off your milk carton or lay it on its side and cut it in half to make a planter or get out another container (see photo).
- If you are using a celery base, carrot tops or the base of lettuce, put it in your milk carton and fill the bottom with water.
- Put your milk carton or container by a window or in a sunny spot.
- Change the water every other day.
- Watch for roots (which are the part of the plant that grows from the bottom of the plant) to start to grow in about 5-7 days.
- Once the roots have grown, empty the water and fill your milk carton with  $\frac{3}{4}$  of the way full with soil.
- Now, add your celery, carrots, or lettuce to the soil.
- Add some soil over top but make sure the leaf parts stick out the top of the soil.
- Put your milk carton outside or by a sunny window.
- Give your plants a little water (about  $\frac{1}{2}$  cup) whenever the soil feels dry.
- Wait for your plants to sprout (to start to grow)!

## ADAPTATIONS

- If delivering the activity virtually, have youth come to the session with all of their materials so that you can guide them through each of the steps.
- If delivering the activity digitally, post a video where you demonstrate all of the steps for youth to follow.



## EXTENSIONS

- If you can, move your plant to a sunny spot outside to help it grow once it has started sprouting.
- Try growing different plants in different spots. Set one plant outside and one by a window inside. Which one is growing better? What happens if you put a plant in a dark spot?
- Keep the growing going. Add new plants from scraps every couple of weeks like seeds from a tomato or seeds from a bell pepper. For a great list of foods you can grow from scraps, check out: <https://foodrevolution.org/blog/reduce-food-waste-regrow-from-scraps/>

## QUESTIONS FOR DISCUSSION

- Do you like to eat vegetables? What kinds?
- What type of vegetable scrap did you use?
- What did you notice about your plant in water?
- What do you think will happen when you put it in the soil?

**CREDITS:** Action for Healthy Kids' Kitchen Scrap Gardening available at <https://www.actionforhealthykids.org/activity/kitchen-scrap-gardening/>

# Snack Attack

## ACTIVITY DESCRIPTION

In this activity, youth will design a creative, healthy snack. As part of the 'Healthy Life' unit, this nutrition activity is designed to help youth identify and experiment with combining healthy food items. This activity supports the development of creative thinking, problem solving, and nutritional literacy.

## SUPPLIES

Note to programs: This activity requires access to food. Consider sending home food to ensure that all youth are able to participate.

- Any kind of food that does not need to be cooked
- A plate

## STEPS

- You know a lot about healthy foods. For example, you know that fruits and vegetables are good for you and that too many sweets – like candy and cookies – are not healthy for you. Today, you are going to make a new healthy snack that no one has ever tried before.
- Get out any food that you want to add to your healthy snack. You can use just one kind of food or you can add different types of food together.
- Create a healthy snack that has never before been made. You can make your snack new by:
  - Putting together foods that don't often go together (a peanut butter-carrot-cracker)
  - Adding a new twist to an old food (a smooshed and frozen banana in a bowl served with a spoon)
  - Laying your food on a plate in a new way (a cheese and cracker smiley face)
- Once you've made your new healthy snack, give it a creative name (Fan-a-Banana).
- If you can, take a picture of your snack.
- Finally, try your new snack. Is it delicious?

## ADAPTATIONS

- If facilitating in person, provide a range of healthy foods that youth can select from to make their snacks. Youth can "shop" for the foods from a table at the front of the room. You can also have youth work in pairs or in small groups.
- If delivering the activity digitally, have youth upload a picture and the name of their snack to your program's platform.



## EXTENSIONS

- Check out the Kidpreneur activity where youth will develop pitches to try to convince others to invest in their new snacks.
- Have youth design a café menu where they draw a 3 or 4 healthy snacks. Name the café and decorate the front of the menu.

## QUESTIONS FOR DISCUSSION

- What new snack did you create?
- What healthy ingredients did you use?
- What did you name your snack?
- Did you try it? How did it taste? Did it surprise you?
- Would your friends or classmates like this? Why or why not?
- What are some healthy snacks that you like to eat?

# Kidpreneur

## ACTIVITY DESCRIPTION

In this activity, youth will learn to develop a sales pitch where they will try to convince others to invest in their new healthy snack idea. As part of the 'Healthy Life' unit, this entrepreneurship and nutrition activity can be implemented as a continuation of the Snack Attack activity or be delivered as a standalone. This activity supports the development of nutritional literacy, creative thinking and public speaking.

## SUPPLIES

- Use the healthy snack idea that youth created in the Snack Attack activity or draw a picture of a healthy snack idea (see the Snack Attack activity).

## STEPS

- Today you are going to come up with a 60-second sales pitch (which is a short presentation) to convince others to invest in (give you money for) your snack idea.
- If you already created a healthy snack in the Snack Attack activity, you will create a pitch for that snack.
- If you didn't do that activity, you will first come up with a new idea for a healthy snack. Draw a picture of that snack using paper and markers. Then, give your snack a creative name.
- Here are some steps to help you come up with your pitch:
  1. Tell about your snack. (What is the name of it and what is your snack made of?)
  2. Tell what makes your snack special (Is it more delicious? Easy to eat?)
  3. Tell who your snack is for. (Is it for adults? Kids?)
  4. Tell how much your snack will cost.
- For a great video example of kids pitching their inventions, check out: <https://www.youtube.com/watch?v=XKXe41X-Pc>
- If your program is meeting online or in-person, share your pitch with your group. If your program is not meeting online, do your pitch for a family member.

## ADAPTATIONS

- If delivering the activity in person, you can have youth work in pairs or in small groups. Teams can perform their pitches for the broader group.
- If delivering the challenge virtually, give youth time to work on the pitches on their own and then schedule a follow up session for youth to share to pitches live.



## EXTENSIONS

- Have youth create an advertisement or commercial for their healthy snack.
- Have youth create other inventions to pitch.
- For a free entrepreneurship curriculum for grades 1-12 with tons of activities, check out: <https://venturelab.org/curriculum/>

## QUESTIONS FOR DISCUSSION

- What was it like to make your pitch?
- What did you enjoy about it?
- What was hard about it?
- What was it like to share your pitch in front of others?

# Mindful Eating

## ACTIVITY DESCRIPTION

In this nutrition and social and emotional learning (SEL) activity, youth will learn about mindful eating. As part of the 'Healthy Life' unit, this activity is designed to help youth slow down and notice their thoughts, feelings and sensations in relation to food. This activity supports the development of self-awareness, self-management and responsible decision-making.

## SUPPLIES

Note to programs: This activity requires access to food. Consider sending home food to ensure that all youth are able to participate.

- You can use food from a meal or snack OR get out a few food items
- Mindful Eating Handout or a blank piece of paper
- Markers, crayons or colored pencils

## STEPS

- Today you are going to try out mindful eating. Mindful eating means slowing down and paying attention to your thoughts and 5 senses when you are eating. Practicing mindful eating helps to create a healthy relationship with food by helping you know when you are hungry and full and helps you to really enjoy your meals and snacks.
- You can do this activity during your next meal or snack OR you can get out a few food items and try it out now.
- Set your food out and take small bites, one at a time. For each bite pay attention to each of your 5 senses: see, feel, hear, smell, and taste.
- As you are taking your small, 'mindful bites', use the 'Mindful Eating Handout' to identify each of your 5 senses.
- Write and draw your responses to each of the questions on the handout.

## ADAPTATIONS

- If delivering this activity virtually, ask youth to bring a snack or a meal to the session meeting. You can all have a virtual snack together and conduct the activity live. Have youth share and discuss their 5 senses while eating their food instead of completing the handout.



## EXTENSIONS

- Make mindful eating part of your regular programming during meal or snack times. Ask youth to discuss, write or draw their 5 senses during these times.

## QUESTIONS FOR DISCUSSION

- What was it like to slow down and practice mindful eating?
- How was this different from how you normally eat your snacks and meals?
- What were some of the things that you noticed while eating?
- How can slowing down and noticing your 5 senses while eating can be good for you?

**CREDITS:** Action for Healthy Kids' Mindful Eating available at <https://www.actionforhealthykids.org/activity/mindful-eating/>

# Mindful Eating Handout

**Instructions:** Take small bites of your food. Chew slowly. For each bite pay attention to each of your 5 senses: see, feel, hear, smell, and taste. Write and draw your responses to each of the questions below.

**See:** What does your food look like? What color is it? What shape is it?

\_\_\_\_\_

**Feel:** What does your food feel like in your mouth? Is it soft or hard?

\_\_\_\_\_

**Hear:** What sounds does your food make when you chew it?

\_\_\_\_\_

**Smell:** How would you describe how your food smells?

\_\_\_\_\_

**Taste:** Put the food in your mouth. Before you chew, what is the first thing you taste? How does it taste after you start to chew it?

\_\_\_\_\_



# 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

Healthy Life

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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# Build Your Own Gym

## ACTIVITY DESCRIPTION

In this physical activity, youth will build their own gym using everyday objects. As part of the 'Healthy Life' unit, this activity will help youth identify new and creative ways they can get active. This activity supports the development of physical literacy and motor skills, perseverance, and self-regulation.

## SUPPLIES

- 2 plastic drink bottles (that you can hold in each hand)
- 1 empty plastic milk carton
- Water to fill the bottles and jug
- A towel or a mat
- Masking tape, string or chalk (if doing the activity outside)
- Workout Handout

## STEPS

- Today you are going to build your own gym that you can use to get your exercise.
- Clear an area on the floor in your home that you can use as your gym. Or, you can set your gym up outside if you have the space. The area should be about as big as a twin bed.
- Fill your 2 plastic drink bottles and 1 milk carton with water. (If the milk carton is too heavy, fill it halfway.) Make sure the tops are on tightly. These will be the weights that you will use to build strength.
- Lay a towel or a mat out. You will use this for floor exercises.
- Use your masking tape (or string or chalk) to make a ladder shape on the floor. See the picture to the right. You will use this for jumping and running (this is called cardio exercise which is exercise that gets your heartbeat).
- You should have 3 sections to your gym: your weights section, your floor exercises section with your towel, and your cardio section with your tape ladder.
- Once you are all set up, use your new gym to do the workout on the next page.

## ADAPTATIONS

- If delivering the activity digitally, create and post a video where you show youth how to create and use the equipment and model the workout for them.
- If delivering the activity virtually, consider doing the workout together live, like a home workout video.



## EXTENSIONS

- Use the gym every day this week by trying the 'DIY Workout Challenge'.
- Come up with new ways to use the same equipment. What other exercises could you do with your equipment?
- Add to your gym. Make bins for a ball toss, a DIY jump rope, a hopscotch out of masking tape, etc.
- If there are other kids in your home, use the gym together. Create a circuit where you all cycle through each of the stations.
- Keep it going. Create a new workout once a week that uses the same equipment.

## QUESTIONS FOR DISCUSSION

- How did your workout go? What exercise was hardest for you? What was easiest for you?
- What other exercises could you do with your plastic bottle weights? Your milk carton weight? Your tape ladder? Your resistance training mat?
- How can you take care of yourself while you are working out (e.g., stretching, hydration)? Why is it important to do these things?

# Workout Handout

**Instructions:** Use your new gym to do the following workout.

- 5 Ladder Sprints.** Stand at one end of your masking tape ladder. Run through your ladder without letting your feet touch any of the ladder rungs. When you reach the end, turn around and run back. Repeat 5 times.
- 3 Ladder Jumps.** Stand at one end of your masking tape ladder. Jump through the ladder with both feet together so that you are landing in between each rung. Go all the way to the end and then turn around. Repeat 3 times.
- 20 Sit Ups.** Lay down on your towel or mat with your back against the floor. Bend your knees and keep your feet on the floor. Fold your arms across your chest. Now, do 20 sit ups.
- 15 Leg Lifts.** Stay the same position with your back against the ground. Lower your legs so that you are lying completely flat. Now, without moving your upper body, try to lift both legs into the air at the same time. Don't bend your knees. Lift them all the way up and then lower them down. Repeat 15 times.
- 15 Water Bottle Curls.** Take your 2 plastic bottles filled with water – 1 in each hand. Hold them down by your sides. Then, bend your arms at the elbows (keeping your elbows by your sides) and lift the bottles to your shoulders. Lower your arms and repeat 15 times.
- 15 Water Bottle Arm Raises.** Take your 2 water bottles – 1 in each hand. Hold them down by your sides. Then, raise both arms in front of you at the same time like a superhero. Lower your hands and repeat 15 times.
- 15 Milk Carton Presses.** Take your milk carton filled with water. Hold it sideways against your chest with both hands. Now, lift the milk carton over your head straightening your arms. Keep both hands on the carton. Hold it for 3 seconds. Lower it down and repeat 15 times.

# DIY Workout Challenge

## CHALLENGE DESCRIPTION

This physical activity challenge builds off of the Build Your Own Gym activity by challenging youth to use the gym equipment that they created to do 10 workouts. As part of the 'Healthy Life' unit, this activity will support youth in identifying new ways they can get active and build a pattern of daily physical activity. This activity supports the development of physical literacy and motor skills and perseverance.

## SUPPLIES

- The equipment and gym that you created in the Build Your Own Gym activity

## STEPS

- In this challenge, you will use the gym you created in the 'Build Your Own Gym' activity to work out for 10 days.
- You can use the same workout that you did in the Build Your Own Gym Activity or you can make up new workouts for each day.
- For each day you work out, try to use all 3 parts of your gym: your tape ladder (your cardio section), your weights section with your bottles, and your towel/mat (your floor exercises section).
- Start each of your workouts with a warm up and a stretch. Here is a warm up video to help you: <https://www.youtube.com/watch?v=RM4b-w66wpk>
- Be sure to stretch after your workouts as well.
- Make sure you drink plenty of water before, during and after your workout.
- Work out online with your friends or in your home with family members. Share ideas for different ways you can use your gym with your friends or your family members.

## ADAPTATIONS

- If delivering the challenge virtually, have youth each share ideas for different ways they can use the equipment. Then, use their ideas to create several different workouts.
- If delivering the activity virtually, post a new workout every few days to keep the challenge fresh. Create a video where you model each of the exercises in the workout.
- Create a digital workout tracker on your program platform where youth can track and share their progress on the challenge.
- Create incentives (like water bottles) to encourage youth to complete the challenge. For youth who are engaging at home, send small prizes to their homes.



## EXTENSIONS

- Keep it going. Create and share a new workout for youth once a week that uses the same equipment.
- Incentivize youth to continue to engage in ongoing workouts. Add a new prize each week.
- Have each youth take turns designing a workout and leading a training session with the group. They can do this virtually, in-person, or post their workout to share digitally.

# Work Heart-er

## ACTIVITY DESCRIPTION

In this activity, youth will race against the clock to see if they can outpace the work that their hearts do every minute. As part of the 'Healthy Life' unit, youth will engage in a hands-on experiment to learn how much blood the heart muscle pumps. This activity supports the development of inquiry skills, science literacy, and health skills.

## SUPPLIES

- 2 large buckets or bowls
- 1.3 gallons of water (21 cups)
- ¼ cup measuring cup
- A watch or timer on a smartphone

## STEPS

- The heart is an amazing muscle. Everyday it pumps **1,900 gallons** of blood through our body. That's 1.3 gallons of blood through our body every minute! That means each heartbeat is pumping 2.4 ounces of blood (about ¼ cup). Let's see if we can move as fast as our heart does.
- Put a towel down (or go outside).
- Fill one large bucket or bowl with a gallon of water (21 cups).
- Put the empty bucket or bowl next to the one with water in it.
- Hold ¼ cup measuring cup in your hand.
- Set your watch or time for 1 minute.
- Try to move all of the water in the bucket or bowl to the empty one in 1 minute by using the ¼ measuring cup as a scoop.
- Try again. See if you can move more water the second time.

## ADAPTATIONS

- If facilitating the activity virtually or in person, host brief discussions before and after the experiment. Before, ask youth to guess whether they think will be able to move all of the water and if they are going to try to use a certain strategy. After, ask youth what they noticed and what surprised them.
- If facilitating in person, set up a friendly challenge. Who in the group can move the most water in 1 minute?



## EXTENSIONS

- Watch a video about how the heart works here: [https://www.youtube.com/watch?v=eVG45\\_iF9U](https://www.youtube.com/watch?v=eVG45_iF9U)
- Learn how to take your pulse. The 'Pulse of Life' lesson provides a step-by-step for teaching youth how to take their pulse and helps youth learn how and why their heart rates change with certain activities. Available here: <https://www.smm.org/heart/lessons/lesson1.htm>
- Take your pulse before and after this activity. Try out other activities that raise your heartbeat and take your pulse before and after each activity.

## QUESTIONS FOR DISCUSSION

- [Before trying to move the water] Do you think you will be able to move all of the water in 1 minute?
- [After trying to move the water] Were you able to move all of the water? If not, how much were you able to move?
- Was there anything about this activity that surprised you?
- What else do you know about how our heart muscle works?

# Inside Outside Self-Portrait

## ACTIVITY DESCRIPTION

In this art and social and emotional learning (SEL) activity, youth will draw a self-portrait showing what they look like on the outside and who they are on the inside. As part of the 'Healthy Life' unit, this activity is designed to help youth think about how their thoughts, feelings and interests shape who they are. This activity supports the development of self-awareness, creativity, and reflection.

## SUPPLIES

- Paper (any color)
- Pencil
- Markers, colored pencils, or crayons
- Self-Portrait Handout (optional)

## STEPS

- Write your name across the top of the paper.
- Draw a large outline of your head on the paper or use the picture provided in the Self-Portrait Handout.
- Draw a line down the middle of the head from top to bottom.
- Decorate the left half of the head with how you look on the outside. This should represent your physical appearance such as your hair color, eye color, skin color, and any other features.
- Decorate the right half of the head with pictures and words that show who you are on the inside. This should show things like your hobbies, your passions, your goals, your hopes, your feelings, etc.
- Add as much color and detail as you would like to complete your self-portrait.
- Share your portrait with your program leader and your group when you are done.

## ADAPTATIONS

- Youth can use actual photos of themselves for the outside of their portrait, and use images from magazines to add to the inside section.
- If delivering the activity virtually or in-person, have youth share out what they created with each other. If delivering via take-home or digital programming, have youth upload a picture of their portrait to your program platform.



## EXTENSIONS

- Extend the activity by drawing your entire body using the inside outside technique. For your head, show your thought. For your heart, show your feelings. For your hands, show the hobbies and activities you like to do. For your feet, show how you like to be active.

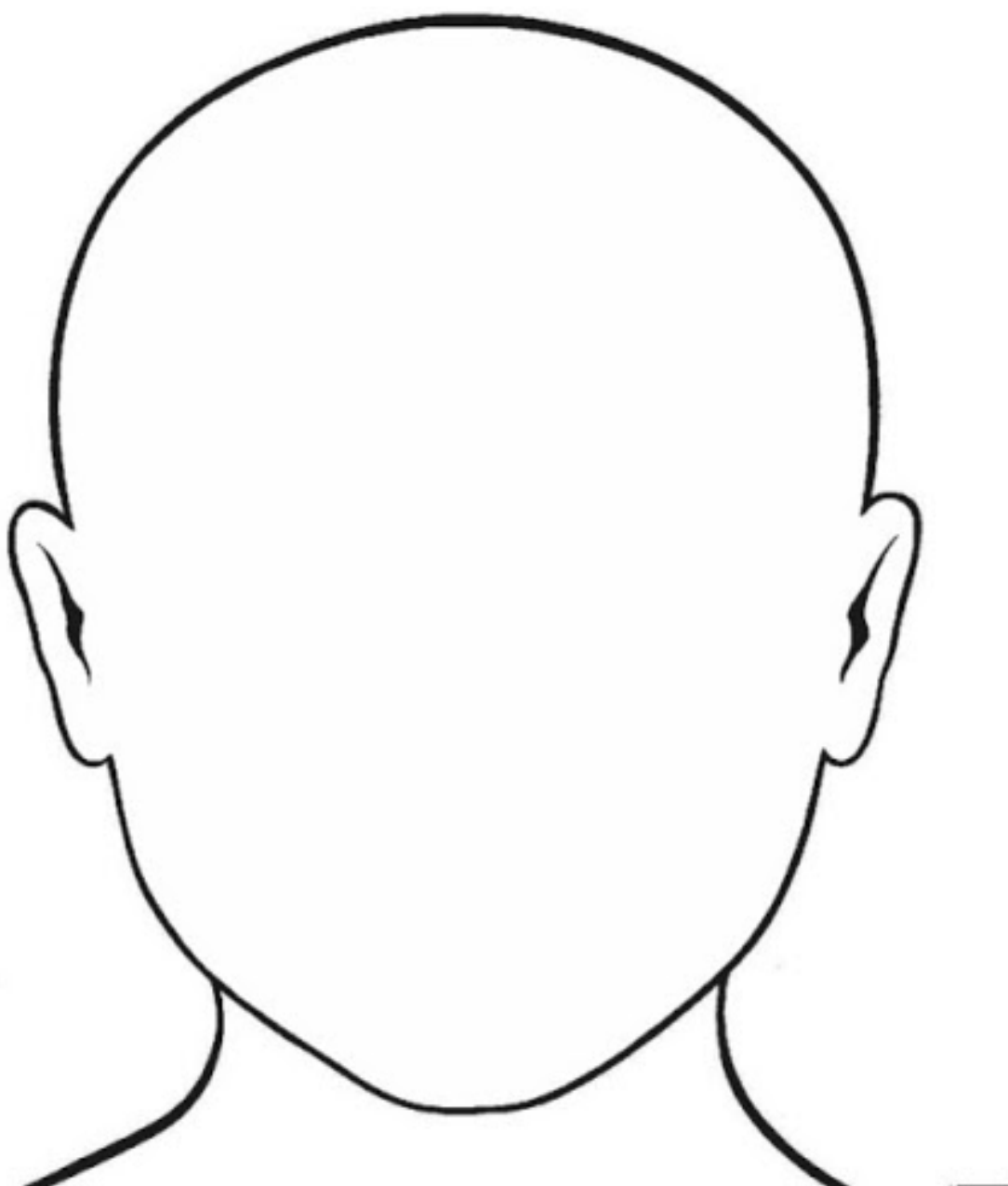
## QUESTIONS FOR DISCUSSION

- What does your portrait show about who you are?
- Was one side harder to draw than the other? Why?
- What is one thing that you want others to know about you that is on the inside part of your portrait?
- Did you learn anything about yourself from this activity? What did you learn about others?
- How can you help people get to know who you are on the inside?



# Self-Portrait Handout

**Instructions:** Draw a line down the middle of the head from top to bottom. Decorate the left half of the head with how you look on the outside. Decorate the right half of the head with pictures and words that show who you are on the inside.



# Gratitude Chain Challenge

## CHALLENGE DESCRIPTION

Expressing feelings of gratitude has many health benefits for kids including decreasing stress and increasing a sense of belonging. As part of the 'Healthy Life' unit, this social and emotional learning (SEL) activity is designed to help youth focus on things they are thankful for and begin to develop a gratitude habit. This activity supports the development of self-awareness, social awareness, and self-management.

## SUPPLIES

- 4 pieces of construction paper or colored paper
- Scissors
- Markers
- Tape, glue or a stapler

## STEPS

- Gratitude (also called thankfulness) is a positive feeling. It means paying attention to the things that are good in our lives and being thankful for the things we have like people who love us, a place to live, food, clean water, friends, family, even computer access.
- Cut each piece of paper into 4 strips that are big enough to write on.
- Take 3 strips out. Keep your extra strips of paper.
- Think about 3 things that you are thankful for like:
  - Something that makes you happy
  - Someone who helps you
  - Something you love to do
  - Something that makes you smile
  - Someone you love
  - Something you couldn't live without
- Write or draw one thing you are thankful for on each strip of paper.
- Take one of your strips of paper and bend it into a circle. Tape or staple the ends together.
- Take another strip of your paper and put it through your first circle. Bend it into a circle and tape the ends together. (See the photo).
- Do this again until all 3 strips of your paper are strung together like a chain.
- Each day this week, write one thing that you are thankful for on your extra strips of paper and add it to your chain.
- Hang up your chain to remind you what you are thankful for.



## ADAPTATIONS

- If facilitating virtually, have youth share a few of their gratitudes out loud.
- If facilitating in person, have youth identify and share things they are thankful for in each other. Be sure to assign names or put youth in partners so that everyone gets recognized.

## EXTENSIONS

- Make it part of your program's daily practice to have youth share a gratitude at the beginning or end of each program session.
- Include shout-outs as part of your programming where youth share one thing they appreciate about the day's activity or someone in the group.
- Create a 'giving tree'. Make leaves out of paper. Have youth write one thing they are thankful for on each leaf.

**CREDITS:** KiwiCo Corner's Gratitude Chain available at <https://www.kiwico.com/diy/Holidays-and-Events/2/project/Gratitude-Chain-/2704>

# Eggstra Healthy Teeth

## ACTIVITY DESCRIPTION

In this experiment, youth will learn how different substances affect tooth enamel. As part of the 'Healthy Life' unit, this health activity will help youth understand why it is important to brush and floss their teeth every day. This activity supports the development of health literacy and health promoting behaviors.

## SUPPLIES

- 3 hardboiled eggs
- 3 containers for holding liquids
- Soda
- Vinegar
- Water

## STEPS

- Brushing your teeth twice a day keeps your teeth and your gums healthy.
- Eggshells are like the hard, protective layer on the outside of our teeth. This is called the enamel. Eggshells, just like our teeth, can be damaged if we don't keep them clean. Today, we are going to use eggs to see what can happen to our teeth if we don't keep them clean.
- Fill 1 container with soda, 1 container with vinegar, and 1 container with water.
- Put 1 hardboiled egg in each container.
- If you are doing the experiment with others, talk about what you think will happen to each of the eggs (this is called a hypothesis).
- Check each container every day for the next few days to see what is happening to your eggs. Write, draw or discuss with others what you are noticing each day.
- After 3-5 days, take your eggs out of the containers.
- Look what the soda, vinegar and water did to each egg. What happened? Was your hypothesis right? Why do you think that happened?
- The eggs show what can happen to teeth if we don't brush and floss every day.

## ADAPTATIONS

- If delivering the activity virtually, do a live demo of how to set up the experiment. Youth can follow along using their own supplies. Youth who may not have the supplies can participate by watching and sharing in the discussion.



## EXTENSIONS

- Use this experiment to practice the steps of the scientific method. For a helpful form on using the scientific method, click here: [https://www.montgomeryschoolsmd.org/uploadedFiles/schools/waysidees/news/experiment\\_formrevised.pdf](https://www.montgomeryschoolsmd.org/uploadedFiles/schools/waysidees/news/experiment_formrevised.pdf)
- Create journals or trackers where youth can add their observations of their eggs every day.
- Have follow up conversations about caring for your teeth. Invite a dentist to join in a virtual or in-person session.
- Design a comic book, pamphlet, commercial or other media on how to take care of your teeth.

## QUESTIONS FOR DISCUSSION

- What do you think will happen to the egg that is in soda? What about the egg in vinegar? The egg in water?
- What happened to the egg in soda? The egg in vinegar? The egg in water?
- What surprised you?
- How can we keep our teeth from getting damaged like the eggs?
- What are some changes you might make to how you take care of your teeth?

**CREDITS:** Health Powered Kids' Smile Bright! Tooth Care available at <https://healthpoweredkids.org/lessons/why-should-you-brush-your-teeth/>

# Scrap Garden

## ACTIVITY DESCRIPTION

Involving youth in growing their own food helps them develop more positive attitudes towards fruits and vegetables and increases their willingness to try new foods. As part of the 'Healthy Life' unit, this health activity is designed to introduce youth to how vegetables grow by teaching youth to use leftover kitchen scraps to start an indoor veggie garden. This activity supports the development of creative thinking and nutrition skills.

## SUPPLIES

- A milk carton, can, jar or other glass or plastic container
- Scissors
- Soil
- One of the following vegetable parts:
  - The base of a celery stalk
  - Carrot tops
  - The base of a head of lettuce



## STEPS

- Cut the top off your milk carton or lay it on its side and cut it in half to make a planter or get out another container (see photo).
- If you are using a celery base, carrot tops or the base of lettuce, put it in your milk carton and fill the bottom with water.
- Put your milk carton or container by a window or in a sunny spot.
- Change the water every other day.
- Watch for roots (which are the part of the plant that grows from the bottom of the plant) to start to grow in about 5-7 days.
- Once the roots have grown, empty the water and fill your milk carton with  $\frac{3}{4}$  of the way full with soil.
- Now, add your celery, carrots, or lettuce to the soil.
- Add some soil over top but make sure the leaf parts stick out the top of the soil.
- Put your milk carton outside or by a sunny window.
- Give your plants a little water (about  $\frac{1}{2}$  cup) whenever the soil feels dry.
- Wait for your plants to sprout (to start to grow)!

## ADAPTATIONS

- If delivering the activity virtually, have youth come to the session with all of their materials so that you can guide them through each of the steps.
- If delivering the activity digitally, post a video where you demonstrate all of the steps for youth to follow.

## EXTENSIONS

- If you can, move your plant to a sunny spot outside to help it grow once it has started sprouting.
- Try growing different plants in different spots. Set one plant outside and one by a window inside. Which one is growing better? What happens if you put a plant in a dark spot?
- Keep the growing going. Add new plants from scraps every couple of weeks like seeds from a tomato or seeds from a bell pepper. For a great list of foods you can grow from scraps, check out: <https://foodrevolution.org/blog/reduce-food-waste-regrow-from-scraps/>

## QUESTIONS FOR DISCUSSION

- Do you like to eat vegetables? What kinds?
- What did you notice about your plant in water? What did you see?
- What do you think will happen when you put it in the soil?
- Have you been watching your plant in the soil? Have you observed any changes?

**CREDITS:** Action for Healthy Kids' Kitchen Scrap Gardening available at <https://www.actionforhealthykids.org/activity/kitchen-scrap-gardening/>

# Snack Attack

## ACTIVITY DESCRIPTION

In this activity, youth will make a creative, healthy snack. As part of the 'Healthy Life' unit, this nutrition activity is designed to help youth identify and experiment with combining healthy food items. This activity supports the development of creative thinking, problem solving, and nutritional literacy.

## SUPPLIES

Note to programs: This activity requires access to food. Consider sending home food to ensure that all youth are able to participate.

- Any kind of food that does not need to be cooked
- A plate

## STEPS

- You know a lot about healthy foods. For example, you know that fruits and vegetables are good for you and that too many sweets – like candy and cookies – are not healthy for you. Today, you are going to make a new healthy snack that no one has ever tried before.
- Get out any food that you want to add to your healthy snack. You can use just one kind of food or you can add different types of food together.
- Create a healthy snack that has never before been made. You can make your snack new by:
  - Putting together foods that don't often go together (a peanut butter-carrot-cracker)
  - Adding a new twist to an old food (a smooshed and frozen banana in a bowl served with a spoon)
  - Laying your food on a plate in a new way (a cheese and cracker smiley face)
- Once you've made your new healthy snack, give it a creative name (Fan-a-Banana).
- If you can, take a picture of your snack.
- Finally, try your new snack. Is it delicious? Would you eat it as a regular snack? Can you get someone else to try it?

## ADAPTATIONS

- If delivering the activity digitally, have youth upload a picture and the name of their snack to your program's Facebook page or program platform.



## EXTENSIONS

- Check out the Kidpreneur activity where youth will develop pitches to try to convince others to invest in their new snacks.
- Have youth design a café menu where they draw or make and take photos of a selection of healthy snacks.
- Play with plating. Experiment with arranging food on a plate to make it look appealing. How can you make your healthy snack look even more delicious?

## QUESTIONS FOR DISCUSSION

- What new snack did you create?
- What healthy ingredients did you use?
- What did you name your snack?
- Did you try it? How did it taste? Did it surprise you?
- Would your friends or classmates like this?
- What are some healthy snacks that you like to eat?

# Kidpreneur

## ACTIVITY DESCRIPTION

In this activity, youth will learn to develop a sales pitch where they will try to convince others to invest in their new healthy snack idea. As part of the 'Healthy Life' unit, this entrepreneurship and nutrition activity can be implemented as a continuation of the Snack Attack activity or be delivered as a standalone. This activity supports the development of nutritional literacy, creative thinking and public speaking.

## SUPPLIES

- You can use the healthy snack idea that youth created in the Snack Attack activity or you can create a new healthy snack idea using paper and markers

## STEPS

- Today you are going to come up with a 60-second sales pitch (which is a short presentation) to convince others to invest in (give you money for) your snack idea.
- If you already created a healthy snack in the Snack Attack activity, you will create a pitch for that snack.
- If you didn't do that activity, you will first come up with a new idea for a healthy snack. Draw a picture of that snack using paper and markers. Then, give your snack a creative name.
- Here are some steps to help you come up with your pitch:
  - Tell about your snack. (What is the name of it and what is your snack made of?)
  - Tell what makes your snack special (Is it more delicious? Easy to eat?)
  - Tell who your snack is for. (Is it for adults? Kids?)
  - Tell how much your snack will cost.
- For a great video example of kids pitching their inventions, check out: <https://www.youtube.com/watch?v=XKXe41X-Pc>
- If your program is meeting online or in-person, share your pitch with your group. If your program is not meeting online, do your pitch for a family member.

## ADAPTATIONS

- If delivering the activity in person, you can have youth work in pairs or in small groups. Teams can perform their pitches for the broader group.
- If delivering the challenge virtually, give youth time to work on the pitches on their own and then schedule a follow up session for youth to share to pitches live.



## EXTENSIONS

- Have youth create an advertisement or a commercial for their healthy snack.
- Have youth create other inventions to pitch like a new toy or new board game.
- For a free entrepreneurship curriculum for grades 1-12 with tons of activities, check out: <https://venturelab.org/curriculum/>

## QUESTIONS FOR DISCUSSION

- What was it like to make your pitch?
- What did you enjoy about it?
- What was hard about it?
- What was it like to share your pitch in front of others?
- How do people or companies convince others to buy the things they are selling?

# Mindful Eating

## ACTIVITY DESCRIPTION

In this nutrition and social and emotional learning (SEL) activity, youth will learn about mindful eating. As part of the 'Healthy Life' unit, this activity is designed to help youth slow down and notice their thoughts, feelings and sensations in relation to food. This activity supports the development of self-awareness, self-management and responsible decision-making.

## SUPPLIES

Note to programs: This activity requires access to food. Consider sending home food to ensure that all youth are able to participate.

- You can use food from a meal or snack OR get out a few food items
- Mindful Eating Handout or a blank piece of paper
- Markers, crayons or colored pencils

## STEPS

- Today you are going to try out mindful eating. Mindful eating means slowing down and paying attention to your thoughts and 5 senses when you are eating. Practicing mindful eating helps to create a healthy relationship with food by helping you know when you are hungry and full and helps you to really enjoy your meals and snacks.
- You can do this activity during your next meal or snack OR you can get out a few food items and try it out now.
- Set your food out and take small bites, one at a time. For each bite pay attention to each of your 5 senses: see, feel, hear, smell, and taste.
- As you are taking your small, 'mindful bites', use the 'Mindful Eating Handout' to identify each of your 5 senses.
- Write and draw your responses to each of the questions on the handout.

## ADAPTATIONS

- If delivering this activity virtually, ask youth to bring a snack or a meal to the session meeting. You can all have a virtual snack together and conduct the activity live. Have youth share and discuss their 5 senses while eating their food instead of completing the handout.



## EXTENSIONS

- Make mindful eating part of your regular programming during meal or snack times. Ask youth to discuss, write or draw their 5 senses during these times.
- Create food journals and have youth practice mindful eating for one meal a day. You can use food journals to track and encourage other behaviors too, like water intake, fruit and veggie consumption, and eating without distractions (like TV or phones).

## QUESTIONS FOR DISCUSSION

- What was it like to slow down and practice mindful eating?
- How was this different from how you normally eat your snacks and meals?
- What were some of the things that you noticed while eating?
- How can slowing down and noticing your 5 senses while eating can be good for you?

**CREDITS:** Action for Healthy Kids' Mindful Eating available at <https://www.actionforhealthykids.org/activity/mindful-eating/>

# Mindful Eating

**Instructions:** Take small bites of your food. Chew slowly. For each bite pay attention to each of your 5 senses: see, feel, hear, smell, and taste. Write and draw your responses to each of the questions below.

**See:** What does your food look like? What color is it? What shape is it?  
\_\_\_\_\_

**Feel:** What does your food feel like in your mouth? Is it soft or hard?  
\_\_\_\_\_

**Hear:** What sounds does your food make when you chew it?  
\_\_\_\_\_

**Smell:** How would you describe how your food smells?  
\_\_\_\_\_

**Taste:** Put the food in your mouth. Before you chew, what is the first thing you taste? How does it taste after you start to chew it?  
\_\_\_\_\_



# 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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Wyoming Afterschool Alliance

# summer activity guide

Healthy Life

ages  
13-15



# About the Summer Activity Guides

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

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

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

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



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# Inside vs. Outside Self-portrait

## ACTIVITY DESCRIPTION

In this art activity, teens will draw a self-portrait reflecting what they look like on the outside and who they are on the inside. As part of the 'Healthy Life' unit, this activity is designed to help teens reflect on who they are and the value they bring to the world. This activity supports the development of self-awareness, creativity, and reflection.

## SUPPLIES

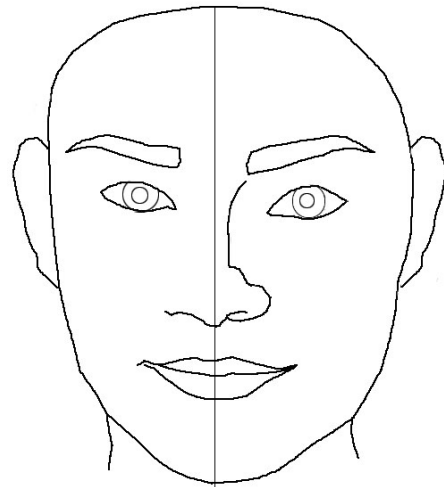
- Paper (white or colored)
- Pencil
- Markers, colored pencils, or crayons

## STEPS

- Write your name across the top of the paper.
- Draw a large outline of your head on the paper.
- Draw a vertical line down the middle of the head.
- Decorate the left half of the head with how you look on the outside. This should represent your physical appearance such as your hair color, eye color, skin color, and any other defining features.
- Decorate the right half of the head with images and/or words that represent who you are on the inside. This should show things that you are interested in, your hobbies, your passions, your goals, your hopes, etc.
- Add as much color and detail as you would like to complete your self-portrait.
- Share your portrait with others when done.
- Remember that our insides and outsides are uniquely our own. It isn't necessary to conform to others' views of how they think we should be.

## ADAPTATIONS

- If facilitating virtually, teens can also create their self-portrait on the computer using a drawing or paint function.
- Teens can use an actual photo of themselves for the "outside" portion of their self-portrait, and use images from magazines or online to create the "inside" portion.
- Staff can share their own self-portrait to provide an example and ensure teens feel comfortable sharing with each other.



## EXTENSIONS

- Don't stop at just your head – draw your entire body using the inside vs. outside technique.
- Ask your friends or family to draw their own inside vs. outside self-portrait so you can share with each other.
- We are always changing – draw a new Inside vs. Outside Self-portrait with your present self and your past or future self.

## QUESTIONS FOR DISCUSSION

- What does this portrait show? Who are you on the inside vs. the outside?
- Was one side harder to draw than the other? Why?
- How does how you look on the outside cause others to judge you or have preconceived notions about who you are on the inside?
- How can you help people get to know who you are on the inside?

# Let's Get Moving

## CHALLENGE DESCRIPTION

In this physical activity challenge, teens will come up with different activities to do every day for an entire week to ensure they are getting the recommended 60 minutes of physical activity per day. As part of the 'Healthy Life' unit, this challenge is designed to help teens understand which physical activities they enjoy, as well as create a routine to keep them more active. This challenge supports the development of self-awareness and healthy life skills.

## SUPPLIES

- Paper
- Pen or pencil
- Any equipment needed for chosen activities

## STEPS

- It is recommended that everyone get 60 minutes of physical activity each day. This includes any activity that gets your heart rate up or makes you out of breath.
- On a piece of paper, create a list of at least 7 different physical activities you want to try. Some examples:
  - Learn a new TikTok dance challenge, record yourself doing it, and share on social media
  - Go on a walk with your family or walk your dog if you have one
  - Go on a run or jog
  - Look up a yoga or chair yoga routine online and try it out
  - Ride a bike
  - Go rollerblading or skateboarding
  - Go swimming
  - Do household chores – you can burn calories by sweeping, cleaning, doing yardwork, etc.
  - Try outdoor sports such as soccer, tennis, or frisbee
  - Any other activities of your choice
- Using your list, do at least one of these activities per day for an entire week – remember, the goal is 60 minutes of activity per day!
- Create a schedule for when you will exercise each day to make it part of your routine.



## ADAPTATIONS

- If facilitating in-person, make sure teens have input into which activities they do each day.
- If you have access to a park, gym, or recreation center, try using those facilities.
- If you're looking for more inspiration, search online for different at-home workouts.

## EXTENSIONS

- Enjoying being physically active? Extend this challenge by another week (or two)!
- Share your exercise ideas with your peers and see if they have any good ideas for you. You can also brainstorm ways to stay active while remaining socially distant.
- Enlist your friends or family members to do the activities with you.
- Keep a journal during this challenge – write down how you feel while exercising, if you notice any changes or benefits, which exercises you enjoy the most, etc.

# Mindfulness

## ACTIVITY DESCRIPTION

In this health activity, teens will participate in a guided meditation and deep breathing practice. As part of the 'Healthy Life' unit, this activity is designed to introduce teens to the practice of mindfulness to help them manage their emotions, reduce stress, and improve mental and emotional well-being. This activity supports the development of self-awareness, emotional regulation, and reflection.

## SUPPLIES

- Access to the internet (see Adaptations section)

## STEPS

- Mindfulness means being present and fully engaged with whatever you're doing at the moment – free from distraction and aware of your thoughts and feelings.
- Practices like deep breathing and meditation can help you achieve mindfulness.
- Find a dark, quiet place for this activity.
- Use one (or more) of the links below to complete a mindfulness practice:
  - 5-Minute Meditation: <https://bit.ly/2ZSxQ>
  - 10-Minute Meditation for Anxiety: <https://bit.ly/2zW3Shp>
  - 15-Minute Meditation for Self-love: <https://bit.ly/304qPd0>
- You can also try the links below for guided deep breathing practice:
  - 5-minute Deep Breathing: <https://bit.ly/2U4eP7u>
  - 30-second Breathing Exercise: <https://bit.ly/3csz6u3>
- Make it a goal to do at least one of the mindfulness meditation videos each day for an entire week.
- Whenever you feel yourself becoming stressed or anxious, try using the deep-breathing videos.

## ADAPTATIONS

- If teens do not have access to the internet, print out guided mindfulness scripts for them to follow from <https://mindfulnessexercisess.com/free-guided-meditation-scripts/#tab-con-13>
  - You can also use these scripts if facilitating in-person for a group.



## EXTENSIONS

- Write your own mindfulness or deep breathing script, or record your own mindfulness or deep breathing video to share with your peers.
- Ask your friends or family to follow one of the mindfulness videos or scripts with you.
- Keep a journal where you write down your thoughts and feelings after practicing mindfulness.

## QUESTIONS FOR DISCUSSION

- How did you feel after practicing mindfulness and/or deep breathing?
- How can you incorporate mindfulness and/or deep breathing into your daily routine?
- How can you remember to use these techniques during times of stress?
- What other things do you do to help reduce stress or anxiety?

# Pantry Chef

## ACTIVITY DESCRIPTION

In this health activity, teens will take use food they have in their home to create a new tasty, healthy snack recipe. As part of the 'Healthy Life' unit, this activity is designed to help teens think creatively about food and find the fun in healthy eating. This activity supports the development of creativity and healthy life skills.

## SUPPLIES

- Various food items (already found at home)
- Paper
- Pen or pencil

## STEPS

- Look through the items in your pantry, refrigerator, or freezer.
- Make a list of what healthy items are available to use for this activity.
  - Healthy items can include fruits, vegetables, whole grains, low-fat dairy, lean proteins, etc.
- Using that list, come up with 2-3 different healthy recipe ideas that utilize those ingredients.
- Time to get cooking! Using the ingredients, create 2-3 different healthy snacks.
- Once you are done putting together the snacks, have a taste test! Either try them yourself or enlist friends/family members to try them and tell you their thoughts.
- Make any necessary adjustments to the recipe based on the taste test.
- Write up the final recipes for your snacks and keep them in a safe place for future use. Be sure to also share the recipes with friends!

## ADAPTATIONS

- If facilitating in-person, pre-purchase various healthy ingredients for teens to use during this activity.
- If you have limited ingredients, just make one snack or recipe.
- If you do not have access to any food that would work for this activity, see if you can go on a quick trip to the grocery store to pick up what you need.



## EXTENSIONS

- Did you use any fresh fruits or vegetables? Look up 'Scrap Gardening' to see how you can grow your own fruits and vegetables from your kitchen waste.
- Trying to beat the heat? Experiment with frozen treats such as fruity popsicles, frozen yogurt bites, or chocolate-dipped fruits.
- Try the 'Eat the Rainbow' challenge – try to create a snack or meal that incorporates food from each color of the rainbow.
- Swap recipes with one of your peers so you can try each other's healthy snacks.
- Put together all of the recipes that you and your peers created into a group cookbook.
- Need inspiration? Check out <https://www.delish.com/easy-kid-recipes/> for recipe ideas.

## QUESTIONS FOR DISCUSSION

- What was it like to come up with your own recipes?
- Which recipe was your favorite? Why?
- How can you incorporate healthy snacks into your daily routine?
- Why is it important to keep a healthy diet?

# Self-care Spinner

## CHALLENGE DESCRIPTION

In this health challenge, teens will make a spinner labeled with various self-care techniques. As part of the 'Healthy Life' unit, this challenge is designed to help teens identify and utilize self-care techniques whenever they need a break or need to recharge. This activity supports the development of self-awareness, identifying emotions, creativity, and reflection.

## SUPPLIES

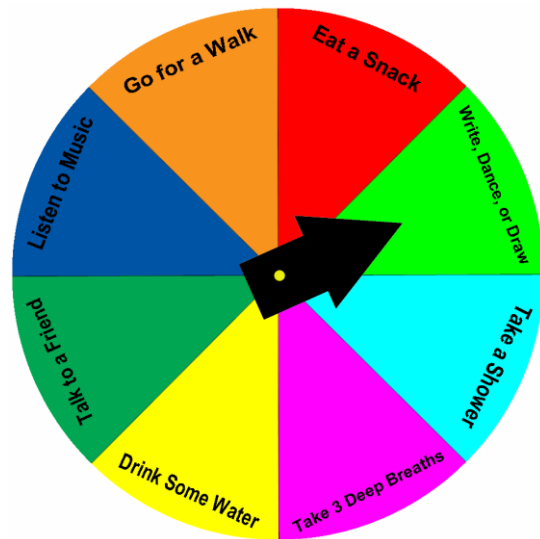
- Paper (white or colored)
- Scissors
- 1 split pin/paper fastener/brad pin/tack
- 1 paperclip
- Markers, colored pencils, or crayons

## STEPS

- Self-care is any activity that you do in order to take care of your mental, emotional, and/or physical health.
- Draw a large circle on a piece of paper and cut out the circle.
- Draw lines to divide the circle into 8 equal sections.
- In each of the 8 sections, write one 5-minute self-care technique that you could use whenever you need a quick break. These could include:
  - Drink a glass of water
  - Listen to your favorite song
  - Take a stretch break or do jumping jacks
  - Call or text a friend
  - Practice deep breathing
  - Watch a funny video online
  - Any other techniques of your choosing
- Once you have finished writing your 8 quick self-care techniques, decorate the circle with relevant pictures or images.
- In the center of the circle, where all the lines meet, poke a hole and insert the pin.
- Slip the paperclip over the pin, this paperclip will be your spinner.
- Time to start spinning!
- Whenever you need a quick self-care break throughout the day, spin this spinner and do whichever activity it lands on.
- Use the spinner every day for at least a week.

## CREDITS

- Image from: CT After School Network



## ADAPTATIONS

- If facilitating virtually and/or if teens do not have all of the necessary materials, use this online spinner maker: <http://www.superteachertools.us/spinner/>

## EXTENSIONS

- Have more time to dedicate to self-care? Create a new spinner with options for more time-intensive self-care techniques such as going for a walk, watching an episode of your favorite show, calling a friend, making your favorite snack, taking a relaxing bath, etc. Use this spinner whenever you have more time for self-care.
- Have a conversation with your friends and/or family about the importance of self-care. Work together to brainstorm ways you can incorporate more self-care into your daily routine.



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# summer activity guide

Healthy Life

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# About the Summer Activity Guides

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# Reflective Journaling

## CHALLENGE DESCRIPTION

In this literacy challenge, teens will keep a journal for at least one week and answer various mindfulness prompts. As part of the 'Healthy Life' unit, this challenge is designed to help teens reflect and practice mindfulness each day. This challenge supports the development of literacy skills, self-awareness, reflection, and critical thinking.

## SUPPLIES

- Blank journal or loose paper
- Pen or pencil

## STEPS

- Set aside at least 30 minutes each day to write in your journal.
- Respond to the following prompts, selecting a new prompt each day:
  - What makes you happy? Why? How can you intentionally do/experience those things more often?
  - Who do you look up to? Why? Do you share any characteristics with that person?
  - What is something you learned about yourself this week?
  - What makes you unique? What special traits or skills do you have to offer? How can you use those in your future education or career?
  - What are you grateful for today? Why?
  - Describe a time you noticed someone struggling and how you helped them. Why is it important to have a support system you can depend upon?
  - What is your favorite memory and why? How did you feel during this time? Who were you with?
  - What is your favorite way to bring joy to others? Why is this important?
- Continue this activity for at least 8 days, or until you have responded to all of the prompts.



## ADAPTATIONS

- Instead of using a physical journal or pieces of paper, teens can keep a journal on their computer by creating a new Word or Google document for each entry and storing them all in a folder labeled "My Journal".

## EXTENSIONS

- Don't have a journal or want a new one? Create your own! Decorate a cover that expresses who you are and add pieces of blank paper to it to make your own journal.
- Journaling does not have to stop when this challenge is over! Continue journaling by making up your own prompts to respond to, or by simply writing down your feelings or a recap of your day.
- Draw pictures in the margins of each journal entry to better express your feelings and to give each entry a creative flair.
- Find a trusted adult or peer with who you can share some of your journal entries.

## CREDITS

- Image credit: rawpixel

# Let's Get Moving

## CHALLENGE DESCRIPTION

In this physical activity challenge, teens will come up with different activities to do every day for an entire week to ensure they are getting the recommended 60 minutes of physical activity per day. As part of the 'Healthy Life' unit, this challenge is designed to help teens understand which physical activities they enjoy, as well as create a routine to keep them more active. This challenge supports the development of self-awareness and healthy life skills.

## SUPPLIES

- Paper
- Pen or pencil
- Any equipment needed for chosen activities

## STEPS

- It is recommended that everyone get 60 minutes of physical activity each day. This includes any activity that gets your heart rate up or makes you out of breath.
- On a piece of paper, create a list of at least 7 different physical activities you want to try. Some examples:
  - Learn a new TikTok dance challenge, record yourself doing it, and share on social media
  - Set a goal of walking 10,000 steps (or 5 miles) a day
  - Go on a walk – take this time to FaceTime or call a friend
  - Go on a run or jog
  - Go on a nature hike and take pictures of the scenery
  - Try out an online yoga or Zumba routine
  - Try home workouts while you're watching TV – jumping jacks, pushups, sit-ups, squats, abs, weights, etc.
  - Ride a bike
  - Go swimming
  - Try outdoor sports such as frisbee, tennis, volleyball, etc.
  - Any other activities of your choice
- Using your list, do at least one of these activities per day for an entire week – remember, the goal is 60 minutes of activity per day!
- Create a schedule for when you will exercise each day to make it part of your routine.

## CREDITS

- Image credit: jcomp



## ADAPTATIONS

- If facilitating in-person, make sure teens have input into which activities they do each day.
- If you have access to a park, gym, or recreation center, try using those facilities.
- If you're looking for more inspiration, search online for different at-home workouts.

## EXTENSIONS

- Enjoying being physically active? Extend this challenge by another week (or two)!
- Share your exercise ideas with your peers and see if they have any good ideas for you.
- Stay hydrated! Experiment with making naturally flavored waters with lemons, strawberries, etc.
- Create a friendly challenge with your peers to see who can get the most physically active minutes this week.
- Take a picture each day while doing your chosen physical activity. Share this picture with peers or post on social media – this can help document your workouts and keep you accountable.
- Looking for more activity inspiration? Check out <https://openphsyed.org/activeschools/activehome>

# Mindfulness

## ACTIVITY DESCRIPTION

In this health activity, teens will participate in a guided meditation and deep breathing practice. As part of the 'Healthy Life' unit, this activity is designed to introduce teens to the practice of mindfulness to help them manage their emotions, reduce stress, and improve mental and emotional well-being. This activity supports the development of self-awareness, emotional regulation, and reflection.

## SUPPLIES

- Access to the internet (see Adaptations section)

## STEPS

- Mindfulness means being present and fully engaged with whatever you're doing at the moment – free from distraction and aware of your thoughts and feelings.
- Practices like deep breathing and meditation can help you achieve mindfulness.
- Find a dark, quiet place for this activity.
- Use one (or more) of the links below to complete a mindfulness practice:
  - 5-Minute Meditation: <https://bit.ly/2ZZSXxQ>
  - 10-Minute Meditation for Anxiety: <https://bit.ly/2zW3Shp>
  - 15-Minute Meditation for Self-love: <https://bit.ly/304qPd0>
- You can also try the links below for guided deep breathing practice:
  - 5-minute Deep Breathing: <https://bit.ly/2U4eP7u>
  - 30-second Breathing Exercise: <https://bit.ly/3csz6u3>
- Make it a goal to do at least one of the mindfulness meditation videos each day for an entire week.
- Whenever you feel yourself becoming stressed or anxious, try using the deep-breathing videos.

## ADAPTATIONS

- If teens do not have access to the internet, print out guided mindfulness scripts for them to follow from <https://mindfulnessexercisesscripts.com/free-guided-meditation-scripts/#tab-con-13>
  - You can also use these scripts if facilitating in-person for a group.



## EXTENSIONS

- Write your own mindfulness or deep breathing script, or record your own mindfulness or deep breathing video to share with your peers.
- 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.
- Ask your friends or family to follow one of the mindfulness videos or scripts with you.

## QUESTIONS FOR DISCUSSION

- How did you feel after practicing mindfulness and/or deep breathing?
- Have you ever tried other mindfulness techniques? If so, what?
- How can you remember to use these mindfulness and breathing techniques during times of stress?
- What is something that causes you stress or anxiety? What can you do to try to cope with those stressors?

## CREDITS

- Image credit: freepik

# Pantry Chef

## ACTIVITY DESCRIPTION

In this health activity, teens will take use food they have in their home to create a new tasty, healthy snack recipe. As part of the 'Healthy Life' unit, this activity is designed to help teens think creatively about food and find the fun in healthy eating. This activity supports the development of creativity and healthy life skills.

## SUPPLIES

- Various food items (already found at home)
- Paper
- Pen or pencil

## STEPS

- Look through the items in your pantry, refrigerator, or freezer.
- Make a list of what healthy items are available to use for this activity.
  - Healthy items can include fruits, vegetables, whole grains, low-fat dairy, lean proteins, etc.
- Using that list, come up with 2-3 different healthy recipe ideas that utilize those ingredients.
- Time to get cooking! Using the ingredients, create 2-3 different healthy snacks.
- Once you are done putting together the snacks, have a taste test! Either try them yourself or enlist friends/family members to try them and tell you their thoughts.
- Make any necessary adjustments to the recipe based on the taste test.
- Write up the final recipes for your snacks and keep them in a safe place for future use. Be sure to also share the recipes with friends!

## ADAPTATIONS

- If facilitating in-person, pre-purchase various healthy ingredients for teens to use during this activity.
- If you have limited ingredients, just make one snack or recipe.
- If you do not have access to any food that would work for this activity, see if you can go on a quick trip to the grocery store to pick up what you need.

## CREDITS

- Image credit: MOST Network



## EXTENSIONS

- Make your snack social media ready! Try different fancy plating techniques to make your snack look visually appealing. Take a picture and post to social media.
- Look up 'Food Art' and see how you can get creative with how your food looks. Make a self-portrait out of fruit or a sandwich that looks like a fish.
- Start a 'Recipe Chain' where you and a group of friends share recipes back and forth to try each other's ideas. Make a cookbook with all your ideas!
- Looking for recipe inspiration? Check out [www.delish.com/easy-kid-recipes/](http://www.delish.com/easy-kid-recipes/)

## QUESTIONS FOR DISCUSSION

- What was it like to come up with your own recipes? What was it like to have other people try and judge your food?
- How do you think you can prepare for cooking on your own when you go to college or move away from home?
- Have you every considered a career in the culinary arts? Why or why not?

# Self-care 101

## CHALLENGE DESCRIPTION

In this health challenge, teens will create a list of various self-care techniques and determine a way to incorporate more self-care into their daily routines. As part of the 'Healthy Life' unit, this challenge is designed to help teens identify and utilize self-care techniques whenever they need a break or need to recharge. This challenge supports the development of self-awareness, identifying emotions, and reflection.

## SUPPLIES

- Paper (white or colored)
- Pen or pencil
- Markers, colored pencils, or crayons

## STEPS

- Self-care is any activity that you do in order to take care of your mental, emotional, and/or physical health.
- Start by writing out your daily routine, hour-by-hour, from when you wake up to when you go to sleep.
- Next look for 3 different times throughout your day when you can take a 5-30 minute break – mark those times down on your daily routine schedule.
- On a separate piece of paper, create a list of at least 15 different ideas of self-care techniques that you would be interested in trying. They can be quick, 5-minute activities or longer, more involved activities. Some ideas could include:
  - Take a walk
  - Call a friend
  - Practice deep breathing
  - Watch an episode of your favorite show
  - Make your favorite snack
  - Disconnect from social media
  - Listen to music
  - Read a book
- Now look back at your daily routine – when you get to one of the breaks in your schedule each day, pick one of the self-care techniques to try during that time.
- Over the next week, intentionally incorporate self-care into your daily routine until you've tried every technique on your list.



## ADAPTATIONS

- If facilitating virtually, teens can create their daily routine and self-care technique list on a Word or Google document.
- If facilitating in-person, intentionally take breaks throughout the day for teens to practice self-care. If facilitating virtually, have teens put reminders in their phone to take self-care breaks.

## EXTENSIONS

- Need inspiration? Brainstorm and share additional self-care techniques with friends.
- Draw pictures to go along with each self-care technique on your list. Decorate the list and hang it up on the wall in your bedroom as a reminder.
- Have a discussion with your peers about the importance of self-care and how you feel after you take time for self-care.
- Ask your friends and family members to also commit to practicing self-care, and check-in with them to see how it's going and how they feel.



# The 50 State Afterschool Network



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# Supply List: Healthy Life

## Summer Activity Guide

The **Summer Activity Guide** is a suite of activities and resources intentionally designed to support youth-serving summer programs in delivering programming through multiple approaches during the COVID-19 pandemic. The activities included in the Guide are easy to implement with limited support and readily available materials. Here are the supplies youth will need to complete the activities for Unit 2. The lists are organized by age group.

### SUPPLIES FOR AGES 5 – 9

- Paper (white or colored)
- Pen or pencil
- Scissors
- Markers, colored pencils or crayons
- Tape, glue or a stapler
- 3 pieces of construction paper or colored paper
- 2 plastic drink bottles
- 2 empty milk cartons
- A towel or mat
- Masking tape
- 3 hardboiled eggs
- 3 containers for holding liquids
- Soda
- Vinegar
- Water
- Smartphone or other recording device
- Soil
- One of these veggie scraps: base of celery stalk, carrot tops or base of a head of lettuce

#### Handouts:

- Workout Handout
- Dragon Breath Handout
- Self-Portrait Handout
- Mindful Eating Handout

### SUPPLIES FOR AGES 10 – 12

- Paper (white or colored)
- Pen or pencil
- Scissors
- Markers, colored pencils or crayons
- Tape, glue or a stapler
- 3 pieces of construction paper or colored paper
- 2 plastic drink bottles
- 2 empty milk cartons
- A towel or mat
- Masking tape
- ¼ cup measuring cup
- 3 hardboiled eggs
- 3 containers for holding liquids
- Soda
- Vinegar
- Water
- Smartphone or other recording device
- Soil
- One of these veggie scraps: base of celery stalk, carrot tops or base of a head of lettuce

#### Handouts:

- Workout Handout
- Self-Portrait Handout
- Mindful Eating Handout

### SUPPLIES FOR AGES 13 – 15

- Markers, colored pencils or crayons
- Pens or pencils
- Scissors
- Plain white paper or colored paper
- Various food items (already found at home)
- 1 split pin/paper fastener/brad pin/tack
- 1 paperclip
- Access to the internet

### SUPPLIES FOR AGES 16 – 18

- Markers, colored pencils or crayons
- Pens or pencils
- Plain white paper or colored paper
- Blank journal or loose paper
- Various food items (already found at home)
- Access to the internet

# summer activity guide

Summer Programming  
Feedback: Sample  
Questions for Families

QUICK  
GUIDE



GEORGIA STATEWIDE AFTERSCHOOL NETWORK

50 STATE  
**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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# Summer Programming Feedback: Sample Questions for Families and Caregivers

## Instructions for Afterschool Programs:

Below are sample questions you can use to assess youth's participation and satisfaction with your summer programming. The survey is intentionally brief to give you a quick snapshot, and to identify targeted opportunities for improvement that you can implement during the summer. Programs should tailor these questions to their specific context, and add or remove questions as necessary. These questions are not intended to replace existing monitoring and evaluation systems that you may already have in place.

Thank you for taking the time to fill out this quick survey. We will use your input to improve our summer programming!

## PARTICIPATION

1. Is your child participating in our summer programming? (Circle one)
  - a. Yes
  - b. No
2. If yes, how often is your child participating in our summer programming? (Circle one)
  - a. 1 – 2 days per week
  - b. 3 – 4 days per week
  - c. 5 days per week
3. If your child is **not** participating, select the reason(s) your child is not participating. (Select all that apply)
  - a. We do not have internet access to use for virtual programming
  - b. We do not have a computer or other device to use for virtual programming
  - c. We do not have access to materials and supplies to complete the activities
  - d. We do not have reliable transportation to attend the program
  - e. My child does not have time to participate
  - f. My child is not interested/does not want to participate
  - g. My child planned to participate, but forgot or was busy with other activities
  - h. We do not have the information we need to participate (e.g. when/how the program works)
  - i. Other \_\_\_\_\_
4. If your child is **not** participating, are there specific things if provided that would help them to participate (e.g., transportation, internet access, or something else)?

# Summer Programming Feedback: Sample Questions for Families and Caregivers

## SATISFACTION

*Instructions: Parents and caregivers of younger children should help their child answer the questions below.*

5. What does your child like best about the program and activities?
6. What does your child dislike about the program and activities?
7. Is there anything else you would like us to know about your child and/or the summer program?

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# summer activity guide

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Questions for Teens

QUICK  
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# Summer Programming Feedback: Sample Questions for Teens

## Instructions for Afterschool Programs:

Below are sample questions you can use to assess youth's participation and satisfaction with your summer programming. The survey is intentionally brief to give you a quick snapshot, and to identify targeted opportunities for improvement that you can implement during the summer. Programs should tailor these questions to their specific context, and add or remove questions as necessary. These questions are not intended to replace existing monitoring and evaluation systems that you may already have in place.

We want you to have the best summer ever! We appreciate your opinions, and we will use your feedback to improve our summer program.

1. Are you participating in our summer programming? (Circle one)
  - a. Yes
  - b. No
  
2. If yes, how often are you participating in our summer programming? (Circle one)
  - a. 1 – 2 days per week
  - b. 3 – 4 days per week
  - c. 5 days per week
  
3. What do you like best about the program and activities?
  
4. What do you wish you could change about the program and activities?
  
5. If you are **not** participating, select the reason(s) you are not participating. (Select all that apply)
  - a. I do not have internet access to use for virtual programming
  - b. I do not have a computer or other device to use for virtual programming
  - c. I do not have access to materials or supplies to complete the activities
  - d. I do not have reliable transportation to attend the program
  - e. I do not have time to participate
  - f. I am not interested/There are other things I'd rather do
  - g. I planned to participate, but forgot or was busy with other activities
  - h. I do not have the information I need to participate (e.g. when or how the program works)
  - i. Other \_\_\_\_\_

# Summer Programming Feedback: Sample Questions for Teens

6. If you are **not** participating, are there specific things if provided that would help you to participate (e.g., transportation, internet access, or something else)?
7. Is there anything else you would like us to know about you and/or the summer program?

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