

summer activity guide

Passion & Purpose

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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Gratitude Letter

ACTIVITY DESCRIPTION

Gratitude is linked to increased social and emotional well-being in youth. In this SEL (social and emotional learning) activity, youth will practice gratitude by writing a 'thank you' letter to someone they appreciate. As part of the 'Passion and Purpose' unit, this is designed to help youth identify supportive individuals in their lives. This activity encourages self-awareness, social awareness, and self-management.

SUPPLIES

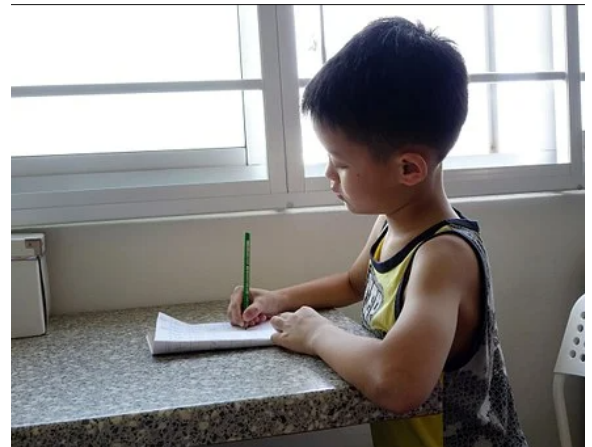
- Pencil or pen
- Gratitude Letter Worksheet
- [Optional] Plain paper and crayons or markers to draw a thank you card if not using the worksheet

STEPS

- Writing a 'thank you' letter is a great way to practice gratitude (also called thankfulness).
- Think of someone that you know that you are thankful for. Think of someone who:
 - cares for you,
 - supports you,
 - teaches you things,
 - that you have fun with,
 - and more
- This person could be a parent, guardian, teacher, friend, relative, coach, staff person at your afterschool or summer program, or someone else.
- You can use the Gratitude Letter Worksheet to write your letter. Or, you can draw a thank you card for that person using paper and crayons or markers.
- When you are done, send your letter to that person if you are able to. You can email it to them, take a picture and text the photo to them, send it in the mail, or write it in a text.

ADAPTATIONS

- If delivering the activity in-person or virtually, have youth discuss people in their lives who they are grateful for and why they are thankful for them before writing the letter.
- If delivering the activity digitally or virtually, post the template in a Word document so that youth can type in their responses.
- If delivering the activity in-person or virtually, schedule time for youth, who are comfortable, to read their gratitude letters out loud. Be sure to allow youth who would like to keep their letters private to 'pass'.



EXTENSIONS

- Create gratitude journals where you write down 3 good things from your day, every day. For a helpful template, check out: <https://www.therapistaid.com/therapy-worksheet/gratitude-journal-three-good-things>

QUESTIONS FOR DISCUSSION

- Who did you write a thank you letter to? Why is this person special to you?
- How did writing the letter make you feel?
- What are some other things that you are grateful for (like things you love to do, things that make you smile, things you couldn't live without)? Why are you thankful for these things?
- Why is it helpful to pay attention to things that you are thankful for?

CREDITS: Therapist Aid's Gratitude Letter available at <https://www.therapistaid.com/therapy-worksheet/gratitude-letter/positive-psychology/children>

Image credit: Pixabay

Gratitude Letter Worksheet

Instructions: Use this worksheet to write a letter to someone you are thankful for. You can finish each sentence or just pick a few. When you are done, send your letter to that person if you are able to.

To: _____

Thank you for being my _____

I am thankful for you because...

I think you are special because _____

I have fun with you when _____

You are important to me because _____

When I think about you, I feel _____

From: _____

Gift Box

ACTIVITY DESCRIPTION

In this SEL (social and emotional learning) and art activity, youth will explore the things that they enjoy doing and the things that make them special. As part of the 'Passion and Purpose' unit, this is designed to help youth begin to identify what they are passionate about. This activity encourages self-awareness and self-management skills.

SUPPLIES

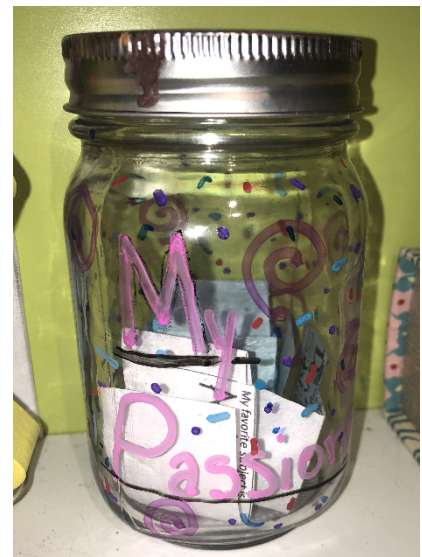
- Gift Box Worksheet
- Small – medium container or box
- Scissors
- Markers
- [Optional] Craft items to decorate your box like magazines, stickers, etc. and glue

STEPS

- Recognizing and exploring the things that make you special and the things you enjoy doing can help you figure out what your passions are.
- Passions are things that you have a strong liking for and greatly enjoy doing like art, music, doing science experiments, playing soccer, helping others, taking care of animals, reading, and many more.
- In today's activity you will focus on who you are on the inside - like things you are good at, things you enjoy doing, things you are proud of, things that you enjoy learning about, and more.
- Fill out the Gift Box Worksheet by writing or drawing your response to each of the sentence starters.
- Cut up the pieces of paper and add them to your "gift box".
- You can also add items to your gift box too like small objects, notes or photos that remind you of the things you enjoy doing.
- Use markers and craft items to decorate the outside of your box.

ADAPTATIONS

- If delivering the activity in-person or virtually, have each youth share a few of their gifts with the group out loud.
- If delivering the activity digitally, create a space where youth can post a few of their gifts and strengths. You can also create a space where youth can recognize their peers by contributing to each other's gifts.



EXTENSIONS

- Recognize the strengths and gifts of your peers and ask them to recognize you. Add the things that they share about you to your "gift box".
- Make a "summer love" box that you add to all summer. You can add things that you enjoy about the summer, things that you did during your summer, and things that you are looking forward to.

QUESTIONS FOR DISCUSSION

- What was it like to write down the things that you enjoy doing? How did it make you feel?
- What are some of the things you wrote down?
- What is something that you are passionate about that was not included in your container?
- Was it challenging to answer any of the questions? Why or why not?
- What did you learn about yourself from this activity?

CREDITS: South Lake's Federation's 'My Gifts and Qualities' available at <https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179103424.pdf>

Gift Box Worksheet

Instructions: Passions are things that you have a strong liking for and greatly enjoy doing. Finish each sentence starter by writing or drawing your response. Cut up the pieces of paper and add them to your “gift box”.

One thing I like doing is...	I feel safe when I am...
I feel good about myself when I am...	Something that I enjoy learning about is...
My favorite subject is...	Something I like to do in my free time is...
Something I am proud of is...	If I could have any job when I get older it would be...
Someone who inspires me is...	One thing that makes me special is that I...

Meaningful Mealtime

ACTIVITY DESCRIPTION

In this social and emotional learning (SEL) activity, youth will create a jar with conversation starters to use with their families. As part of the 'Passion and Purpose' unit, this activity will help youth think about what excites and motivates them and how to have meaningful conversations. This activity supports the development of self-awareness, relationship-building and communication.

SUPPLIES

- Scissors
- Jar or box
- Paper
- Markers, colored pencils or crayons
- Clear tape
- Meaningful Mealtime Worksheet

STEPS

- Talking to your family and friends about what interests you, is a great way to build support and to create a stronger bond between you.
- We are going to create a fun way for you to have conversations with your families and friends about your passions and interests, and to learn about theirs.
- First, cut out each of the squares on the Meaningful Mealtimes Worksheet.
- Next, add two more questions that are about passion and interests. These can be questions about what you enjoy doing or what inspires you.
- Put the pieces of paper in a jar or box.
- If you'd like, you can decorate the outside of the box or jar, and add a "Meaningful Mealtime" label to the outside.
- At your next meal with friends or family, gathering or time together, bring the box.
- Each person should pick a question or topic from the jar and answer it. Do this until all questions and topics have been picked.

ADAPTATIONS

- If delivering the activity virtually or in-person, have youth share out their favorite questions, and take turns answering the questions and topics. At the beginning of the conversation, remind youth they do not have to answer the questions if they do not feel comfortable sharing.



EXTENSIONS

- Add more topics to your Meaningful Mealtime jar. Have family members or friends suggest new topics and questions to add.
- Turn one thing from your conversation into action. For example, if someone likes volunteering, make a plan to volunteer together.
- Programs can use the topics for opening and closing their virtual or in-person sessions. Select a few topics and have each youth give a response, or put youth in small groups to answer the topics.

QUESTIONS FOR DISCUSSION

- How did it feel to answer some of these questions?
- What are some things you learned about those around you?
- Which responses from your family or friends was the most surprising to you?
- What would you do if someone took something you cared about away from you? How would you feel?"

CREDITS:

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

Meaningful Mealtime Worksheet

Instructions: Cut out the cards below. Then use the blank cards to make up 2 Meaningful Mealtime topics of your own. The topics should be questions about what someone is interested in or what inspires you.

The one thing I can talk about for hours is _____.	When was the last time you were doing something and lost track of time because you liked the activity so much?
If you won the lottery, what would you do with the money?	Who do you look up to? Who is your role model? Why?
If you could make one rule that everyone in the world had to follow, what rule would you make? Why?	If you could change one thing about the world, what would it be?
Name the last time you felt really proud of yourself.	If you could grow up to be famous, what would you be famous for?
Name three things you are really good at.	What do you know how to do that you can teach others?

Stay Positive Journal

CHALLENGE DESCRIPTION

In this language arts and social and emotional learning (SEL) challenge, youth will reflect on the positive parts of their day for four consecutive days. As part of the 'Passion and Purpose' unit, this challenge will help youth identify examples of where they excel or contributed positively to their home or community. This challenge supports the development of writing skills, self-awareness, and self-motivation and communication.

SUPPLIES

- Paper (any color)
- Pencil or pen
- Stay Positive Journal Worksheet

STEPS

- In this challenge, you will spend some time thinking about the positive things about you and the positive things you do for others.
- Throughout the day, pay attention to when you do something well or you see something positive happening in your home or community. (It doesn't have to be a big thing. It can be as small as something nice someone said to you). If you can, write it down so you remember it later.
- At the end of each day, use the Stay Positive Journal Worksheet to think about those positive experiences you had.
- Complete the sentences for the day. You can draw your answer or write. If you are writing, give details on when, what and where. For example, *I felt proud when I helped my sister with her homework without being asked.*
- Repeat this process for the next three days.

ADAPTATIONS

- If facilitating virtually or in-person, put youth in pairs or small groups to share out some of their journal responses. Afterwards, discuss if keeping a positive journal helped youth focus more on the positive aspects of their day.
- Some youth may not be able to easily identify positive moments in their day. Encourage youth to seek out the positive moments – even if it's a very small moment or gesture that happens that day.



EXTENSIONS

- Keep the journal going. Make a habit of noticing the positive experiences in your life and writing or drawing about them in a journal at the end of the day.
- Check out the "Gift Box" activity where you can identify positive qualities and interests.
- Challenge yourself to try out the "10 Days of Kindness Challenge" where you will do 1 random act of kindness each day for 10 days.
- Is there something good that happened that you would like to do more often? Start with setting goals for yourself, and then create a habit. For example, maybe you wrote down in your journal that you were proud of yourself for biking. Set a goal to bike more often, or invite a friend to bike with you.
- You are more likely to feel better about yourself when you help other people. Check out <https://www.dosomething.org> for ideas on how to give back.

CREDITS: Therapist Aids' Self Esteem Journal, available at: <https://www.therapistaids.com/worksheets/self-esteem-journal.pdf>
Image credit: Freepik

Stay Positive Journal Worksheet

Instructions: Complete a journal entry each day for four consecutive days. At the end of the day, think about the positive experiences you had that day and complete the two sentences. You can either draw or write your responses. Repeat this process for the remaining three days

DAY 1	
Something I did well today...	Today I had fun when...

DAY 2	
Something I did for someone...	Today I accomplished...

DAY 3	
I felt good about myself when...	Something someone else did for me that I appreciated today...

DAY 4	
I felt proud when...	I was happy for <i>(insert someone's name)</i> when they...

Strong Roots

ACTIVITY DESCRIPTION

In this SEL (social and emotional learning) activity, youth will explore the supports that they have in their lives. As part of the 'Passion and Purpose' unit, this activity is designed to help youth identify the people that support them, the opportunities they have, and their positive beliefs about themselves. This activity encourages self-awareness, self-efficacy, and self-confidence.

SUPPLIES

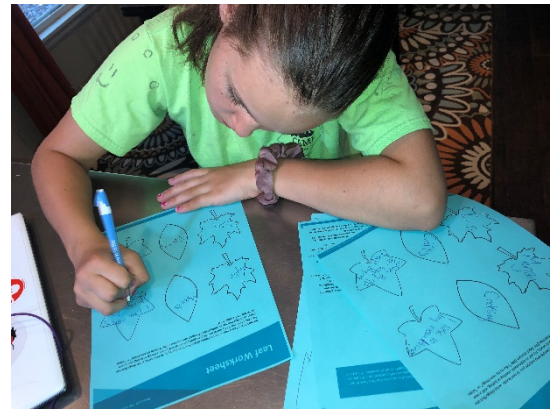
- 2 pieces of brown construction paper
- Pen or pencil
- Green crayons or markers
- Scissors
- Tape or glue
- Leaf Worksheet

STEPS

- Having people in your life who believe in you and support you, having the chance to try and do certain things, and believing in yourself and your abilities helps you to do the things you are passionate about.
- Passions are things that you have a strong liking for and greatly enjoy doing, like art, music, doing science experiments, playing soccer, helping others, and reading.
- In today's activity you will explore the things in your life that can help you do the things you are passionate about.
- Cut one piece of brown paper in half, the long way. Lay your paper flat on the table. Tape or glue the 2 pieces together to make a tree trunk.
- Draw branches on your other piece of brown paper. Cut them out. Tape or glue them to your tree trunk.
- Fill out the Leaf Worksheet to explore:
 - People who support you
 - Things you get to try and do (like play sports, try out an instrument, cooking or baking, visit a new place)
 - Your positive thoughts about yourself
- Use the green markers or crayons to color your leaves.
- Cut out the leaves. Lay the leaves out flat on the table and tape or glue them to your tree branches.

ADAPTATIONS

- If delivering the activity in-person or virtually, have each youth share what they wrote on a few of their leaves with the group.



EXTENSIONS

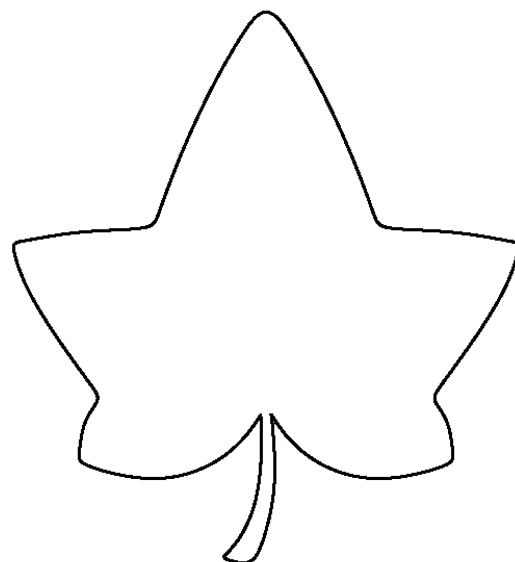
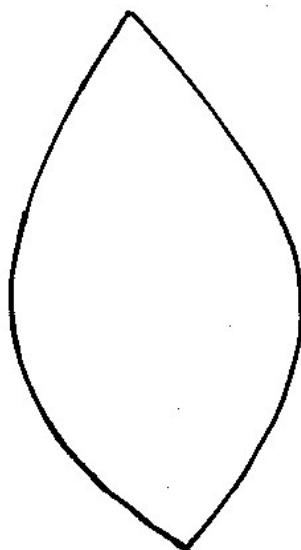
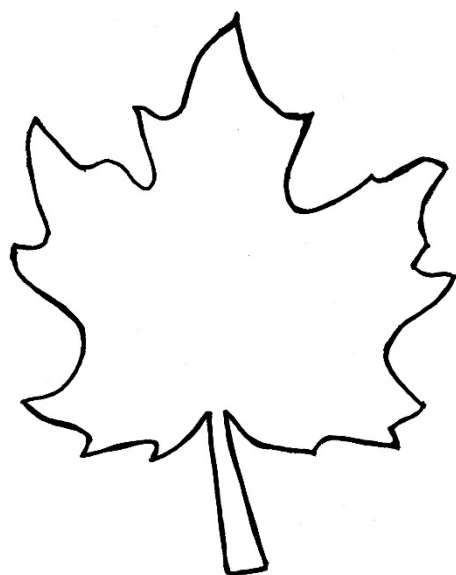
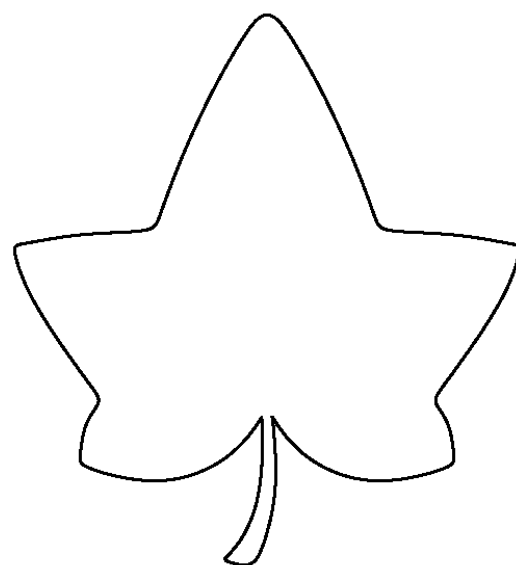
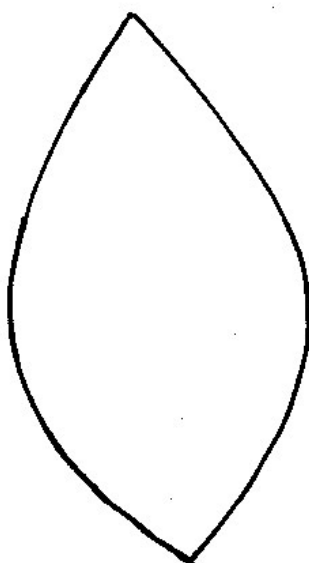
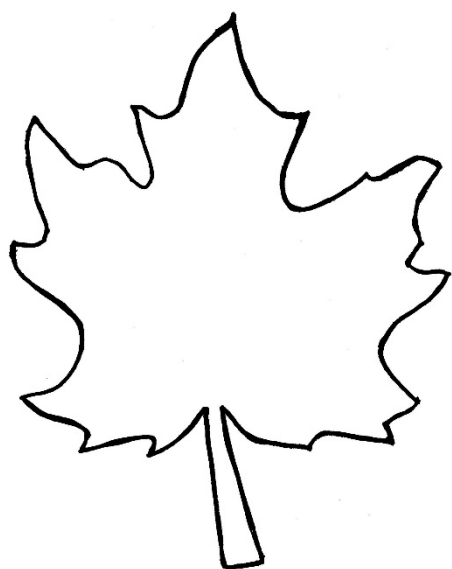
- Create a tree for your classroom or group and have all youth add their leaves to the tree.
- Create a family tree where youth identify the history, strengths and traditions of their families/caregivers and culture. What makes your family special? What traditions do you share? What makes your family strong? What things do you like to do together? How does your family support each other?

QUESTIONS FOR DISCUSSION

- What was this activity like for you? What was easy? What was hard?
- Who are some of things that you wrote about on your leaves?
- Are there things that you learned from your family or in your community? What are they?
- How does having these things in our lives help us do the things we are passionate about?
- How are the things that we shared different from each other? How do these differences make us special?
- How can we support each other? What are some of the things that we can do to support each other?

Leaf Worksheet

Instructions: In two leaves, write the names of people who support you. In two leaves, write things that you have had the chance to try out or do (like play sports, try out an instrument, cooking or baking, visit a new place). In the last two leaves, write positive thoughts about yourself (like “I like to try new things” or “when things are hard I keep trying”).



10 Days of Kindness Challenge

CHALLENGE DESCRIPTION

In this challenge, youth will perform a simple act of kindness each day for 10 days. As part of the 'Passion & Purpose' unit, this social and emotional learning (SEL) activity and service-learning activity is designed to help youth develop generosity and compassion. This activity supports the development of self-awareness, respect for others, empathy, and leadership skills.

SUPPLIES

- A copy of '50 Simple Acts of Kindness: Just for Kids': <https://www.createkidsclub.com/wp-content/uploads/2017/11/Acts-Of-Kindness-12.13-1.pdf>
- Pen or pencil

STEPS

- We need to distance ourselves, but that doesn't mean we can't help each other. Doing small acts of kindness can help people feel more connected and cared-for. Doing small acts of kindness can also help you feel
- In this challenge you will try to do one simple act of kindness every day for 10 days in a row.
- First, look at the ideas in the handout '50 Simple Acts of Kindness'. You can also check out: <https://inspirekindness.com/blog/kindness-ideas-kids-covid19-coronavirus>. Circle or underline the ideas that you like and that you could do safely with social distancing in place.
- Then, see if you can add some ideas to the list. What else could you do that could help someone out or make someone's day a little easier? Try to come up with 3 ideas.
- Try to do 1 act of kindness every day for 10 days in a row.

ADAPTATIONS

- If facilitating the activity in-person or virtually, review the ideas on the lists with youth and then have them share ideas for additional acts of kindness they could do. Create a list.
- If facilitating the activity digitally, virtually or in-person, create a shared tracker where youth can check off each day and share what kind act they did.
- If delivering the activity through take-home resources, encourage families to do acts of kindness together and talk about their experiences. The following link includes kindness ideas and discussion questions for families: <https://www.doinggoodtogether.org/bhf/30daykindnesschallenge>



EXTENSIONS

- Try to do 1-3 acts of kindness that you've never done before.
- Try to do something nice for someone without them knowing it was you who helped them.
- Participate in the 'Happy Heart Hunt' by making a heart from any object and taping it to a street-facing window to send your love out to the world. For more information: <https://kidsforpeaceglobal.org/happyheart/hunt/>
- For a ton of great kindness building activities, check out the Random Acts of Kindness Foundation at: <https://www.randomactsofkindness.org/>

CREDITS: '50 Simple Acts of Kindness: Just for Kids' available at: <https://www.createkidsclub.com/wp-content/uploads/2017/11/Acts-Of-Kindness-12.13-1.pdf>
Image credit: Bri Gaston-Bell; Micah Gaston-Bell

Invent a Better World

ACTIVITY DESCRIPTION

In this social and emotional learning (SEL) activity, youth will create an invention that helps to solve a problem in their home or community. As part of the 'Passion and Purpose' unit, this activity supports the development of analyzing situations, solving problems, perspective taking, self-efficacy and creativity.

SUPPLIES

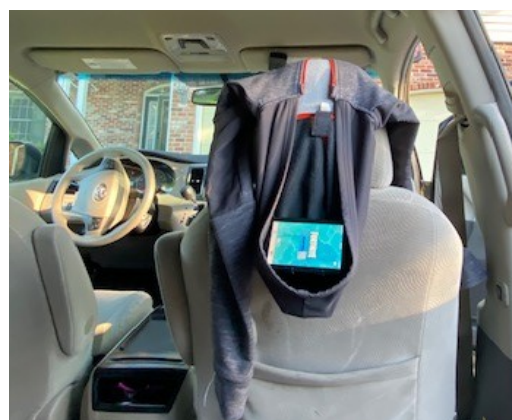
- Common materials found around the home, such as tape, paper, string, glue, rubber bands, garbage bags, and scissors.

STEPS

- In this activity, you will think of a challenge in your home or community that can be made better with a new invention. Think about moments you or someone in your home or community regularly feel frustrated.
- If you can't think of a challenge, that's okay. You can select from this list below.
 - Make a new 6 pack holder - Invent something that can hold six cans that's safe for animals, while also, sturdy and easy to carry. Materials could include string, duct tape, cardboard, or rubber bands. For more ideas on holders, take a look here: https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_3_Harmless_Leader_ENG.pdf
 - Make an emergency shelter – Invent something that a hiker or someone in an emergency could take shelter in. Materials could include garbage bags, sticks, tape and string. For more ideas on shelters, take a look here: https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_4_Speedy_Leader_ENG.pdf
 - Create a game – Invent an indoor game that gets kids off their couch and moving. Materials could include balls (any shape or size), cups or other containers, string, and tape.
- Once you have picked the problem you want to solve, describe what you want the invention to do. For example, "it should be large, but not too heavy. It should keep someone warm"
- Explain your invention to your parents, and ask them to help get the materials you need. Now, build your invention!
- Test your invention. Does it do what you wanted it to do?

ADAPTATIONS

- If delivering the activity virtually, have youth share out the problem they are trying to solve and their inventions.
- If delivering digitally or through take-home packets, encourage youth to share photos of their invention on your platform.



EXTENSIONS

- Keep it going. Think of different challenges in your home and community and create new inventions.
- Find a container where you can collect supplies that you might use for inventions.

QUESTIONS FOR DISCUSSION

- How did you come up with your invention?
- What was the problem you were trying to solve?
- How did you know if you were successful?
- Did your invention work the first time you tested it? If not, how did you fix it?

CREDITS: PBS Kids' "Invent It, Build It", available at: https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_Guide_Full.pdf

Pass the Ice Cream

ACTIVITY DESCRIPTION

In this literacy and social and emotional learning (SEL) activity, youth will reflect on sharing with others. As part of the 'Passion and Purpose' unit, this activity will help youth learn about the importance of sharing and putting other's needs before their own, and teach them about acting with compassion and integrity. This activity supports the development of literacy skills, respect for others, empathy, and relationship-building.

SUPPLIES

- Computer or mobile device
- Internet access
- Paper
- Markers, colored pencils or crayons

STEPS

- First, watch this video of a book called "Should I Share My Ice Cream?" by Mo Willems. Here is the link to the video:
- https://www.youtube.com/watch?v=IU_2AC59Rgg
- Gerald had a hard time making a decision. In the beginning, he did not want to share his ice cream with Piggie. He waited so long that the ice cream melted, and he did not get to eat it either.
- Write or draw a different end to the story. What can Gerald do differently so that everyone is happy? How can he show that he cares how Piggie feels? How can he share his ice cream, while also getting to enjoy it too?
- Get out a piece of paper. Use markers, crayons or colored pencils to draw a different story.

ADAPTATIONS

- If delivering the activity virtually or in-person, read the story together. Then, draw your new ending to the story together or have youth share out their new endings.
 - While reading the story pause for questions such as, "What is he feeling? What caused him to feel that way?"
- If delivering the activity digitally or through take home, ask youth to post a photo of the new ending to the story to your platform, and/or answer the Questions for Discussion.



EXTENSIONS

- Check out the "Ice Cream in a Bag" activity where you will learn to make homemade ice cream and have a chance to share it with someone you love.
- Check out the "10 Days of Kindness Challenge" where you will get to do a simple act of kindness each day for 10 days.
- Talk to your family about identifying a few toys, clothing or other items that you are no longer using and donating them to a local charity.
- Bake or cook something for a neighbor. For example, work with your family to bake cookies and give them to a neighbor.
- Share compliments. Challenge yourself to say 5 nice things to the people you love today.

QUESTIONS FOR DISCUSSION

- What does it mean to be a good friend? How do friends speak to each other?
- How does it feel when someone shares with you?
- Why can sharing be hard? What does it feel like when someone doesn't share with you?
- Have you ever had to make a hard decision about sharing or taking turns? What happened?

CREDITS: Image credit: Youth Putt, Stephanie Putt

Ice Cream in a Bag

ACTIVITY DESCRIPTION

This cooking and social and emotional learning (SEL) activity can be used to build off of what youth learned about sharing in the 'Pass the Ice Cream' activity or can be implemented as a standalone. As part of the 'Passion and Purpose' unit, this activity will help youth learn about the importance of sharing, putting other's needs before their own, and acting with compassion and integrity. This activity supports the development of respect for others, empathy, and relationship-building.

SUPPLIES

[Note: You will need an adult to help you with this activity.]

- Tools
 - 1 quart-size sealable plastic bag
 - 1 gallon-size sealable plastic bag
 - Measuring cups and spoons
- Ingredients
 - 1 cup half and half
 - 1 cup heavy cream
 - ¼ cup sugar
 - 1 teaspoon vanilla extract
 - Ice cubes
 - ½ cup salt (Kosher or rock salt)

STEPS

- We are going to practice what we learned from the 'Pass the Ice Cream' activity. What happened in the 'Should I Share My Ice-Cream?' book? How did you rewrite the end of that story?
- Today, we are going to make ice cream in a bag, and share it with someone. Here are the steps to making ice cream:
 - Measure the cream, sugar, and vanilla extract into the quart-size bag. Zip it up tightly.
 - Fill the gallon-size bag with ice. Add the salt. Put the sealed smaller bag inside. Now zip up the larger bag.
 - Shake the bags to make ice cream! It will take about 5 minutes until the cream hardens.
 - Carefully take the smaller bag with the ice cream out of the larger one. If you see salt on the bag, wipe it off.
 - Scoop the ice cream out of the smaller bag with a spoon.
- Share your ice cream with a family member or friend!

ADAPTATIONS

- If delivering the activity in-person, make the ice cream together. If you choose to share, follow your organization's sanitation protocols.



EXTENSIONS

- Check out the 'Pass the Ice Cream' activity. In that activity, you will hear a story about sharing and then come up with a new end to that story.
- Check out the '10 Days of Kindness Challenge' where you will try to do something kind for someone every day for 10 days.
- Share the recipe with a friend or family member. Take a video of yourself making the ice cream or take a picture of the recipe and share it.

QUESTIONS FOR DISCUSSION

- Did you want to eat all of the ice cream yourself? Did you find it hard to share?
- Did you make the ice cream with someone else? If so, how did you take turns making it? Is it easier to make food with someone else?
- What do you enjoy about sharing food that you make with friends or family members?

CREDITS: Make Your Own Ice Cream from Kid Stir, available at: <https://kidstir.com/ice-cream-in-bag/>

Differences & Similarities

ACTIVITY DESCRIPTION

This SEL (social and emotional learning) activity introduces ideas of diversity and inclusion. As part of the 'Passion and Purpose' unit, this activity is designed to help youth begin to identify how differences make people special and unique, to not judge people by their outsides, and to treat others fairly. This activity encourages perspective-taking, appreciating diversity, respect for others, and empathy.

SUPPLIES

[Note: If this activity is being delivered in-person or virtually to a group, only the person facilitating needs to have these supplies]

- 1 white egg
- 1 brown egg
- 1 egg with a spot or a mark on it (any color)
- 1 egg with a small crack in it (not enough to break the egg open). Make a small crack if none of your eggs have cracks.
- 1 bowl for each egg

STEPS

[Note: This activity involves discussion on diversity and inclusion and is best completed with a staff member or family member. You may find it helpful to review a few key principles for discussing diversity and inclusion prior to this activity:

<https://www.tolerance.org/magazine/publications/beyond-the-golden-rule/the-elementary-preteen-years-ages-6-12/principles-to>]

- Being different is not a bad thing. Being different is a good thing. Our differences allow us to make unique and special contributions to our communities and to our world.
- Sometimes people forget this though and we don't include or treat people kindly and fairly who are different.
- When it comes to who we are on the inside, we have a lot of things in common.
- Gently lay out the eggs. And look closely at the:
 - Size
 - Color
 - Any marks
 - Cracks
- How are they similar? How are they different?
- Guess what each of the eggs will look like on the inside.
- Crack each egg open in a bowl. How do the eggs look on the inside?
- Even though the eggs look different on the outside, they are all the same on the inside!



STEPS (continued)

- How are these eggs like people?
- We may be different sizes, shapes, have different skin colors, or have differences in ability. On the inside, though, we all have the same things - like, blood, muscles, a heart, a brain, and thoughts and feelings.
- What would it be like if we were all exactly the same?
- Our differences are what makes our program, our schools, our communities and our world more interesting and exciting.
- Why is it important to recognize our differences?
- The ways that we are different – our skin color, our abilities, our size, our shape – means that we all have different experiences in the world. These experiences make us who we are.
- Have you ever been judged for being different? What was that like? How did that feel?
- What are some of the differences that you are proud of?
- How could this activity change the way you think about or treat people?

Differences & Similarities

ADAPTATIONS

- If eggs are difficult to obtain, you can also use M&Ms for a similar lesson. Click here for more details: <https://jewishspecialneeds.blogspot.com/2019/02/using-m-to-teach-diversity-and.html>
- If delivering the activity in-person or virtually, you will only need one set of materials for the facilitator to display.
- If delivering this activity digitally or through a take-home packet, it is recommended that parents/caregivers to participate in the activity alongside their children in order to support discussion.

EXTENSIONS

- Diversity and inclusion are best taught over an extended period of time, by incorporating lessons, practices and conversations into your everyday programming. The Random Acts of Kindness Foundation offers a free, CASEL aligned out-of-school time curriculum for pre-K through 6th grade with 15-30 minute lessons that focus on respect, caring, inclusion, integrity, responsibility, and courage: <https://www.randomactsofkindness.org/for-educators>
Sign up and then scroll down to find 'Kindness Beyond the Classroom' rather than the school-based program.
- If your program has been established as a safe space, some youth may feel comfortable sharing their own challenges and/or disabilities as part of the dialogue. This may provide an opportunity to discuss "invisible disabilities" such as dyslexia, anxiety, autism, etc.
- Make one list of things that others would know about you from just looking at you. Make another list of things that people would not know about you just by looking at you. Which list has more things on it? What are the things on your lists that feel most important to you? What does this teach you about yourself and others? (Consider using the Inside Outside Self-Portrait in the Healthy Life unit as a good starting point for this extension).

QUESTIONS FOR DISCUSSION

- See the activity steps for questions to discuss throughout and after the activity.

CREDITS: Removing the Stumbling Block's 'Teaching Diversity and Inclusion' activity, available at <https://jewishspecialneeds.blogspot.com/2014/06/teaching-diversity-and-inclusion-egg.html>

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