summer activity guide

Who I Am

ages
16-18

About the Summer Activity Guides

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

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

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

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

My Vision Board

ACTIVITY DESCRIPTION

In this art activity, teens will create vision boards for their future. As part of the 'Who I Am' unit, this activity is designed to help staff and teens get to know each other, and for teens to get to know their peers. This activity also helps teens reflect on their goals for the future. This activity supports the development of self-awareness and goal setting.

SUPPLIES

- Paper
- Markers/colored pencils
- Pictures from magazines or the internet
- Scissors
- Glue or tape

STEPS

- Vision boards are collages of images and words that describe your ambitions.
- Vision boards are designed to serve as inspiration for the future and to help you achieve goals.
- Write '(Name)'s Vision Board' on your paper.
- Ask yourself, "What do I want my life to look like a year from now? In 5 years? 10 years?"
- Think about things you want to experience, what you want to accomplish in high school, what college you want to attend, what career you want, etc.
- Cut and glue/tape images and words that represent your goals onto the paper.
- You may also draw any images or words.

ADAPTATIONS

- If facilitating virtually, this activity can also be done entirely on the computer by using a Word document or Google doc and finding different pictures online to create your vision board.
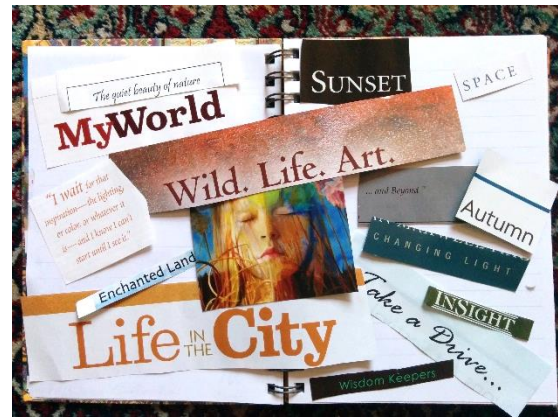
EXTENSIONS

- Share your vision board with a peer or trusted adult.
- Create an action plan to help bring your vision board to life – ask yourself:
  - "What do I need to achieve in order to make this vision board a reality?"
  - "What specific steps to I need to take now to achieve these goals?"

QUESTIONS FOR DISCUSSION

- What goals did you set for yourself? What are your post-secondary plans?
- What do you need to focus on so that you can achieve these goals?
- How can you make the most of your last year(s) of high school to achieve these goals?
- What obstacles may be in your way? How can you overcome them?
- Who is someone that can help keep you accountable to your goals?
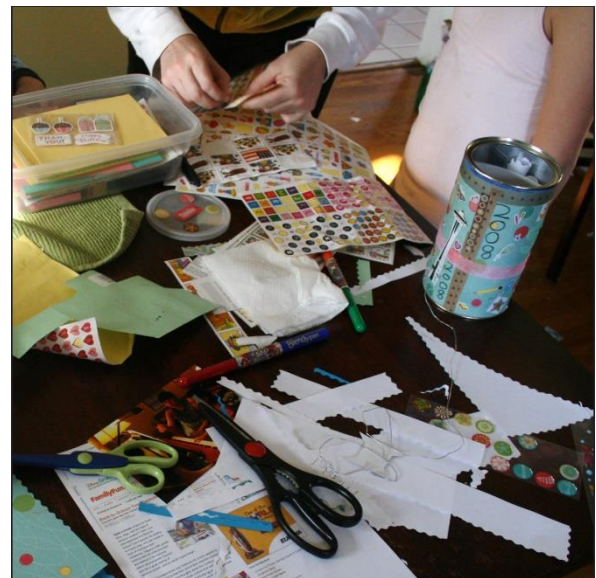
My Time Capsule

CHALLENGE DESCRIPTION

In this literacy challenge, teens will answer various prompts to create their own time capsule. As part of the 'Who I Am' unit, this challenge is designed to help teens reflect on how life has changed during these unprecedented circumstances, as well as serve to preserve their memories of this time. This challenge supports the development of self-awareness, reflection, and perspective-taking.

SUPPLIES

- Paper
- Pen or pencil
- A box or bag

STEPS

- Complete the following activities over the course of a week to put in your time capsule:
  - Write a list of all your favorite things during this time – What music are you listening to? What shows or movies are you watching? What has been your favorite snack?
  - Write a reflection about how you've felt during this time. Did you miss a graduation or important event? What are you grateful for? What are you doing to feel connected to others?
  - Interview a friend or family member about what this time has been like for them, and take notes.
  - Take or draw a picture of yourself.
  - Write a letter to your future self, describing what this time has been like for you.
- Once finished, add all of these documents to a box or bag and keep it somewhere safe – this is your time capsule!
- Look at your time capsule in a few months or a year to remember this time.

ADAPTATIONS

- If facilitating virtually, these reflections can be typed on the computer and printed out to add to the time capsule.

EXTENSIONS

- Make or decorate a box to where you can store your time capsule documents.
- Take a picture every day during this time of social distancing – you can create a collage or photo album to remember this time.
- Add other trinkets or treasures to your time capsule that will remind you of this time.
- Talk to your friends about what they put in their time capsules.

CREDITS

- Activity inspiration from https://letsembark.ca/time-capsule
- Photo by woodleywonderworks

My Personality

ACTIVITY DESCRIPTION

In this social-emotional learning (SEL) activity, teens will take a personality test and answer reflection questions. As part of the 'Who I Am' unit, this activity is designed to help teens understand their unique personality type and character traits. It will also help them see how their personality type impacts their day-to-day interactions, their emotions, and how they approach problems. This activity supports the development of self-awareness.

SUPPLIES

- Paper
- Pen or pencil
- Access to the internet

STEPS

- We've all taken dozens of online tests to find out what type of pizza you are or what type of dog you're most like – but what about an online personality assessment?
- Knowing your personality type can help you better understand yourself. There is no "right" or "wrong" here, your personality is what makes you unique!
- Take one (or both) of the online personality assessments here to find out your personality type.
  - Enneagram: https://www.truity.com/test/enneagram-personality-test
  - Myers-Briggs: https://www.truity.com/test/type-finder-personality-test-new
- Once you have completed the test and have your type, read up on your type here:
  - Enneagram: https://www.enneagraminstitute.com/type-descriptions
  - Myers-Briggs: https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/

ADAPTATIONS

- If teens do not have internet access, you can print out assessments from the above sites for each teen and provide them along with a scoring rubric and type descriptions.
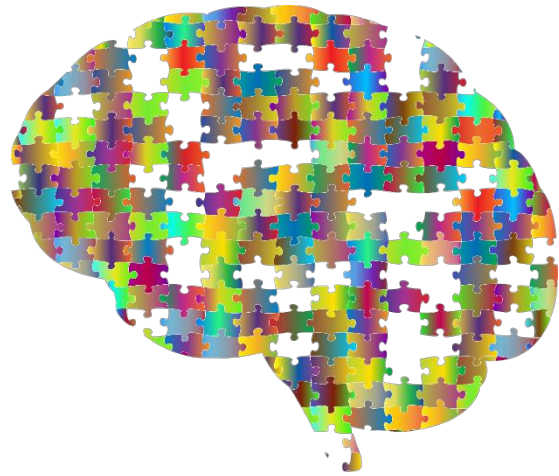
EXTENSIONS

- Write a reflection about what you have learned about your personality type:
  - What did you learn about yourself?
  - With which pieces of the personality assessment do you agree and/or disagree?
  - How has this changed the way you view your emotions or your interactions?
- Ask your friends, family, or co-workers to take these tests and share their types with you so you can learn more about each other.

QUESTIONS FOR DISCUSSION

- How can you use what you have learned about your personality type to help you succeed in high school and beyond?
- How can your personality type help you succeed in your desired career?
- Employers are increasingly using personality tests in hiring – do you think that's a good idea? Why or why not?
- How can you use this information to improve your relationships with friends and family?

Blackout Poetry

ACTIVITY DESCRIPTION

In this art and literacy activity, teens will use old texts to create new poems. As part of the 'Who I Am' unit, this activity is designed to help teens express themselves and their feelings. This activity supports the development of creative thinking, self-awareness, and communication.

SUPPLIES

- An old book, magazine, or newspaper
- Pencil
- Markers or colored pencils

STEPS

- Select a passage from an old book, magazine or newspaper to use for your poem.
- Read the passage and pick out an anchor word – a word that stands out to you because of its meaning or theme.
- Read the passage again and lightly circle any words or phrases that connect to your anchor word – write these words down, in order, on a separate piece of paper.
- Look at the words on your separate piece of paper and see how you can string them together to create a poem. Eliminate any words or parts of words needed to help your poem make sense.
- Keep in mind that the final poem will be whatever words are left on the page, in the order that they appear in the original text.
- Go back to the original text and circle all of the final words you selected. Erase the circles around words you did not use.
- Create a drawing or design on the original text that relates to your poem, blacking out all unused words.

ADAPTATIONS

- To do this on a computer, teens can copy and paste text from a book, magazine, or newspaper into a Word document or Google doc and highlight the words they want to use the blackout the text they do not need.
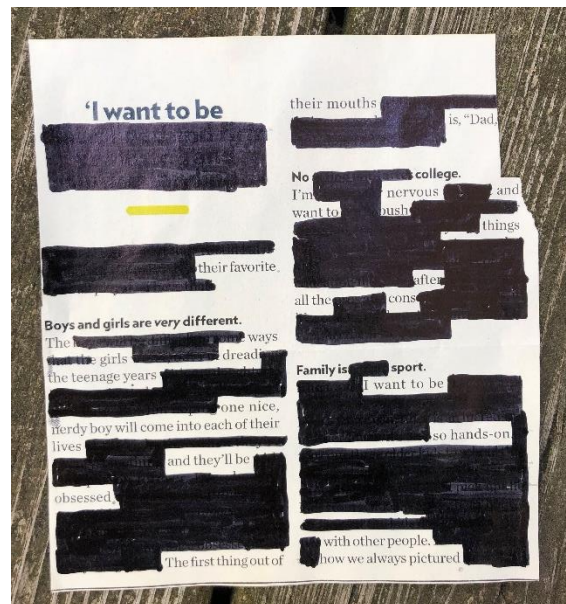
EXTENSIONS

- Share your poem with friends or family.
- Try making blackout poetry in multiple different books, magazines or newspapers. See how the tone or subject matter changes based on the different texts you use.
- Try making multiple blackout poems all under the same theme.

QUESTIONS FOR DISCUSSION

- What was it like to create a poem from someone else's words? What were the challenges?
- Why did you pick the page you picked?
- What is the tone or mood your poem?
- How did you come up with the theme for your poem?
- How does the poem you created reflect your feelings or experiences?

CREDITS

- Activity inspiration from https://www.scholastic.com/teachers/blog-posts/john-depasquale/blackout-poetry/

Feelings Jar

CHALLENGE DESCRIPTION

In this social-emotional learning (SEL) challenge, teens will track their feelings for a week by recording their emotions on slips of paper that they will keep in their "feelings jar". As part of the 'Who I Am' unit, this challenge is designed to help teens understand and reflect upon their feelings, as well as identify the causes of these emotions. This challenge supports the development of self-awareness, identifying emotions, and emotional regulation.

SUPPLIES

- Paper
- Pen or pencil
- Scissors
- Jar or bowl

STEPS

- Cut pieces of paper into slips.
- Pick 4-5 times a day that you will reflect upon your emotions (when you wake up, midday, afternoon, evening, before bed) – set a reminder on your phone or find an accountability buddy if needed!
- At these times, stop what you're doing and think about how you're feeling in that moment – excited, tired, calm, anxious, etc.
- Write that feeling on one of the slips of paper, along with a reflection for why you are feeling that way. For example, maybe I am feeling tired because I had a hard time falling asleep last night.
- Once you have finished writing, put the slip of paper into a jar or bowl.
- Continue this activity for a week, until you have a jar full of your feelings!

ADAPTATIONS

- Instead of using paper slips and a jar, teens could keep track of their feelings and the causes of these feelings in a journal, a Word document, or in the 'Notes' function of their cellphone.

EXTENSIONS

- Once you have finished recording your feelings for a week, look at all the slips of paper and sort them by type of emotion.
  - What themes did you notice? Were you more upset in the evenings? Were you happier when connecting with friends? Make a graph of the frequency of your different feelings.
  - Were there specific places or activities that were associated with specific feelings?
  - Make a plan for what you can do (or stop doing) to make sure you are feeling like your best self.
- Discuss your emotions with a peer or trusted adult.
- Check out the resources under the "Feelings & Emotions" tab at https://kidshealth.org/en/teens/your-mind

CREDITS

- Image: "My gratitude jar" by KatjaLinders is licensed under CC BY-NC 2.0

The 50 State Afterschool Network

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