



Camp Fire



Starflight
FACILITATOR GUIDE

Special Thanks

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Camp Fire Central Puget Sound, Seattle, Washington
Camp Fire Snohomish County, Everett, Washington
Camp Fire Angeles, Long Beach, California
Camp Fire Orca, Tacoma, Washington





starflight

The journey awaits! The Starflight curriculum is developed for youth in grades K-2 to explore their Sparks, learn new skills, and build strong relationships. Through a mixture of games, art, discussions and service-learning projects, youth build relationships, tap into their passions and potential and give service – so they can thrive and contribute to their communities.

This curriculum features a variety of activities – from creative arts to physical games - to engage both brains and bodies. Through hands-on experiential learning, the Starflight curriculum builds upon interests, curiosity, culture, diversity and the lives of each young person. This curriculum is meant to be facilitated in a small group setting to allow for youth to create a sense of community and practice using their voice and choice.

YOUTH EXPERIENCES

The Starflight curriculum uses experiential learning to create a deeper connection and sense of belonging in the program and/or the community. It encourages youth to think deeply and engage in inquiry about self, others and the natural world. Through these activities, youth discover, explore and develop their Sparks along with their peers. They create a Camp Fire community where they support each other as they grow.

As a facilitator of the curriculum, you can encourage youth to bring their “whole selves” into each activity. By using this curriculum, you can place youths’ interest, backgrounds, experiences, culture, and multiple identities at the core of the program, using this to ignite curiosity and action. You can prioritize youth and serve as their Spark Champions by modeling growth mindset, building on youth experiences, and allowing youth to use their voice.

YOUTH VOICE AND CHOICE

At Camp Fire, youth voice is a part of everything we do. We would not be Camp Fire without it. In order for youth to thrive now, our program staff and volunteers need to know the power of youth voice.

The Innovation Center describes youth voice in this way: Youth participation can thus be defined as involving youth in responsible, challenging action that meets genuine needs, with the opportunity for planning and/or decision-making affecting others (site this?). There is mutuality in teaching and learning (between youth and adults) and where each age group sees itself as a resource for the other and offers what it uniquely can provide.

While facilitating this curriculum, you have the opportunity to provide space for youth to practice voice and choice and have a say in the activities they complete. Including youth in decision making as well as allowing them to lead themselves and their peers will transform this curriculum from just a group of activities to a memorable experience.



Camp Fire History

Camp Fire has been an **innovative leader** in youth development for over 100 years.

We have a rich legacy! You might remember us as Camp Fire Girls or Camp Fire USA, which were key parts of our organizational journey. What's kept us thriving? Our commitment to diversity and inclusion from the very beginning; incorporating youth voice into all we do; our intentional effort to reflect, evolve, and use cutting-edge research to best meet the needs of today's families.

We got our start as Camp Fire Girls in 1910, founded by Dr. Luther Halsey Gulick and his wife, Charlotte Vetter Gulick. They believed girls deserved the outdoor learning experiences that boys had and wanted to help **"guide young people on their journey to self-discovery"**.

While Camp Fire was America's first multiracial, multicultural, and nonsectarian organization for girls, we became co-ed in 1975. Since then, **ALL youth are welcome at Camp Fire**.

Now, we have 52 chapters or "councils" across the country, with far more than camp programs. But no matter the program or location across the country, the Camp Fire experience remains the same. **We focus on teaching youth the life skills they need to succeed and thrive, NOW.**

When our kids and teens thrive, it positively impacts every one of us—in our homes, schools, communities, and workplaces.



The Curriculum

Participants work through the Starflight curriculum by completing activities in each of the five Trails: Knowing Me, Family and Community, Creativity, Environment, and the Future. To complete a Trail, participants complete three activities under one of the Programs available. Programs are grouped together because they follow a specific theme (i.e. self-care, team building, creative writing, geology, etc.) and build upon each other to progress participants' understanding of the topic.

Each Trail has four Programs to choose from, with three activities in each. Work with the young people in your group to choose a Program they are interested in.



TRAILS & PROGRAMS

Starflight is organized into five subject areas, or Trails. They are:

- **Trail to Knowing Me:** Youth learn about relationships, improve communication skills, gain self-knowledge, and learn how to stay healthy and safe. This Trail relates to the long-term benefit of Health & Well-being, as youth learn how to take care of their mind and body.
- **Trail to Family and Community:** Youth learn about families and communities, how to work as a team, how to become effective leaders, and how to help out in their homes and communities. This Trail relates to the long-term benefit of Civic Engagement, as youth find their purpose in the world around them.
- **Trail to Creativity:** Youth stimulate creativity and imagination through activities that involve the visual and performing arts. This Trail relates to the long-term benefit of Academic success, as youth learn that creativity comes in many forms.
- **Trail to the Environment:** Youth understand and appreciate the natural world by participating in activities focused on nature, environmental awareness, and animals. This Trail helps develop a Life-long love of Nature.
- **Trail to the Future:** Youth develop numerous mental and physical skills needed for their futures by playing games to teach sharing, teamwork, and good sportsmanship. This Trail relates to the long-term benefit of Job/career readiness.

Each Trail is comprised of four Programs, which are topics under the subject area. Starflight is split into these Trails to ensure that the program works on the whole child; gaining skills that benefit youth's brains and bodies.

ACTIVITY FORMAT

All activities are presented in an easy-to-use and consistent format. The most important activity components featured in the template are:

- Brief description of the activity
- Materials needed
- Step-by-step instructions
- An explanation of Thrive{ology} concepts that can be easily incorporated into the activity
- Reflection questions
- Level adjustments to allow for the most engaging activity for all youth



Thrive it up!

Thrive{ology} is the method we use in our programs to practice essential skills and mindsets. This method is vital in instilling the social, emotional and cognitive skills children and teens need now to lead to long term benefits. In short, Thrive{ology} helps young people maximize their potential so they can thrive and contribute to their communities.

The activities featured in this curriculum have tips on how to intentionally imbed elements of Thrive{ology} into program time. Read through the Thrive it up! section before facilitating an activity to make sure youth are getting the most out of the experience

THREE TO THRIVE

Thrive{ology} is grounded in three research-based areas of adult practices that have been found to contribute to youth success:

- Teaching, modeling and embedding into activities **Thriving Indicators**—those essential skills and mindsets—that enable young people to grow up healthy, caring and responsible for themselves, their communities, and the world.
- Employing **Methods to Succeed**—strategies that ultimately lead to academic, career and life success—by actively supporting young people to explore their interests, develop a growth mindset, set and reach goals, and reflect on their experiences.
- Serving as **Adult Champions** by engaging youth in specific and intentional ways to build close connections and impactful relationships.

When adults utilize these practices, they create powerful experiences for youth in their program:

- Experiential Learning In, For, or About The Community or Outdoors
- Diverse, Equitable Environments That Are Inclusive of All Young People
- Adults Who Prioritize Youth
- Spark Discovery
- Peer-to-Peer Engagement
- Goal Management

THRIVING INDICATORS

These are the essential skills and mindsets needed to enable youth to reach their full potential. Each activity highlights the indicator(s) being worked on and provides tips on how to purposefully engage those skills.

- **Environmental Stewardship** – Young people engage with, develop a connection to, and ultimately take care of the natural world. They learn to create healthier natural environments and public spaces in their community - for all to enjoy!
- **Contribution** – Youth participate in positive engagement with their family, community, society, and the natural world. They learn the value in expressing care for others.
- **Social Skills** – Youth take others' perspectives into account, develop a sense of caring and empathy. Youth interact with and learn about other youth that they would not have met.
- **Self-Management** – Youth know how to regulate their emotions and behavior, take positive risks, and persist through life's challenges.



- **Positive Identity** – Youth’s sense of self-worth and self-efficacy. Youth intentionally explore the various ways in which he/she/they identify themselves. Youth feel empowered to make decisions for themselves and develop resilience in the face of challenges.
- **Creative Thinking**: Youth know how to tap into their creativity and innovation, solve different kinds of non-familiar problems in both conventional and innovative ways, and reflect critically on learning experiences and processes.
- **Sense of Belonging**: Youth feel they are an integral part of the system and they have agency within the environment; they feel accepted, valued and included by adults and peers.

METHODS TO SUCCEED

These are the strategies that help youth develop thriving indicators that will ultimately lead to life and career success, and include age-appropriate skill development related to sparks, growth mindset, goal management, and reflection.

- **Spark Discovery** – Identifying and developing those skills, interests, and characteristics unique to each young person that sparks excitement in them and motivates them to reach for their dreams and achieve their potential. Sparks can provide a positive direction or purpose for youth, and they bring joy to the young person’s life (Benson & Scales, 2009).
- **Growth Mindset** – Adopting a growth mindset embodies the belief that new skills can be learned at all times. Talents and abilities are not innate; rather, through working hard, one can continually learn and grow. Failure isn’t the end. Instead, it should foster deeper learning and effort to build the skills needed for immediate and longer-term success.
- **Goal Management** – Building goal management skills involves the process of selecting meaningful goals and managing factors towards achievement of them, including navigating challenges or shifting gears to work towards goal attainment. There are three phases of goal management: (1) selecting the goals; (2) creating the plan, including resources, to reach the goals; and (3) showing resilience when challenges arise or failure occurs along that path.
- **Reflection** – Creating the opportunity to reflect on activities and outcomes toward achieving goals. Through group processes and individual reflection, youth learn to assess key learnings, areas for improvement, and implications for the future. Reflection is incorporated as youth learn new skills and actively participate in new youth-led experiences.

ADULT CHAMPIONS

These are the elements, expressed in twenty specific actions that make relationships powerful in young people’s lives (Search Institute, 2018). When adults in the program carry out these actions, they are building what Search Institute defines as developmental relationships or “close connections through which young people discover who they are, gain abilities to shape their own lives, and learn how to interact with and contribute to the world around them” (2018). Integrate these actions whenever possible during the program and reflect often on how much attention you are giving relationships on an ongoing basis and with whom in your program.

- **Express Care** – be dependable, listen, believe in youth, be warm, encourage.
- **Challenge Growth** – expect the best from youth, stretch them, hold them accountable, reflect on failures.
- **Provide Support** – navigate and guide youth, empower them, advocate for them, set boundaries.
- **Share Power** – show respect, be inclusive, collaborate with youth, let youth lead.
- **Expand Possibilities** – inspire, broaden horizons for youth, connect them with opportunities.



Diversity and Inclusion

Camp Fire works to realize the dignity and worth of each individual and to eliminate human barriers based on all assumptions that prejudice individuals. Designed and implemented to reduce sexual, racial, religious, and cultural stereotypes and to foster positive intercultural relationships, in Camp Fire, everyone is welcome.

As one of the nation's leading youth development organizations, Camp Fire takes pride in its long-standing commitment to providing programs and services to all youth. Starflight reflects the Statement of Inclusion by including activities to practice collaboration, communication, and teamwork. Through these activities, facilitators can help provide a foundation for young people to work toward equity, inclusivity, and justice.

There are things facilitators can do to build the foundation. Some are small, like taking the time to learn the proper pronunciation of every participant's name or getting to know young people's families. Others require more time and investment, like incorporating identity-based responses into the study of texts and gathering information about participants' hopes, concerns, strengths, and life circumstances. At the community level, it is important to understand neighborhood demographics, strengths, concerns, conflicts, and challenges.

IMBEDDED IN THE CURRICULUM

There are several ways lesson topics in the Starflight guidebook work to build skills related to diversity and inclusion.

- Empathy
- Respectful dialogue
- Challenging perceptions
- Encouraging youth voice
- Supporting positive identity

Outside of the curriculum, there are several ways facilitators can support diversity and inclusion in the program space.

- Allow opportunities in small groups for youth to share knowledge, skills, and experience.
- Establish program norms and expectations that take into account different cultural and communication styles as well as gender differences and language needs.
- Avoid dividing group by gender. Using gender-neutral categories or allowing each youth to choose the group with which they identify affirms the experiences of all youth.
- Ensure displays, instructional materials, and other visuals used in program reflect the racial, ethnic, and cultural backgrounds represented by the group.
- Use young people's real life experiences to connect activity objectives to participants' lives.

Remember that **diversity is not always visual** – program participants may differ in ways that are not obvious at first glance. Sometimes, young people like to joke around or tease and may use language that is inappropriate or offensive. Because of this, facilitators must actively address all instances of bias, bullying, exclusion and disrespect during program time and discuss why it may be harmful.



Fire Starters

Fire Starters are a fun and effective way to kick off program time and promote peer support by allowing participants to bond with their peers, move around in energizing ways, and begin to focus on the activity. It is suggested that they are facilitated at the beginning of each session to help youth transition into program time.

Choose (or have youth choose) any of the following Fire Starter activities. Or create your own! There's a plethora of energizing, relaxing or bonding activities on the internet to choose from. Encourage the young people in your group to create and lead their own Fire Starters.



Brief Interviews

Divide youth into pairs, and have them interview each other for five minutes to find out three interesting facts about them. Bring the group back together, and have each participant introduce, and present the three things they learned about, their partner.

Cross the Line

Have all participants stand on one side of the program space. Read a statement, and anyone for which the statement is true must cross to the other side of the space. Have a discussion about the differences. Repeat the activity with more statements. This exercise can be used as a simple bonding exercise or as a way to inform the group about minority viewpoints and/or power dynamics.

Sample statements: "Cross the line if..."

- You have brown eyes.
- You grew up in this town/city.
- You feel safe walking alone at night.
- You can pick up a magazine and find people who look like you.

Bubble Names

Give each participant a large sheet of paper and instruct them to draw the letters of their name in large, open-spaced bubble letters. Ask participants to draw, in the open spaces of each of the letters, facts about themselves (e.g., favorite food, family, hobbies, birthplace, etc.). When everyone is finished, encourage youth to share and explain their bubble names.

Mill to Music

Play music from a phone or computer. While the music plays, have youth move around the room — they don't have to dance or even move to the beat; they simply mill about. Once the music stops, have the youth form a pair with the participant closest to them. Throw out a question for pairs to discuss for a minute, then start the music again and repeat.

Sample questions:

- What's your perfect Saturday?
- Which fictional character best represents you?

How do you feel about the group's progress so far?



Copy My Rhythm

Create a rhythm by clapping, snapping, knee slapping, vocal noises, singing, or any other noise. Participants follow the rhythm. This can be done as a repeating rhythm or as a call and response. Mix it up by increasing the difficulty as you go. Allow participants to lead the rhythm.

Bounce the Ball

This energizer requires a ball, anything from a tennis ball to a large bouncy ball. Have participants stand in a circle and bounce the ball to someone else while saying the name of a vegetable. That person must say the name of another vegetable while bouncing the ball to someone else in the circle. This goes on until people can't think of any new vegetables. This game can be repeated by playing with different categories (movies, celebrities, names of songs, presidents, etc.).

Yoga

Guide youth through a few yoga poses to relieve tension in their muscles and energize them for the session. Look into beginner yoga poses to teach participants, including the mountain pose, downward dog, warrior, and tree pose.

Mindfulness Body Scan

There are tons of mindfulness activities to choose from. For the body scan, have youth sit or lie down comfortably with eyes closed. Instruct them to zoom all of their attention to their feet and toes. Encourage them to notice how they feel. Zoom up and focus on the legs. Then move the focused attention to their torso and back. Continue to guide youth all the way up their bodies, paying attention to how the parts feel individually. At the end, instruct youth to focus on their whole bodies and think about what they can accomplish this session.

Stand Up

Have youth split up into pairs. Partners stand back to back and then sit down. With their feet flat on the ground, and without using their hands, the pair must then attempt to stand up. Tell them not to link arms during this activity, since it can cause shoulder strain.

Variations: After pairs have successfully stood up, encourage groups of four to try it, then six, and then possibly the entire group!

Stretching

Depending on the group, the simple act of standing up and stretching can work wonders for energy and relaxation. Have youth stand up, bend over, and touch their toes (or as close as they can get). Then they slowly roll their bodies up until, ultimately, they are standing tall with hands stretched toward the ceiling. This can be done with sounds or coordinated breathing. Repeat as many times as necessary.

Imagery

To relieve stress and get youth in the right headspace to start the session, guide participants through the relaxation jump start by encouraging them to each visit their “happy place” in their mind. Have youth close their eyes, listen to relaxing music, and envision this happy place, thinking about how it looks, feels, smells, and sounds—the more detail the better. Allow youth a few minutes to relax and transition to the rest of the session.



Groups Formers

Many activities in Starflight require youth to work in pairs or small groups. Group formers are a quick and interactive way to split participants up to complete an activity and structure heterogeneous groups. Allow opportunities for youth to choose the method in which they form groups.

LINE UP

Determine how many groups you need and what size they should be. Instruct youth to silently form a shoulder-to-shoulder line based on a given criteria. Once the line is formed, you can form groups by counting them off. Examples of criteria: birth date, height, size of favorite animal, hair length, etc.

PICK A CARD

Decide the number of groups you need and the number of young people per group. Sort cards according to suit, color, or value based on your needs. Have a volunteer distribute cards to participants and have youth find their group based on their card.

THIS OR THAT

As youth enter the program space, have a sheet or paper with a “this or that” question written at the top. Have participants choose one of the options by signing their name underneath it. Decide the number of groups you need and the number of young people per group and use the “this or that” responses to form them.

SELF-SELECTION

Determine how many groups you need and what size they should be. Allow participants to form their own pairs or groups based on a rule. Rules examples include finding a partner they work well with, finding two people they haven’t worked with all day, finding a partner they don’t know very well, finding three people who have a birthday in the same season as theirs, etc.

CATEGORIES

Choose a category to form groups by. Categories can include interests, favorite type of food, extracurricular activities, hobbies, favorite classes, etc. Instruct youth to talk about what it’s like to be a member of that particular category before moving on to the activity.

FAMOUS DUOS

Before the lesson, decide how many different groups you need, and for each group, create a set of cards that reflects a famous duo. Distribute one card to each participant and encourage youth to find their other half.



Reflection Techniques

Reflection is a vital part of any activity. It's a powerful tool that allows youth to look back on the experience with a critical eye to gain new understanding. Reflection questions are written into each lesson plan and should always be completed at the end of each activity, no matter what. The questions are split up into three categories:

WHAT?

Youth summarize their experience and discuss what went well and what needs work.

SO WHAT?

Youth think about why the experience matters and self-assess their individual skills.

NOW WHAT?

Youth consider how the experience matters in a broader context and how they can use these skills.

There are so many ways young people can answer these reflection questions, and it is important to reflect in engaging and meaningful ways. Allow groups to choose from one of these strategies to answer the quick reflection questions following the activity. Use a variety of strategies with youth, so the reflection will stay fresh and effective. Be sure to acknowledge all youth comments, responses, questions, and contributions!

WEATHER CHECK

At the end of the activity, gather youth in a circle and have a quick discussion on what happened. Encourage youth to reflect on the day by using the weather as a metaphor to explain their feelings. Have youth say if they thought the day was sunny, cloudy, stormy, windy, and more to explain their emotions during the activity.

SHOUT OUTS

Gather participants for a group discussion to debrief on the day and answer discussion questions. Allow youth to give shout-outs to their peers who positively contributed to the project. Have a note-taker record the discussion.

JOURNAL

Provide youth with small journals or encourage them to bring notebooks to each session. Guide youth in reflecting upon the learning experience, not just logging the events of the day, by writing or drawing their emotions and feelings.

DEBRIEF PARTNER

Ask the group one reflection question at a time. Allow youth to share their thoughts and ideas with a partner. After a minute, instruct pairs to find another pair and discuss their answers. Repeat for the next question.



Things to Know

PROGRESS AND RECOGNITION

It is important for youth to see their progress toward a goal. It is also important that their achievement be recognized. This can be done using badges, certificates, bracelets, and more. After each activity, youth should receive something to let them know that they are one step closer to completing a Trail. Once a Trail is completed, there should be a celebration to recognize the skills they've gained.

BASIC MATERIALS

Most activities require materials. It would be helpful to gather these basic materials before beginning the program:

- Chart paper
- Construction paper, plain copy paper
- Tape, glue stick or liquid glue
- Writing utensils
- Coloring utensils
- Scissors

MISCELLANEOUS ART SUPPLIES

Many activities in this curriculum are open-ended art projects, meaning there are no specific instructions on how to complete it. This allows for youth to use their creativity to create a unique work of art. To make open-ended art possible, young people must have a variety of materials available for them to choose.

Create an art box filled with recyclables, printed paper, stickers, magazines, popsicle sticks, googly eyes, tissue paper, colored tape, and more! Continue adding to the box and encourage program families to pitch in as well.

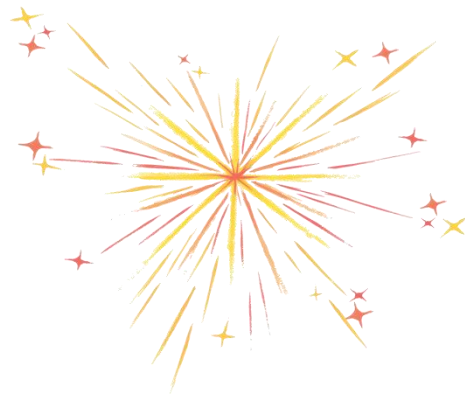
CREATE YOUR OWN PROGRAM

The internet is a treasure trove of fun and engaging activity for young people. While this curriculum features hands-on games, art and discussions, there may be a topic your participants are interested in that isn't covered in a Program. This is an opportunity for you to create your own!

Just like the Programs in this curriculum, the Program you create must feature three activities that build off of each other. The activities must match the theme of the Trail and have clear learning objectives.

For example, if the youth in your group are interested in learning how to sew (and you have the resources to support those activities), you can create a program with an activity teaching the basics, practicing some techniques, and finally creating a blanket. This program would fit perfectly in the Trail to Creativity.

When creating a new activity, follow the same template as the activities featured in this curriculum. Be sure to make the activities challenging, engaging, time-conscious and – most of all – fun!



Trail to Knowing Me

Trail to Knowing Me is designed to help youth learn about relationship and communication skills to focus on increasing self-knowledge. After completing the Trail, young people should have developed a better awareness of themselves and learned to be more confident and self-assured.

Choose (or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

MY BEST SELF

That's My Name

Petals of Personality

Unique Self Portraits

Who's in My Nest

Materials: Poster board, washable paint, paper plates

Materials: Paper plates, construction paper, scissors, glue

Materials: Cardstock paper, black marker, crayons

Materials: Colored paper, construction paper, white paper

THE WAY I FEEL

Emotional Balloons

Emotional Scavenger Hunt

Emotional Situations

Materials: 4 balloons, sharpies, music

Materials: Alphabet letters printed out, tape

Materials: Shaving cream, cookie tray, chalk, sand

My Best Self

ALL ABOUT ME POSTER: THAT'S MY NAME

Time Required:	Materials Needed:
30 Minutes	Enough poster boards for each child to have one, different colored washable paint, cups of water, small paper plates, paint brushes or sponges, and painter's tape. <i>(Art smocks or garbage bags with holes cut out for head and arms if possible to keep clothes clean.)</i>

Brief Description of Activity:

Each child will work to make a poster that tells all about themselves! This is the first day of a four part project. The children will be working on setting up their All About Me poster and painting a background that will display their name. They will do this by painting around painter's tape that spells out their name. *(A visual display of this first portion of the ongoing project can be found in the additional notes section.)*

Kid-Friendly Purpose of Activity:

We will be working on an All About Me poster that will have different art projects attached and will show off fun facts about yourself. We will be working on this over the next couple of classes and this is something you can be proud of and hang on display.

Step-by-Step Guide:

- 1. Prep Work:** Take the poster board and lay it down horizontally so you have the longer side to write the child's name. Use the painter's tape to write out each child's name or initials on the shiny side of poster board and along the top, longer edge of the board. Only tape the children's names at the top of the poster, because there are three more activities that will be put on the lower half of the poster. Put water in the cups for children to use to wash their brushes. Put a variety of paint colors on each plate for each child to use.
2. Explain to the children that we will be making All About Me posters! Everyone is unique so at the end everyone's All About Me poster will look different and should be a reflection of yourself!
3. Tell your group that today we will be working on the heading of the All About Me poster with their name and designing the background. The goal will be to paint all around their taped name so that when the tape is removed their name is shown in white.
4. Challenge your group to try their hardest to fill the entire All About Me poster with different colors and to work hard to keep paint only on the poster. Encourage the group to use different brushes and different strokes to make the poster even more unique. It's ok for children to paint on the tape because the tape will be removed after the paint dries.
5. When finished children can raise their hands to show you that they are complete and you can move their artwork somewhere safe to dry.
6. Make sure to set aside time at the end to clean up the supplies and allow children time to wash the paint off their hands.

Thrive it UP!

- **Positive Identity:** Creating an All About Me poster is a great way for young people to share the qualities and traits youth are proud of. Encourage a sense of positive identity by allowing space for youth to say kind things about themselves.
- **Creativity and Innovation:** Encourage youth to choose colors and designs that are appealing to them. Stimulate creative thinking by asking participants why they're choosing the paint they do.

Reflection

- What colors did you choose? Did anyone mix colors to make a new color?
- Did anyone paint a specific design or pattern? Why?
- What is one emotion you felt during this activity?
- Is painting a strength of anyone's? Does anyone else have an artistic spark they want to tell the group?
- Was there anything you would do differently next time if we did this activity again? Is there any type of support you might need if we did this activity again?
- Can someone share with me one unique thing about themselves that they want to include on their All About Me poster?

Level Adjustments

Younger

1. Use markers instead of paint to draw over and around the painter's tape.
2. Write child's name in block lettering with a pencil and have him/her trace it in marker and then decorate the remainder of their All About Me poster.

Older

1. Allow children to use tape to make other stripe designs on the rest of the All About Me poster and background design.
2. Have children think of adjectives or emotions that start with the same letters in their name. For example, Joyful Jessica or Active Aidan.

Additional Notes

- Recommend setting up All About Me posters with taped name ahead of time and having the plates with paint on them ready to go, but to wait to pass out paint and other supplies until all instructions are given so that children are not distracted by supplies.
- Put down a tablecloth to make sure the table or surface does not get too messy.

My Best Self

ALL ABOUT ME POSTER: PETALS OF PERSONALITY

Time Required:	Materials Needed:
30 Minutes	Posters (from day 1), small paper plates, different colored construction paper, stapler, scissors, markers and glue sticks.

Brief Description of Activity:

Continue working on children's All About Me posters. Create a paper plate 3D flower to add to children's poster. Petals of Personality will be a way for children to display all the things they love about themselves including their strengths and personality traits.

Kid-Friendly Purpose of Activity:

Keep working on our All About Me poster! We're going to reveal our name by peeling off the tape and then create a 3D flower that tells more about us in this petals of personality activity!

Step-by-Step Guide:

- 1. Prep Work:** Each child will get one small paper plate (center of flower), one sheet of green construction paper (stem and leaves) and then any other color construction paper cut into long strips they would like for their petals (8-12 strips total). *See final picture below in additional notes for a visual.*
- Pass out each child's All About Me poster and have them begin to peel the tape away from the paper. This should reveal their name in white with the rest of the All About Me poster all decorated in their paint design.
- Each child will be creating their own 3D flower. Remind the children that just like everyone in our group is unique, everyone's flower will be unique as well. This is another item they will be putting on their All About Me poster that will show others all about their personality traits.
- Discuss with children that everyone is unique and has different personality traits. Have each child think about the different things they love about themselves and write/ draw a strength or trait they have on half of each of the strips of paper for the petals.
- After each child finishes their petals, the next step is to get the stem and leaves ready and to decorate the middle.
- Each child can color on their paper plate with markers to decorate the center of their plate and cut out a stem and several leaves.
- Help children take their strips of paper and loop them around to staple to the outer edge of the plate to complete the flower.
- Allow time for children to glue the plate down to their All About Me poster and add the stem and leaves. This should be on the All About Me poster under their name making sure to leave space for the two other activities.

9. Give each child time to come to the front and show off their flower. Each child should share one or two of their petals with the group. *(Utilize reflection questions as children are sharing their flowers)*

Thrive it UP!

- **Positive Identity:** By writing down the personality traits they love about themselves, they are working on skills related to positive identity. Be sure youth are conscious of the way they are talking about themselves and encourage the group to be kind towards themselves and others.

Reflection

These questions can be used while children are showing off their flowers.

- Does anyone else have the same strength that was just shared?
- When does this personality trait help you – at home, in school or with friends?
- What is a personality trait you have that might get you into trouble or isn't helpful to have sometimes?
- Does anyone else have the same personality trait that was shared?
- Did anyone hear a unique strength or personality trait today?

Level Adjustments

Younger

1. Already have petals, stems and leaves of the flower cut out so that children have more time to construct and write on their petals of personality.
2. Have a poster or white board at the front where you can help children with difficult words that they are trying to spell or write the words for them on the petal and let them draw or decorate it.

Older

1. Pair children together to work on flowers with someone they are close with. Their partner can help them brainstorm their own strengths, and what personality traits they have.
2. Challenge the children to make a pattern with their petals and staple them according to the pattern they lay out.

Additional Notes

- If you are worried about time you can go ahead and remove tape from their name and just have All About Me posters ready for children.
- Use the Personality ABCs from Wings for Kids on the following page if that is helpful for the children to learn about personality traits.



My Best Self

ALL ABOUT ME POSTER: UNIQUE SELF PORTRAIT

Time Required:	Materials Needed:
30 Minutes	Each child's All About Me poster, cardstock paper for each child, black markers and crayons (<i>Optional print out for children to use can be found on last page</i>).

Brief Description of Activity:
We will continue working on children's All About Me posters. Today we will be focusing on a self-portrait that children will be creating to share more information about interests and hobbies.
Kid-Friendly Purpose of Activity:
We will be making our very own self-portrait for our All About Me poster with an abstract twist!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Prep work: It might be helpful for you to create your own self-portrait to show the group as an example at the beginning of this activity or make a few templates that children can trace. Tell the group that they will be working to make their own self-portrait that shows off fun facts about them. Everyone's portraits will look slightly different because no one looks exactly the same or has the same interests. Hand out a piece of cardstock paper for each child and a pencil to start with. Have them draw a simple profile picture with head, neck and shoulders filling up most of the paper. See picture below for ideas. Split the head up into 3 to 4 smaller sections. Then have students fill up all the smaller sections on the face, neck and shoulders with words they think show their interests, hobbies, sparks or favorites. One word should creatively take up one space. Once the pencil outline is checked, allow them to get a black marker and trace their outlines. Then have them take a crayon and trace over the words they chose. Pass out the crayons and have children fill in their portraits. Walk around and help the group share supplies. Once children start finishing their self-portraits, they can glue/ tape them to their All About Me poster making sure to leave 1/3 of space below their name for one more activity. Once children have finished, have them each take a turn to show and tell about their portrait.

Thrive it UP!
<ul style="list-style-type: none"> Positive Identity: The third activity in this series is another way you are building skills related to positive identity. Encourage youth to continue to use kind words to describe themselves and make sure they're seeing the positive qualities in themselves.

- **Spark Discovery:** Sparks are a great way to talk about direction and purpose in a young person's life. Help youth think of these passions and interests if they are stuck.

Reflection

- What was easy about making this portrait? What is one spark that you love sharing about yourself?
- Was anything difficult for you when making your self-portrait?
- What is one thing that you have in common with someone else's portrait?
- What is something that you chose to either draw or write that made your portrait unique?
- Did anyone mess up while making their portrait? What helped you stay calm when you were frustrated that you messed up?
- What were some emotions you felt during this activity? When did you feel this particular emotion and can you tell what might have caused it?

Level Adjustments

Younger

1. Print off the template (found on the last page) for each child to save time and to help them have a guideline to use.
2. Decide on a specific theme before introducing the self-portrait and have children choose their words based off of the theme, examples might be what excites you, what gives you energy, motivation and purpose, etc.

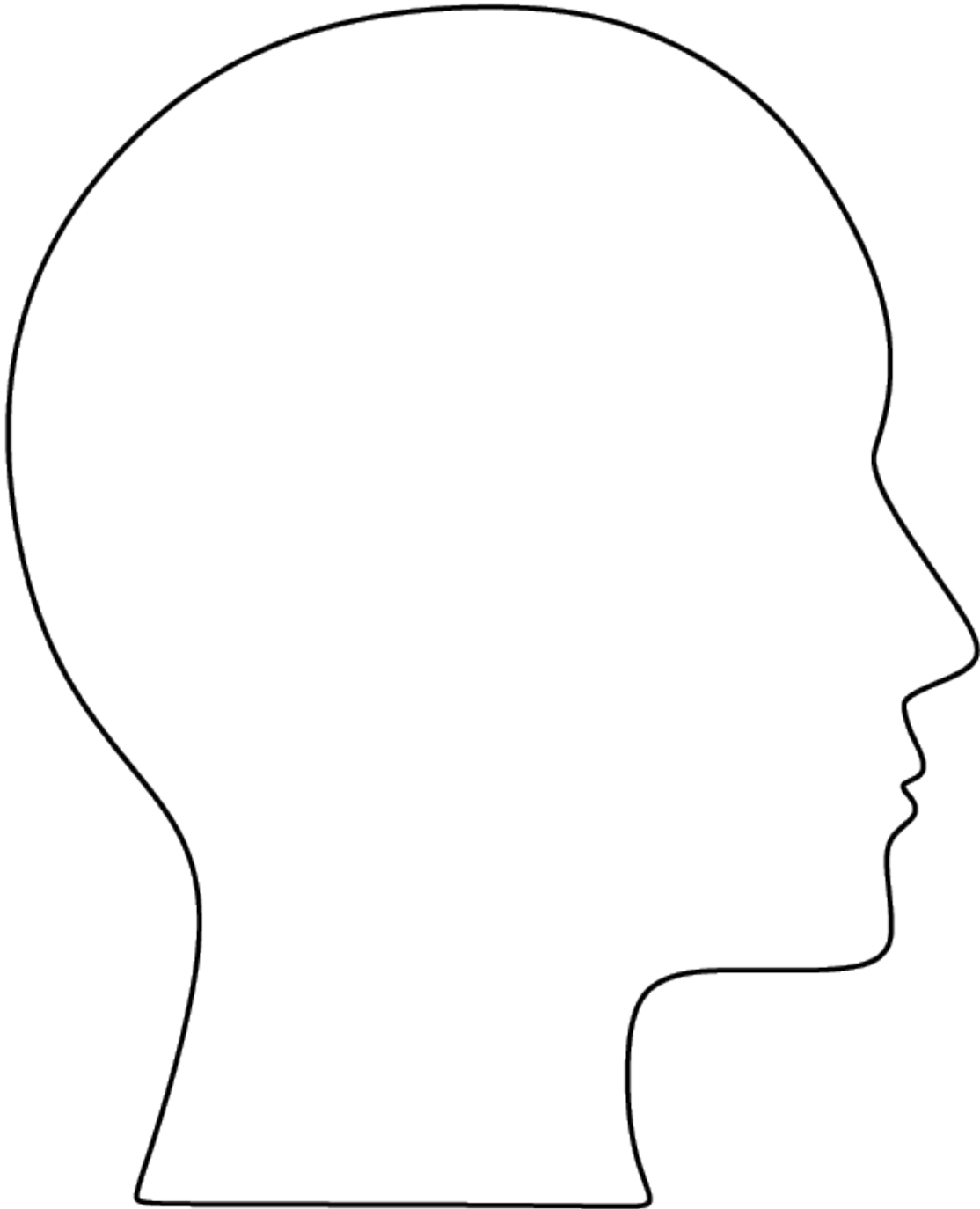
Older

1. Instead of just doing a head portrait, could have children add the rest of the body and draw an outfit they would typically wear or an item. They could show some of their growth mindset and include ideas of things they want to learn like new skills.
2. Challenge children to use a certain number of colors or make each section with a new design or pattern with the crayons to make their self-portrait look even more abstract.

Additional Notes



- Example template for children to use can be found on the following page



My Best Self

ALL ABOUT ME POSTER: WHO'S IN MY NEST?

Time Required:	Materials Needed:
30 Minutes	Each child's All About Me poster, 1 sheet of light colored paper for each child, colored construction paper, white paper for eggs, scissors, glue stick, markers and crayons.

Brief Description of Activity:

We will complete the children's All About Me posters. Children will work on adding their family and friends to their All About Me poster by creating a bird's nest and adding people's names to the eggs in the nest.

Kid-Friendly Purpose of Activity:

Our family and our friends are a big part of our lives. Today we will be working on adding our family and friends to our All About Me poster by making a bird's nest and adding in people that are important to us.

Step-by-Step Guide:

- 1. Prep Work:** Cut out several eggs from white paper for children to write people's names on. Make an example bird's nest for students to refer to if time allows. Have half circles and smaller triangles cut out from different colored paper for children to choose which ones they want to use for their bird.
- Tell the group to think about the important family members or friends in their lives.
- Tell the children that each of those people that they thought of are probably very important. They might be important in different ways, but what matters is that they're a part of your lives. That's why we'll be adding them to our bird nest and on our All About Me posters!
- Pass out the white eggs and markers and have children write one name of a family member or friend on each egg. May need to help spell names for children or write it for them.
- Show the group an example of a completed bird's nest or a picture. *(Can make an example beforehand or show picture below in additional notes.)*
- Pass out the one sheet of colored paper to each child and some crayons. Have children draw an oval for their nest in the middle of the sheet and then circle around and inside the oval several times with all different colors to make it look like a nest.
- Allow each child to pick one larger half circle for the bird's body, one smaller half circle for the wing and two triangles, one for the beak and one for the tail. Have them glue the pieces to their nest to form a bird.
- Then have children glue their eggs in the nest as well to include all their important people.
- Once everything is glued, children can use a marker to add smaller details to their bird or nest such as an eye, or lines on the wings or beak.
- When complete, have children glue their paper to the All About Me poster in the remaining space.

11. If time allows, have each child stand and share about the important people in their lives and why they are so special to them.

Thrive it UP!

- **Sense of Belonging** and **Adult Champions:** Identifying those who play a major role in their life is an important step for young people to develop a sense of belonging. Encourage youth to think of not only family members, but any adults who champion their interests and passions.

Reflection

- Who can share something positive that one person in their nest has done for them?
- Who is one person that you look up to in your nest and why?
- What makes your nest different than others in the group?
- What is one thing you have in common with someone in your nest?
- What is one tradition or ritual that you like to do with someone in your nest?

Level Adjustments

Younger

1. To practice counting and writing numbers, encourage children to count the number of people in their family, hand them that number of eggs, and then have them write the number on the back of each egg with a pencil before they turn the egg over and write the person's name.
2. Make a baggie with all the supplies each child will need to make their bird and have them draw the nest, write on eggs and glue them.
3. Don't worry about making a bird and have students make a nest and fill it with decorated eggs to represent important people.

Older

1. Challenge children to draw a word bubble for one or two of their family members/ friends that they have on the All About Me poster. In the word bubble they should write down their favorite memory with that person or something that person usually says.
2. Allow children to cut out their own half circles and triangles to make their birds.

Additional Notes

- Visual aid of the project is provided below:



The Way I Feel

EMOTIONAL BALLOONS

Time Required:	Materials Needed:
30 Minutes	4 Balloons, sharpie and music (adaptations for supplies in notes).

Brief Description of Activity:
Help children develop their emotional vocabulary in a fun and interactive game with balloons.
Kid-Friendly Purpose of Activity:
To learn about our emotions and how everyone experiences emotions.

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Blow up the balloons and draw four different emotion faces on each of them. Ex: Happy face, sad face, surprised face, angry face. 2. Show the children the first balloon (happy) and ask them to tell you what they think that balloon is feeling. If they use the basic emotion words dig deeper and teach them some more words here. Happy= elated, excited, victorious 3. Have children sit in a circle. Start with the already introduced emotional balloon in the circle, when the music starts, children start passing the balloon around the circle. 4. When the music stops the person holding the balloon tells about a time they felt that emotion. 5. Keep the other children engaged by having them support the child who shared with positive snaps or claps. 6. Remember to be a role model by playing the game along with the children. Your energy controls the group's energy so the more excitement you bring the more excitement and fun the children will have! 7. Switch out the different emotion balloons every couple of rounds or once you see the children are comprehending that particular emotion. 8. At the beginning of each new round introduce the new emotional balloon and ask the group what emotion they think the balloon is feeling. Once again if children use basic emotion words teach them some more complex emotion words. Examples: Sad= depressed, upset, blue Surprised = startled, jumpy, shocked Angry= annoyed, irritated, furious 9. After a couple rounds, put two balloons in the circle to be passed at once. 10. You can also have students pass the balloon(s) in different ways. Examples: Only use one finger to pass, use your elbows, use your feet or change direction.

Thrive it UP!

- **Self-Management:** Emotional regulation is an important component of self-management. During the activity, be sure to reiterate that all emotions are valid. It's important to be able to feel unpleasant emotions and react to them positively.

Reflection

1. What were some emotions you felt during the activity? Why do you think you felt that emotion?
2. What were some emotions you felt after the activity?
3. Raise your hand if you felt victorious at any point during the activity. Who can share what they usually do when they feel this way?
4. Who can tell me a new word we learned today that means happy?
5. Who can tell me a new word we learned today that means sad?
6. Who can tell me a new word we learned today that means surprised?
7. Who can tell me a new word we learned today that means angry?

Level Adjustments

Younger

1. If the children are having a hard time coming up with times they felt the emotions, you can put the four emotional balloons in each corner of the room. Tell the group that you will give a situation. After you read the situation the children have 10 seconds to go to the emotional balloon that they would feel in that situation.

Example scenarios:

- You're outside playing and someone asks you to jump rope with them
- You're walking in line and someone steps on your shoe
- Your Mom takes you to get ice cream and cookies
- Your sister broke your favorite toy
- Someone shared their snack with you
- Your Dad said you could get a puppy!

Older

1. Have the children stand up and keep feet planted. The goal is to keep the balloon in the air, when the music stops the last child to touch the balloon has to share a time they felt that emotion.
2. Have children help you draw the emotional balloons at the beginning of the activity.
3. Think of unusual and unique emotion words and write them on the balloon instead of drawing a face and have students practice reading the emotion and determining what that emotion means.

Additional Notes

-If you do not have balloons you can draw 4 emotion faces on paper and make each of them into a ball or draw the faces on paper plates. The children can pass these just like they would pass the balloons.

-If you do not have music that the children enjoy you can have them sing their ABCs, pick a letter and whoever is holding the balloon when the group gets to that letter is the sharer.

The Way I Feel

EMOTIONAL SCAVENGER HUNT

Time Required:	Materials Needed:
30 Minutes	Alphabet letters printed out and hung around the school. <i>Attached alphabet can be used.</i>

Brief Description of Activity:

Help the children hunt for all the letters of the alphabet that have been hidden around the location. The group must work together to brainstorm emotion words that start with the letter of the alphabet that they find. You will be making this interactive by engaging them with the different movements and transition activities from the alphabet sheet that is attached below.

Kid-Friendly Purpose of Activity:

We must work together as a team to find the alphabet that has been hidden all around! Once we find each letter we must come up with an emotion word that starts with that letter and do the action that is with the letter!

Step-by-Step Guide:

- 1. Prep work:** Print off the attached alphabet and cut out each letter. Hang each letter around the school or designated area in places where the children can find them. Letters do not have to be hung in alphabetic order or found in alphabetic order.
- Tell your group that we will be hunting for all the letters of the alphabet today. It's important for us to all stick together and work together during this emotional scavenger hunt.
- Once we find a letter we have to brainstorm an emotion that starts with that letter. After we think of an emotion word that matches it's time to do the action on the card and then move onto searching for another letter.
- Remind the group that there are 26 letters in the alphabet so we'll have to move quickly to help find all the letters!
- Keep your group engaged and having fun by trying some of these transition activities:
 - Act like the emotion word we just found
 - Walk like your favorite animals
 - Act like quiet ninjas
 - Make a train with your arms on the shoulders of the person in front of you
 - Walk like a runway model
- Challenge children to think of unique emotion words.

Thrive it UP!

- **Self-Management:** This activity focuses on emotional regulation in two ways; youth learn about different emotions and keep their feelings in check during the scavenger hunt. Notice when youth display positive emotional regulation and praise their efforts.

Reflection

1. Can anyone share how they were a good team player during this activity?
2. What is a good choice you made during the scavenger hunt?
3. Was there any time that it was hard to control yourself during the emotional scavenger hunt?
4. Did anyone learn any new emotion words that they want to share with the group?
5. What was something that was challenging for you to do during this scavenger hunt?
6. Can anyone think of something else we could have done to accomplish our goal of finding all the letters?

Level Adjustments

Younger

1. After all letters have been found, have the group work together to put the letters in the correct order.
2. If children are having a hard time thinking of a variety of emotion words you can teach them a new one with each new letter. Then ask them to think of a time they felt that emotion to help them critically think and remember the new emotion word better.

Older

1. Give each child a turn writing the emotion word that the group came up with on the alphabet letter.
2. Assign children a number so that they can each take a turn in order. Number one is the person looking for a letter first and then coming up with an emotion word, going to the group for support if needed. Then number 2 gets to be the seeker and so on until all children get several turns and all the letters are found.
3. Challenge the group to find the letters in alphabetical order.

Additional Notes

- Keep in mind the amount of time you have for this activity and make sure you are hiding the letters in places where the children can find them in the time provided.

The Way I Feel

ACTIVITY NAME

Time Required:	Materials Needed:
30 Minutes	<p>Materials Needed: This activity has many adaptations for supplies, please choose one of the following that is most convenient for you and what you think would be the most fun for your group!</p> <ol style="list-style-type: none"> 1. Shaving cream (one bottle per two children), cookie tray, or lunch tray for each child or table with a plastic throw away table cloth on it 2. Enough sidewalk chalk for every child to have several colors to use and an outside space 3. Sand and a cookie tray or lunch tray for each child

Brief Description of Activity:
Help your group learn about their emotions. Children will learn how different situations make them feel and learn complex emotion words.
Kid-Friendly Purpose of Activity:
Practice identifying how we feel in different situations and learning some new emotion words!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Pass out the supplies to your group <ul style="list-style-type: none"> - Shaving cream: will need enough for them to draw in on their tray or their designated space on the table. - Sidewalk chalk: divide up outside space so children know what space they are able to use for this activity. - Sand: spread enough to fill the tray so that children are able to draw in it. 2. Explain to the group that we are going to be drawing our emotions out with these supplies. 3. Let them know that you will be telling them about a scenario or situation that they might be in and they will have to draw how their face would look if that situation happened to them. 4. After each scenario is read they can show their emotion face to the rest of the group and you can follow up with one or two of the reflection questions. Switch up which questions you ask to keep it engaging for the group. 5. After they have shown their emotion to everyone, they can clear their space by: smoothing out the shaving cream so that it is even; slightly shaking the sand to have it evenly dispersed again; or move to a new spot inside their space for sidewalk chalk. 6. Example scenarios: <ul style="list-style-type: none"> -Your friend brings you candy -You are running in the hallway and trip and fall -You go outside and see a snake -It's snowing outside

<ul style="list-style-type: none"> -You forgot to clean your room like your parents asked you to -You win an award -You lose a game -You see a rainbow outside
7. After each round you can have them practice writing out an emotion word.

Thrive it UP!
<ul style="list-style-type: none"> - Self-Management: Emotional recognition is an important skill for youth to work on. During this activity, encourage young people to go more in-depth with their word choices.
Reflection
<ul style="list-style-type: none"> - These reflection questions should be incorporated throughout the scenario rounds. The blanks represent the emotion that was shared during that round. - When you drew your facial expression what emotion were you thinking about? - Has this scenario happened to anyone before? Can you tell us what you did when this happened? - What's a good choice you could make if this happened to you? - Does anyone know another word that means _____? - What does your body do when you feel _____ emotion? <i>Ex: Nervous, their hands might sweat, their heart might race</i> - Can anyone think of another time you might feel _____?
Level Adjustments
Younger <ol style="list-style-type: none"> 1. Challenge them by saying a more complex emotion word and having them draw out how their face would look if they were feeling that emotion. 2. If you're using shaving cream or sand, have them use popsicle sticks to write/ draw and to clear their tray so that the cleanup is easier. 3. If children are drawing similar emotion faces every time, challenge them to draw out how that situation makes them feel on the inside.
Older <ol style="list-style-type: none"> 1. Call up children who are controlling themselves to share a situation and have the other children draw out how it would make them feel. 2. Pair children together and allow them to use the Wings Emotional Alphabet hand out to look up words that they might not know. 3. Challenge students to write different emotion words or more complex versions of an emotion after they draw their faces. <i>Ex: instead of just happy maybe they write joyful or instead of mad they write frustrated</i>

Trail to Family and Community

Trail to Family and Community is designed to help youth strengthen their place in their family and communities by focusing on leadership, service-learning, and citizens. After completing the Trail, young people should have developed a better awareness of their place in the social structures they belong to.

Choose (or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

MY INNER CIRCLE

Hopes & Dreams

Materials: One soft ball, music

Five Promises

Materials: Paper, pencils, crayons

Give a High Five

Materials: Construction paper, markers, crayons, poster board

WHERE I LIVE

Community Clean Up

Materials: Gloves, trash bags, hand sanitizer

Four Square

Materials: Chalk, 2-4 large balls that bounce

Sidewalk Mural

Materials: Cups, water, food coloring, paint brushes, cornstarch

My Inner Circle

HOPES & DREAMS

Time Required:	Materials Needed:
30 Minutes	A soft ball and ability to play music (<i>phone, computer, speaker</i>).

Brief Description of Activity:
Help teach children social responsibility in a fun and engaging way. Children will think of dreams and hopes for themselves and others while playing a ball game.
Kid-Friendly Purpose of Activity:
To have fun playing a ball game while thinking of hopes and dreams for ourselves and others!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Explain to the group that a dream is something you want to happen. The type of dream we're talking about is different from what happens when you sleep, this dream is something you hope will happen. Sometimes you might have a dream for yourself, but you can also have a dream or a hope for others too! Sometimes a dream can turn into something that happens especially if you work to achieve that dream! 2. Have children sit in a circle. 3. Tell the group the dream category (ideas listed in step 6). Give one child in the group the ball. 4. When the music starts the children pass the ball around the circle. When the music stops the child holding the ball will have to answer the dream category. 5. Dream and hope categories can be used several times each since the ball will probably land on different children in the various rounds. 6. Dream/ Hope categories: <i>My dream for my family</i> <i>My hope for my teacher</i> <i>My dream for my class</i> <i>My hope for my friend (name)</i> <i>My dream for our school</i> 7. You might need to have one or two examples to share with the group if children are having a hard time coming up with a dream on their own. 8. Once a child shares their dream or hope, if others in the group agree or have the same hope or dream that was shared they can snap their fingers for support. 9. Continue playing until time is up making sure to leave some time to ask reflection questions.

Thrive it UP!
<ul style="list-style-type: none"> - Social Skills: During this activity, encourage youth to work on empathy skills by thinking of dreams or hopes they have for others. Before beginning the game,

though, have a discussion about how youth should interact with each other during the activity.

Reflection

- Did anyone have a hard time thinking of one of their dreams or hopes?
- What was one of the dreams or hopes that a lot of people agreed on and showed support for? (*One that multiple children snapped for*) Why do you think a lot of people agreed?
- What could you do to help achieve a dream or hope for school? For family? For a teacher? For your class? For a friend?
- Is there any dream or hope that might be hard to achieve or might take a while to get done? Who can support you when you are trying to achieve that hope or dream?
- Why is it important to have dreams and hopes not only for ourselves, but for others too?

Level Adjustments

Younger

1. Have the children sing a song while passing the ball.
2. Choose one child who has been making good choices help you pick what song to play or be the DJ for the group.

Older

1. Have the group form the circle in different ways. Ex: Standing in the circle, stand on one leg in the circle, jump up and down in the circle.
2. Have the group pass the ball in different ways. Ex: With their elbows, with one finger, with their eyes closed.

Additional Notes

- If you don't have a ball something else that the group can pass around like a bean bag, or stuffed animal, or even a ball made out of paper can be used.
- You can also adapt this game to be more like musical chairs and have one less seat than the number of children playing, when the music stops whoever doesn't have a chair has to share their dream or hope in order to play again. Don't worry about taking away a chair each time.

My Inner Circle

HOW TO BE A GOOD FRIEND: FIVE PROMISES

Time Required:	Materials Needed:
30 Minutes	Paper, pencils and crayons.

Brief Description of Activity:

Talk to the group about qualities that make a good friend. Help children brainstorm ways to be good friends and uphold promises in an interactive way.

Kid-Friendly Purpose of Activity:

To acknowledge all of the great friends in our lives and think about how we can be great friends too!

Step-by-Step Guide:

1. Start a discussion with the group about what it means to be a good friend. Have them think of some of their friends and why they like them. Challenge the group to think of things other than physical attributes of their friends and to think more about specific actions they do or personality traits that their friends have. Encourage them to think of people from different backgrounds.
2. As a group, create a list of all the promises you could make to be a good friend. You should write it down on a whiteboard or a large piece of paper at the front so children can refer to it. *Example promises: I promise to use kind and caring words, I promise to be a trustworthy friend, I promise to include everyone during games, etc.*
3. Have each child trace their hand on a piece of paper and use a crayon to write their name in the middle (palm of the hand).
4. Tell the children that today we are going to be making 5 promises to our friends and making a visual to help remind us to keep those promises.
5. In the middle of the hand where the child wrote his/her name underneath they write "promises" to show that they are making the five promises to try and be a good friend to others.
6. In each of the fingers have each child decide which 5 promises they would like to make and write down one in each finger.
7. Remind the group that each person's hand might look different and that's ok! We all have different things that we value or want to be as a friend so some things might be the same and some things might be different. Stop Allow children to then decorate their hand however they like.
8. Have children share what they wrote in their hands and how they plan to make sure they are doing what they wrote.
9. Encourage children to go home and hang their five promises in their room as a reminder and to share it with other friends/ siblings so that they can try to uphold promises too!

Thrive it UP!

- **Social Skills:** While facilitating this activity, be sure to introduce youth to the idea of empathy. Encourage them to be thinking of their promises as ways they would like to be treated as well.

Reflection

- Would anyone like to praise someone in our group who is a good friend? What does that person do that makes them a good friend?
- Can someone share a time they upheld one of the promises they wrote on their hand?
- What is something you can do if you see someone who is not being a good friend?
- How does it make you feel when someone is a good friend to you?
- How does it make you feel when you know you are being a good friend to someone else?
- How does it make you feel when someone doesn't uphold one of their promises? What are some things you can do to make sure you keep your promises?

Level Adjustments


Younger

1. Pair children together at the beginning to make tracing their hands easier. Have one child hold the paper and the other child trace the hand.
2. Have an adult sized hand already traced on paper so children have more room to write their promises. A hand that you can print out is provided on the last page.

Older

1. Help children relate to good friends that they've seen in movies or television shows and have them draw them on the back of their hands.
2. Buy small stickers or stamps to allow students to decorate their hands once finished writing.
3. Have the children list all of their friends on the back of their hand.


WHAT MAKES YOU A GOOD FRIEND?



TAKE THE FIVE
FINGER FRIENDSHIP
CHALLENGE

Tell The Truth
Keep Promises
Show Gratitude
Be Kind
Take Turns & Share

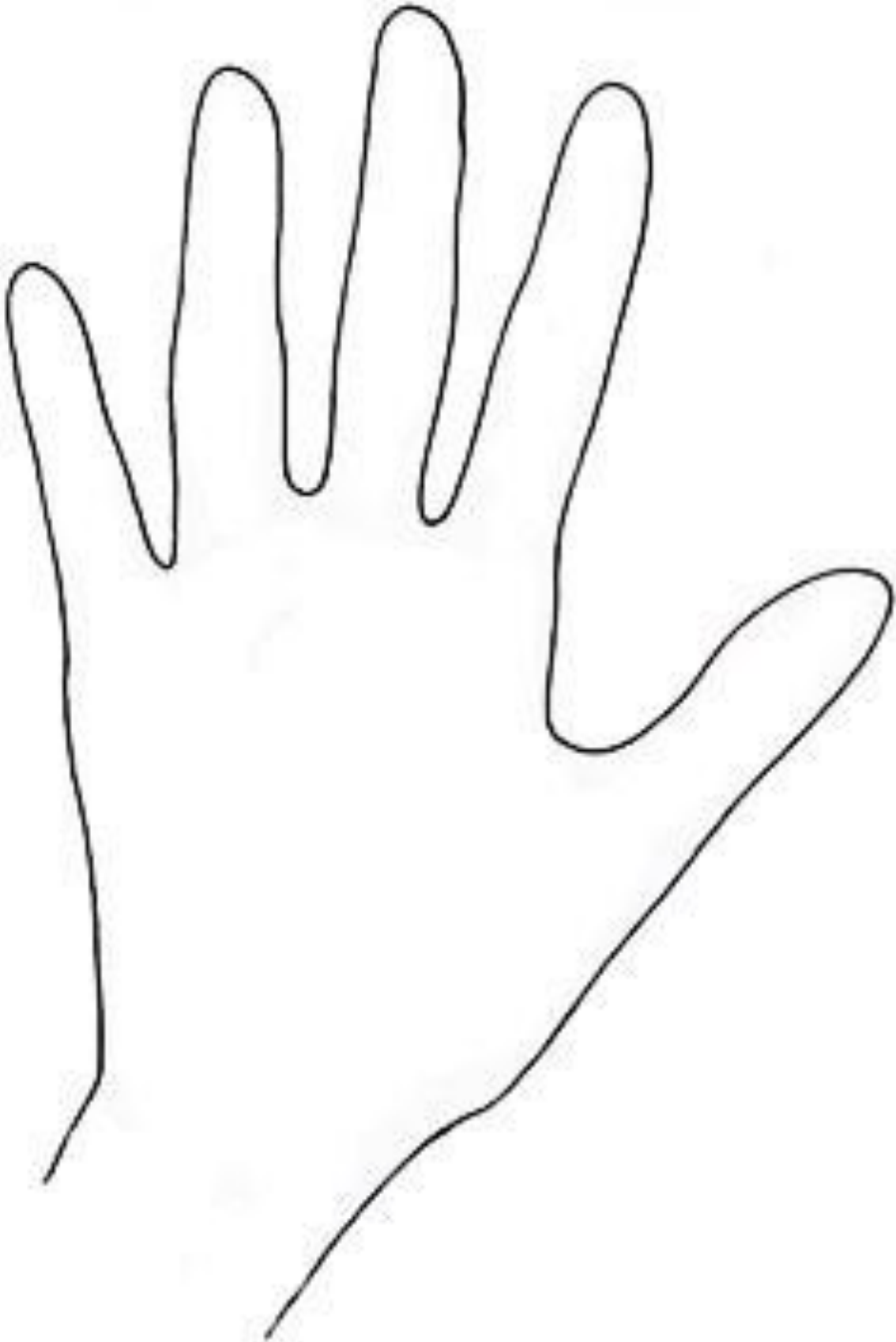
WHAT MAKES YOU A GOOD FRIEND?



TAKE THE FIVE
FINGER FRIENDSHIP
CHALLENGE

Tell The Truth
Keep Promises
Show Gratitude
Be Kind
Take Turns & Share

Visual aid of activity adapted from:
<https://adorethem.com/what-makes-a-good-friend/>



My Inner Circle

HOW TO BE A GOOD FRIEND: GIVE A HIGH FIVE

Time Required:	Materials Needed:
30 Minutes	construction paper, markers, crayons, poster/ whiteboard at front of the room and scissors.

Brief Description of Activity:

Talk to the group about the power of positive words and actions. Help the group create high fives with positive praise, words of encouragement and compliments for specific people in the child's life. This will strengthen the relationship and help brighten people's day!

Kid-Friendly Purpose of Activity:

Work to create high fives for people with positive praise or compliments. We will use these to brighten up people's day!

Step-by-Step Guide:

1. Open up the activity by asking children what a compliment is, why compliments are important and how receiving a compliment makes them feel.
2. Elaborate with children on how compliments and kind words make people feel happy and proud about themselves and usually brighten their day!
3. Explain to children that the goal of today is to make people who are close to us feel appreciated with high fives!
4. Tell the group that the first step for us is to brainstorm some words or phrases that would brighten people's day, this can be general words of encouragement, specific praise or appreciation.
5. Have children share some positive phrases and write them up at the front for everyone to be able to see and reference.
6. If children are having a hard time coming up with praise you can help guide them with these ideas: "thank you for being you", "I love your hugs", "thank you for always cheering me up", "you're a great friend to have", etc.
7. Hand out a piece of construction paper for each child and have them trace their hand.
8. Instruct children to think of a specific person they would like to give a high five to and write that person's name in the middle, palm of the hand.
9. Then have them think of 5 nice things to say to that person to give them a compliment. Children can use some of the examples from earlier but you should encourage them to think specifically about that person they wrote down and what they want to praise them for.
10. When complete, children can cut out their hand and continue working on another one until time is up.
11. Encourage children to give their high fives to the people they wrote them for.

Reflection

- Hand out a piece of construction paper for each child and have them trace their hand.
- Instruct children to think of a specific person they would like to give a high five to and write that person's name in the middle, palm of the hand.

- Then have them think of 5 nice things to say to that person to give them a compliment. Children can use some of the examples from earlier but you should encourage them to think specifically about that person they wrote down and what they want to praise them for.
- When complete, children can cut out their hand and continue working on another one until time is up.
- Encourage children to give their high fives to the people they wrote them for.

Level Adjustments

1. Hand out a piece of construction paper for each child and have them trace their hand.
2. Instruct children to think of a specific person they would like to give a high five to and write that person's name in the middle, palm of the hand.
3. Then have them think of 5 nice things to say to that person to give them a compliment. Children can use some of the examples from earlier but you should encourage them to think specifically about that person they wrote down and what they want to praise them for.
4. When complete, children can cut out their hand and continue working on another one until time is up.
5. Encourage children to give their high fives to the people they wrote them for.

Additional Notes

- Might want to use light colored construction paper so that it is easier to read what the children write on their high fives.
- If cutting is difficult, leader might want to pre-cut a bunch of hand prints on different colored paper and just allow the time for children to write and decorate.
- Example hand template provided on the following page.

Where I Live

COMMUNITY CLEAN UP

Time Required:	Materials Needed:
30 Minutes	Enough gloves for every child to have a pair, large trash bags and hand sanitizer (<i>adaptations for supplies in additional notes</i>).

Brief Description of Activity:

Help the group understand the importance of keeping their neighborhood clean and helping out the community by cleaning it up.

Kid-Friendly Purpose of Activity:

Working together to make our community and neighborhood beautiful again!

Step-by-Step Guide:

10. Walk your group to an area in the surrounding neighborhood or school grounds that has litter and is pretty open so that you can see for a good distance.
11. Ask the children what they see? Do you see anything that is not supposed to be here? How does litter look? How does seeing our community dirty make you feel?
12. Tell the children that today we are going to be helping out our community.
13. Put children in pairs or groups (depending on number of children and group dynamics).
14. This is the group children will be working with to clean up the area.
15. Each group is trying to pick up as much litter as possible before the time is up!
16. Pass out gloves to each child and one big bag for their group to use.
17. Set boundaries for where the children can go, so that you can keep an eye on everyone. Announce how much time they have and where you would like everyone to meet back when they hear you whistle or yell that time is up.
18. Set aside time at the end for each group to show what they found and to determine a winner for community clean up!
19. Have everyone throw their trash bags in the dumpster or trash on the way back inside. And allow for everyone to wash hands or use the hand sanitizer.

Thrive it UP!

- **Contribution:** All young people have the ability to change the world around them. After the clean-up, encourage youth to reflect on the positive change they made in their community. Use the word "contribute" when facilitating the reflection.
- **Environmental Stewardship:** Community clean-ups are a great way to work on being an environmental steward. Make sure to have a conversation about how their community clean up impacts the environment.

Reflection

- Tell the group something good you did during the activity.
- What is something else that you have done in the past to help the neighborhood/ community?

- How did you and your group work together during the activity?
- Was there anything else you would do differently if we did this activity again?
- Does anyone else have any ideas on how else we could help our neighborhood/ community?

Level Adjustments

1. **Younger**
2. Call out a letter of the alphabet and have children try to find something that starts with that letter. Encourage children to get creative with what they find by using nouns or adjectives.
3. Move around together as one big group so you ensure that you can see all children at all times.
4. Play "I spy" and have one person find a piece of litter and describe it's color and then have people make a guess. Whoever guesses correctly gets to pick it up, put it in trash and then be the "I spy" person.
5. **Older**
6. Have different rounds of clean up, example rounds: find a blue piece of litter, a big piece of litter, a circular piece of litter, a heavy piece of litter to make it more like a scavenger hunt.
7. Instead of having the winning group be the group that has the most litter have it be the group with the heaviest bag of litter.

Additional Notes

- If there is nowhere close by to take the children to collect trash/litter you can have them work together to make signs to remind people to recycle and put trash in the right place
- More resources or no supply activities can be found here:
<http://eekwi.org/teacher/weeonlineresources.htm#takehome>

Where I Live

FOUR SQUARE

Time Required:	Materials Needed:
30 Minutes	Chalk and 2-4 large balls that bounce.

Brief Description of Activity:
Teach your group about their different responsibilities and roles they play in different settings. We will be doing this through an
Kid-Friendly Purpose of Activity:
To play a fun game while learning about all of the different responsibilities that we each have.

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Prep Work: Find a place outside with cement. Use the sidewalk chalk to make a four square playing spot. This looks like one large square divided evenly into four squares. The four squares should be at least 3 feet by 3 feet so that children have enough space to stand and a ball can be bounced inside of it. Children will be able to play this four at a time, so you can make multiple playing spots or can create just one and have children who are not playing cheer on the others in a line on the side. Use the sidewalk chalk to write inside of each of the squares "1- home", "2- school", "3- myself" and "4- the environment". Explain to your group that a responsibility is something that you are supposed to do. We all might have some similar responsibilities but we might also have some different ones. Sometimes our responsibilities change, and as we get older we might have more and more responsibilities. Explain to your group the rules of four square: <ul style="list-style-type: none"> - One person stands in each of the squares. - The goal is to get all the way to the first square. - The person in the first square starts with the ball and bounces it in another person's square. - That person must bounce the ball in any square except their own, by using the palm of one hand. <p>Children are out for that round if:</p> <ul style="list-style-type: none"> - they bounce the ball in their own square - if they bounce the ball outside of all of the squares - if they allow the ball to bounce more than once in their own square - if they catch the ball with two hands and hold it <ol style="list-style-type: none"> When a person gets out they must say a responsibility that they have based on what square they were in. Use the following examples if children are having a hard time thinking of their responsibilities: <ul style="list-style-type: none"> - Home: I'm responsible for cleaning my room. - School: I'm responsible for doing my homework.

- Myself: I'm responsible for brushing my teeth.
- The environment: I'm responsible for throwing my trash away.

Thrive it UP!

- **Contribution:** This activity encourages youth to think of their role in their communities. Encourage youth to express these responsibilities positively, and think of the why they're valuable.

Reflection

- How did it make you feel when you were out in a round?
- Does anyone have any responsibilities that they thought of but didn't get a chance to share?
- Did anyone have a similar responsibility as someone else in the group?
- Are any of your responsibilities harder/easier than others?
- What happens if you mess up and don't follow through with one of your responsibilities?
- Are there any responsibilities that were mentioned that you want to learn how to do?

Level Adjustments

Younger

- Instead of having the children immediately hit the ball back, have them catch the ball when it gets bounced in their square. They have five seconds to catch it and then bounce it in another child's square.
- Play music and have them sit inside the squares and roll the ball. When you pause the music whoever is holding the ball has to say a responsibility and moves to the next square or back in the line.

Older

- After each round have everyone share a responsibility based on what square they are in.
- Challenge children to think of responsibilities that have not already been shared.

Additional Notes

- Visual aid of the activity below:

1. Home	2. School
3. Myself	4. The Environment

- If you are playing with one court, as children get out the other children will rotate in the square to allow a new child to join. The new child will start in square four and hopefully make it all the way to square one! Make sure students who are out are engaged by cheering on the other players!
- If you are playing with multiple courts, children will just rotate around in that same court. The child who got out will go back to start in square four.
- If needing to play inside use painter's tape to mark the squares and then pull up the tape when finished with the activity.

Where I Live

SIDEWALK MURAL

Time Required:	Materials Needed:
30 Minutes	Cups, water, variety of colors of food coloring, paint brushes or sponges and cornstarch (<i>Adaptation is to just use sidewalk chalk for this activity or to use the link provided in additional notes to purchase sidewalk chalk paint</i>)

Brief Description of Activity:

This activity requires an outdoor space with sidewalk or cement. The group will work together to beautify the neighborhood by painting art with sidewalk paint.

Kid-Friendly Purpose of Activity:

We're going to work together to make our neighborhood beautiful with sidewalk paint and share our artwork with others!

Step-by-Step Guide:

- 1. Prep Work:** Make the sidewalk paint by mixing together one cup water and one cup cornstarch. Once the two ingredients are mixed, divide the mixture evenly into the cups. Add several drops of food coloring into different cups and mix together until you achieve the desired colors.
- Tell the group that they will be making creative sidewalk art to make the neighborhood beautiful!
- Show each child the variety of colors that you have made for them. Encourage the group to share the supplies with each other.
- Pass out the paintbrushes and variety of paints to each child and spread out the children so that they have their own space to make sidewalk art.
- Inspire children to be creative with their sidewalk art. Remind them that everyone is unique and so each child's sidewalk art will be different and a representation of themselves.
- If children are having a hard time brainstorming what to paint you can prompt them with these ideas:
 - *Your favorite place to visit: (beach, playground, park)*
 - *The best weather that you've ever seen: (sunshine, a rainbow, clear night full of stars)*
 - *Their favorite part of nature: (a waterfall, flowers, a tree, mountains)*
 - *Real or Fantasy Animals or creatures: (dog, bird, fish, unicorn, dinosaur, bugs)*
 - *Positive emotion faces: (smiling face, laughing person, people high fiving or working together)*
 - *Encouraging phrases: ("have a great day!", "you are loved", "smile big today")*
- Allow time for children to clean up their space and wash their hands at the end of the activity.

Thrive it UP!

- **Creative Thinking:** Encourage youth to create unique and interesting murals. They can use symbols to represent feelings and emotions and use a variety of colors to create something beautiful.

Reflection

- Did anyone paint something unique that they'd like to share with the group?
- How do we think people will feel when they see our sidewalk art?
- Did anyone have a strength that helped them with the sidewalk art?
- Was there anything that was difficult to do with the sidewalk art? Did anyone try to draw something new today?
- Would anyone like to give a compliment to someone on their creative sidewalk art?

Level Adjustments

Younger

- Have boundaries for each child so they know where their personal space is to paint.
- Call out words (hello, smile, love, happy) that they can practice painting on the sidewalk to help them practice their writing skills in a fun engaging way.
- Play something similar to Pictionary where you would tell a child to paint an object and the rest of the group has to try and guess what it is. Whoever guesses correctly first gets to be the next painter.

Older

- Have children help you create the sidewalk paint and practice their measuring skills. Teach them about colors and how mixing together different colors creates new colors. Ex: red and yellow makes orange, yellow and blue makes green, blue and red makes purple.
- Let children practice writing and learning about positive emotion words that you call out. Ex: elated, joyful, merry, exuberant, delighted, ecstatic, beaming.
- Allow the group to come up with a larger mural idea and then have each child paint a certain part of that mural.

Additional Notes

- Making the sidewalk chalk paint recommendations:
- The recipe calls for one cup of cornstarch and one cup of water, but use your best judgement and add more water if the substance is too thick or add more cornstarch if the substance is too watery.
- It is best to make and mix the sidewalk chalk paint shortly before using it because the mixture will not work as well after sitting for some time.
- Another adaptation is to purchase sidewalk chalk through the link provided:
https://www.michaels.com/pink-and-purple-sidewalk-chalk-paints-by-creatology/10582802.html?cm_mmc=PLASearch_-google_-MICH Shopping_US_N Kids_N N N N-_-Kids&cm_mmc=PLASearch_-google_-MICH Shopping_US_N Kids_N N N N-_-Kids&gclid=EAlaIqobChMIrNDolJnz4QIV3LbAChog9wsoEAQYBCABEgLiOPD_BwE&gclidsrc=aw.ds
- If weather isn't ideal for outdoors or don't have a safe place to go outside, try making an indoor mural using bulletin paper and markers, then try to have it hung and displayed somewhere in the building.

Trail to Creativity

Trail to Creativity is designed to help youth stimulate creativity and imagination through activities that involve visual arts, performing arts, creative writing and more. After completing the Trail, young people should have developed new skills and a better awareness of their own creative skills.

Choose(or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

BRIGHT AND BOLD

Create our Portfolios
Fantastic Fireworks
Making Mosaics

Materials: Brown paper bags, ribbon, construction paper, glue

Materials: Paint, black construction paper, toilet paper rolls

Materials: Glue stick, scissors, construction paper

JUST IMAGINE

Let's Make Some Music
Puppet Creations
Story Tellers

Materials: Paper plates, markers, tape, string, dried beans

Materials: Paper bags, construction paper, misc. art materials

Materials: A bag filled with random words written on paper

Bright and Bold

ART PORTFOLIO: CREATE OUR PORTFOLIOS

Time Required:	Materials Needed:
30 Minutes	3 lunch sized brown paper bags per child, 3 pieces of ribbon or yarn cut in about 3-4 inch length per child, variety of colors of construction paper cut in 4 ½ x 4 ½ inch squares, glue sticks, scissors, a hole punch and a variety of decorating supplies. Ex. Supplies: crayons, markers, stencils, stickers, stamps, etc.

Brief Description of Activity:
This is the first of a three part activity where children will get to express their creativity. You will help them create an art portfolio today and will continue to build upon the art portfolio with the next two activities.
Kid-Friendly Purpose of Activity:
Today we are going to get creative and make an art portfolio. We will be working on these for the next few activities, so get ready to get artistic and have some fun! Today we will be making the cover and the next two classes we will be making artistic pieces to go inside our portfolio!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Prep Work: gather all supplies needed and that you are going to offer to the group to decorate. Make sure you have a variety of color options of construction paper cut into the square dimensions mentioned in supplies above. Explain to your group that an art portfolio is something that artists create to show off their artwork. In today's class we will be working to make the portfolio booklet and decorate the cover page. Pass out three brown bags to each child and have them fold each bag in half to make a creased line. Then open them back up and place bags in alternating directions with the bottom flaps facing up. So the first bag will have the bottom flap on the left, then the next opened bag stacked on top with the bottom flap on the right and so on. <i>(see pictures below)</i> Then fold the entire stack on the creased line you originally made to make a booklet. Help each child make three holes along the binding of the booklet they just made. Pass out three pieces of ribbon and have children place the ribbon through the hole and tie a knot or bow. Now that the booklet is made, tell the group that we will be using lots of bright and bold colors for our art portfolios so they should try to make their covers with as many colors as possible. Have each child pick out what color construction paper they would like for their cover page. Have them use a glue stick to glue it on. On the cover everyone will need to get creative and think of a title that includes their name. For example mine might be "Ms. Katie's Artistic Wonders". Then allow time to just be creative and decorate it.

10. Spread out supplies evenly amongst the children and remind them to be kind and caring and share the supplies.
11. Take your time and get creative. Remember that we are all unique and so each of our art portfolios will look different.

Thrive it UP!

- **Goal Management:** As this is the first step of creating a portfolio, be sure to encourage youth to think of the pieces of art they'd like to include. Have them set some goals for the next two activities.
- **Creative Thinking:** Encourage youth to get creative with their portfolios and think outside of the box.

Reflection

1. Did anyone come up with a unique title for their art portfolio?
2. What is one thing about your cover that you have in common with someone else? Does anyone have anything different about their cover from someone else?
3. Did anyone make a mistake on their art portfolio? What did you do when you made a mistake?
4. What is one thing that you would do differently if we did this project again?
5. Was there anything challenging about making this portfolio? How did you overcome the challenge?

Level Adjustments

Younger

1. Pair children together to help them tie the string for their finished art portfolio bindings or use pipe cleaners instead of string and have children twist together ends to form a loop.
2. Write the title the child comes up with on the cover for them in pencil and allow them to trace it and then decorate.

Older

1. Have requirements for certain things they must do for their cover page. Ex: have to use at least one cut out from construction paper, one nature item, at least 3 different colors, one word that is more than 5 letters.
2. If done early, challenge students to decorate the back cover as well.

Additional Notes

- Suggest that you keep the art portfolios until the last day of this project to ensure that each child has theirs for each of the following activities.
- If you would like the portfolio to be larger you could also use grocery store paper bags and punch 5 holes instead of 3.
- Pictures on how to make the booklet was from :
<http://whoswhoandnew.blogspot.com/2015/07/all-about-me-paper-bag-booklets-diy.html?m=1>

Bright and Bold

ART PORTFOLIO: FANTASTIC FIREWORKS

Time Required:	Materials Needed:
30 Minutes	Variety of paint colors, black construction paper, plates and toilet paper rolls with one end cut into strips and spread out (<i>picture of this can be found in additional notes</i>).

Brief Description of Activity:
Now that each child has their binding of the art portfolio done it's time to create their first masterpiece for their art portfolio. Each child will get to create a fireworks display in their portfolio!
Kid-Friendly Purpose of Activity:
Today we will be continuing to work in our art portfolio. Today we will be using paint and toilet paper rolls to make a fireworks display!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Prep Work: Cut about 1/2 inch long slits that are about 1/4-1/2 inch wide in each toilet paper roll on one end and curl the strips up. Cut black construction paper into about 4 1/2 inches by 8 1/2 inches rectangles. This will ensure that when paint dries the rectangle can be glued into art portfolio. Put a variety of paint colors on different plates. 2. Explain to the group that fireworks usually go off at night so that everyone can see the bright colors. 3. Hand out the black construction paper rectangles, so each child has one and write their initials or name on back in pencil so you can see it. 4. Spread out plates with paint on them and give each child a toilet paper roll. 5. Show the children how to lightly dip the cut up toilet paper roll end into the paint and stamp it on the night sky background. 6. Children can continue to do this until their entire paper is filled with fireworks! 7. Move their fantastic fireworks to a safe place to dry.

Reflection
<ol style="list-style-type: none"> 1. Does anyone have a holiday or special occasion that they celebrate with fireworks? 2. What emotion do you feel when you hear or see fireworks? 3. Sometimes fireworks can be surprising when they go off. Can anyone else think of a surprise that has happened to them? 4. How do you usually react when you feel surprised? 5. What are some other things that you and your family do at night? Ex: read bed time stories, watch a movie with popcorn.

Level Adjustments

Younger

1. Have each plate with a different color on it and a toilet paper roll at each. Children rotate around to different plates to get a variety of the different colored fireworks.
2. Teach children about mixing colors by having different colors on different plates and seeing what colors mixing them together makes.

Older

1. Have them help you cut up the toilet paper rolls for the fireworks painting.
2. Supply some glitter and allow children to sprinkle some glitter on their fireworks before they dry so glitter can stick to the wet paint.

Additional Notes



Visual aid of firework activity retrieved from: <https://www.artcraftykids.com/art/paper-tube-fireworks-art-project-for-kids/>

Some other ideas to make fireworks if toilet paper rolls are hard to find are:

1. Taping some bendy straws together
2. Using pipe cleaners and twisting them together and then spreading the ends apart
3. Using plastic forks and using the back to dip in paint and moving the fork in different directions each time to create a circle or firework

Bright and Bold

ART PORTFOLIO: MAKING MOSAICS

Time Required:	Materials Needed:
30 Minutes	Each child's art portfolio, each fantastic fireworks painting, a glue stick for each child, scissors, variety colored construction paper for background (4 ½ x 4 ½ inch squares) and a variety of different small shapes of different colors cut out.

Brief Description of Activity:

Continue to work on our art portfolios! Today children will glue in their fireworks painting and then add to the portfolio by creating different mosaics. Children will practice their shapes and color as they create a mosaic.

Kid-Friendly Purpose of Activity:

We will be continuing to work on our art portfolio. Today we will be using a variety of different colored shapes to create a mosaic. A mosaic is when you use a lot of different shapes and colors to create a picture.

Step-by-Step Guide:

- 1. Prep Work:** have several squares cut out in 4 ½ by 4 ½ inch squares in a variety of colors so children can choose background they want to work with. Then have scrap paper cut up in a variety of shapes, sizes, and colors or could have children help you rip up pieces as the first step to save on time.
- Hand out each child's art portfolio and their fantastic firework painting from previous activity. Instruct them to fold it in half and then glue it inside one of the pages in their portfolio so that it is a two-page spread.
- Explain to children that today they are going to get to make a mosaic to add to their art portfolios. A mosaic is a picture or pattern made by arranging together smaller colored pieces. *Show them a picture below for an example.*
- Once each child decides what they want to make for their mosaic it's time for each child to start with a color background. Have them choose a square to start.
- Tell the group that when creating a mosaic the construction pieces should be close to each other but they do not need to touch each other or overlap with each other.
- It might be helpful to have children draw in pencil the general outline of their mosaic first. It can be a shape, object or animal.
- Spread out the construction paper pieces amongst the group. Once they have the outline done they can start to fill in the outline with all the colorful pieces they want to use to create their mosaic and glue pieces down. If a piece doesn't quite fit child can cut it to fit inside the drawn outline.
- Since there are extra pages in their art portfolios encourage children to glue in the background color paper in the remainder of the book. They can continue to be creative at home and fill in the remaining pages or start on another mosaic!

Reflection

1. What was difficult about this activity? What helped you not give up with this activity?
2. Was anyone a kind and caring friend to you while we were working on this activity?
3. How did you make the choice on what to design for your mosaic?
4. Were you able to stay focused throughout the activity and complete your mosaic? If yes, what specific things did you do to stay focused? If no, what were some of the distractions you had that prevented you from finishing?
5. If you could go back and redesign or change anything about your mosaic what would you change?

Level Adjustments

Younger

1. Make a bag of the construction paper pieces for each child to use during this activity.
2. Print out and make stencils of animals or shapes for children to trace after they paste in their background.

Older

1. Have children help you cut out all the different colored shapes at the beginning of the activity. Challenge children with different shapes that they might not know like diamonds, trapezoids, octagons, hexagons, etc.
2. Challenge students to complete their mosaic with a colored pattern.
3. Turn on music in the background so children can sing along while they work.

Additional Notes



Additional Notes

- Remind children they can use the smaller pieces of paper to fill in their mosaic but they can also cut their own pieces to make it work best for their shape.
- Example turtle mosaic retrieved from: <http://dalimoustache.blogspot.com/2010/02/mosaic-turtles.html?updated-max=2011-03-15T17:57:00-07:00&max-results=20>

Just Imagine

LET'S MAKE SOME MUSIC

Time Required:	Materials Needed:
30 Minutes	2 paper plates per child, markers, staplers or tape, crayons, stickers, string, dried beans or beads and streamers.

Brief Description of Activity:

Help the children create their very own tambourine and learn about making beats!

Kid-Friendly Purpose of Activity:

To make our very own musical instrument and practice making beats and making music!

Step-by-Step Guide:

1. Let the group know that today we will be making our very own musical instrument called a tambourine.
2. The first step to making a tambourine is to decorate our tambourine.
3. Pass out two paper plates to each child and show them which side of the plates need to be decorated (the back side that you don't eat off of).
4. Encourage them to decorate with musical items like notes, a microphone or their favorite artist.
5. After each child has finished decorating pass out the beans/ beads. Have children fill one of their plates with beads. Put the other plate on top. Use tape or a stapler to secure the edges of both the plates to make sure that the beans/ beads do not fall out.
6. Once each child's tambourine is filled with beans attach the streamers/ string to the sides.
7. Explain to the children that the string and streamers don't help make music but makes playing the tambourine more fun and look more colorful.
8. Show the group how to play the tambourine. Holding it with one hand and bringing the other hand to it to make the noise, similar to clapping your hands together.
9. Keep it interactive by making a beat and having the group try to repeat the same beat back to you.
10. Challenge the group with longer and more complicated beats with different volumes of the tambourine.

Thrive it UP!

- **Creative Thinking:** Allow youth to decorate their tambourine in whatever way they want. Encourage youth to be creative and innovative to make their instrument look unique and special to them.

Reflection

1. Was there anything that was difficult to do during this activity?
2. Did anyone make a good choice during this activity?
3. What are some steps you'd have to take if you wanted to grow up and be a musician?
4. Does anyone have a strength of playing music? What instruments do you know how to play?
5. Does anyone have a strength of dancing and want to teach the group their favorite dance?
Some children can make the beat while some children dance

Level Adjustments

Younger

1. Already have the tambourine stapled together so all the children have to do is decorate the plates and add streamers or string.
2. Have children do addition problems with the beans/ beads that are going inside the tambourines. Ex: add 5 + 2 beans/ beads to your tambourine.

Older

1. After they finish their tambourines pair children together and have them come up with their own unique beat/ chant that they can show the group.
2. Play one song that you know the children like and help them play their tambourines to the beat of the song.

Additional Notes

- When purchasing the paper plates, make sure there is enough of a dip in the plate so that when you staple the two plates together it creates enough space for the beans/beads to have room to move and make the music.
- An alternative activity/instrument you could make would be a rain stick using a paper towel roll and beans/beads. Tape off one end, fill it with the beans and then tape off remaining side.

Just Imagine

PUPPET CREATIONS

Time Required:	Materials Needed:
30 Minutes	Enough paper bags for each child to have one, markers, crayons, construction paper, and a variety of other supplies to make puppets. Ex supplies: buttons, googly eyes, string, stickers, ribbon, pipe cleaners, etc.

Brief Description of Activity:
Allow the group to get creative by making their own puppets. This activity encourages children to be unique and use imaginative thinking.
Kid-Friendly Purpose of Activity:
To make our very own puppets and use our imaginations to make our puppets have their very own personalities!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Pass out one paper bag to each child and spread the other supplies evenly out amongst the group. 2. Remind the group to be kind and caring friends by sharing the supplies. 3. Encourage children to make their puppet into anything they want (an animal or person). Show them how to be creative and make their puppets look unique. Not only can they put eyes, mouth, nose etc. on they can also add hair, jewelry, clothes, etc. 4. After children finish with their puppet creations, have them brainstorm their puppet's name and personality. 5. Encourage them to make props that go along with what their puppet would like. For example, if their puppet is a singer they could make a microphone. 6. After each child is finished with their props for the puppet allow each child to come to the front and tell the group about their puppet. 7. Motivate children to think outside the box and share unique facts about their puppet. Show children how to support each other while sharing with either claps or snaps.

Reflection
<ol style="list-style-type: none"> 1. Why did you decide to create the puppet that you did? 2. What is one similarity your puppet has with another puppet? 3. What is one thing that is unique or different about your puppet? 4. Does anyone have a compliment they want to give to someone else in the group? 5. What is one thing you wish you had time to do in today's activity? 6. What is one good choice you made in today's activity?

Level Adjustments

Younger

1. Have an example puppet already created for them to see and visualize the activity before they begin. Or have some print ups of ideas or templates. Check out I Heart Crafty Things website here: <https://iheartcraftythings.com/20-paper-bag-animal-crafts-for-kids.html>
2. Have a variety of different facial expressions already cut out that they can use to create their puppet. Ex: A smiling mouth, a surprised mouth, a small nose, a big nose, wide eyes, skinny eyes.
3. Determine a setting or theme and then have children create their puppet and create an imaginary character that would fit that theme. For example, a day at the amusement park and a child may create a pony puppet and say their pony is a part of the carousel ride. Or on the farm and a child may create a cow puppet named Daisy the dairy cow.

Older

1. Have children answer specific things about their puppets when showing them off. Ex: one of the puppet's strengths, one of the puppet's weaknesses, one good choice the puppet made today, how the puppet works together well with others.
2. Challenge children to use their puppets to ask another puppet questions about themselves and have the puppets introduce each other up at the front.
3. Have children pair up or get in small groups and come up with a quick story about their puppets and have them act out the story for rest of the group.

Additional Notes

- Be mindful of time and allow about half the time to create puppet and half the time to play with the puppet and share about what each child created.

Just Imagine

STORY TELLERS

Time Required:	Materials Needed:
30 Minutes	A bag filled with random words written on pieces of paper

Brief Description of Activity:

Today your children will be using their creativity to come up with unique stories. There are many different ways to do this so based on what you think will be most engaging and time constraints, choose the adaptation that works best for your group.

Kid-Friendly Purpose of Activity:

To get creative and create our own stories!

Step-by-Step Guide:

1. Explain to your group that we will be creating our own stories in a variety of ways!
2. **Option 1:** Have the group sit in a circle. Have the group come up with a character or characters, a place, and a problem. Start a random story using the three things chosen by the group and then pause at a good point for a child to fill in a blank with a word by pointing to a child. Then continue the story until you get to another blank and point to a new child. Each child should be given a chance to say a word that adds to the sentence/ story. This can go on as long as time permits or until there is a good ending to the story.
Example: Characters: Zoey and Malik; Setting: at the beach; Problem: Zoey and Malik didn't know how to swim. It was a beautiful sunny day at the beach when Zoey and Malik were playing near the shore when all of the sudden a big _____ (call on child to fill in word and then continue the story).
3. **Option 2:** Have the group sit in a circle. Tell them that you will be starting a story with a unique sentence. The child sitting to your right will add in the next sentence and then the next child will go. This can continue until every child has a chance to add in or until there is a good ending to the story. This should create some unique stories!
Example story beginnings:
 - "It was a perfect day for a soccer game, so no one expected anything to go wrong..."
 - "I'm not sure we should go in there..."
 - "The best surprise ever was left at my door this morning..."
 - "She had always dreamt about being in outer space and now she was finally here..."
 - "Once upon a time in a magical land there was a genie in a bottle..."
4. **Option 3:** Have the group sit in a circle. Provide the group with a bag filled with random words on individual pieces of paper. Pass the bag around and have each child pick a word from the bag. Choose one child to start and that child comes up with a sentence that uses the word they picked from the bag. Then the next child in the circle tries to add to the story

with another sentence that includes the word that they chose from the bag. This continues until everyone has used their word and added to the story. You can pass the bag around again if time permits.

Thrive it UP!

- **Social Skills:** Storytelling is an important social skill youth will use in the future. Being able to string together a story that takes others' perspectives into account is a skill youth can work on in this activity. Be sure to encourage youth to include emotions and feelings in their story.

Reflection

1. What was difficult about this activity?
2. What helped you focus during this activity?
3. When it was your turn to add to the story what emotion did you feel?
4. What is one strength that you need to be good at this activity?
5. What is one of your favorite stories that you have read? What personality traits does the main character have?

Level Adjustments

Younger

1. Choose one of the mad libs from the source provided in additional notes and have the children work together to help fill out the mad libs. Once all the blanks are filled in, read the story aloud to the students.
2. If children are having a hard time thinking of what to add into the story, you can have children join in when they think of something. Instead of going in a circle have children raise their hand when they want to add in.
3. For option 3 you could have pictures instead of written words for children to pick from.

Older

1. For option 3, have the words posted somewhere in the room and have each child write their own story using the words provided. Have them share the stories they came up with by reading them aloud.
2. For option 3, have the children think of a random word and write it down on a slip of paper. Add these words to the bag and have them choose a slip at random from the bag.

Additional Notes

Resource for retrieving a variety of mad libs for the children to help fill out:

<https://www.woojr.com/printable-mad-libs-for-kids/>

Trail to the Environment

Trail to the Environment is designed to help youth understand and appreciate the natural world by providing activities on nature, environmental stewardship, geography, and more. After completing the Trail, young people should have developed a better awareness of the natural world and how they can care for the environment.

Choose(or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

LET' S EXPLORE

Nature Hunt

Materials: Sidewalk chalk

Fingerprint Bugs Pot

Materials: Plastic pot or cup, paint, plates, tablecloth

Plant a Seed

Materials: Permanent markers, soil and a packet of seeds

WILDERNESS

4 Habitats

Materials: Printed off four corners page, pencils, crayons

Build Your Own Bird Feeder

Materials: Pinecones, bird seed, vegetable shortening

What's That Animal Sound

No Materials

Let's Explore

NATURE HUNT

Time Required:	Materials Needed:
30 Minutes	Sidewalk chalk and an outside space.

Brief Description of Activity:

This activity does have some prep work and will require you to be outside. You will help your group learn about their environment and all the nature that is around them. While participating in this activity children will also be practicing sight words, number, color, and shape recognition.

Kid-Friendly Purpose of Activity:

To have fun going on a nature hunt! You will be competing in a nature search and finding cool nature items in our community!

Step-by-Step Guide:

- 1. Prep Work:** Find a spot outside that has a variety of nature items and some sidewalk or concrete space. Look around to see what nature items are readily available. Use the sidewalk chalk to make shapes and write above the shapes a type of nature item and the total items you want the group to find. These nature items will be different depending on what is in your surroundings but some examples are: 3 green leaves, 2 small pebbles, 5 small pieces of grass, 1 twig. Try to do at least 5 unique items for them to hunt for so it is challenging for the children. In addition, use a variety of shapes, colors, and numbers of objects to keep the group on their toes and practicing a variety of skills. Copy this again because there will be two groups competing in the nature hunt. *There is a visual aid attached at the bottom of this to provide clarification on what this should look like.*
- Split your group in two. A creative way to do this is to have children get in pairs and have one child in each pair pick either mountains or beach. Have the mountains go to one spot and have the beach go to the other spot. These are the two groups for the nature hunt.
- Show the group the boundaries for the nature hunt and tell them that they must stay with their group at all times.
- Explain to them that the goal is to be the best nature hunters by filling all the shapes the fastest.
- On "Go" children will begin the hunt. Be mindful of where children are in the space and make sure to have eyes on all groups at all times.
- The first nature hunter group to get all their shapes filled will be the winners!
- After groups finish the nature hunt they can practice tracing what they found or drawing pictures of what they found.

Thrive it UP!

- **Environmental Stewardship:** By engaging with nature in this way, youth are developing a connection to the natural world. Encourage youth to observe the shapes, colors, smells and sounds of their surroundings.

- **Social Skills:** Working in a team can come with some problems. Be sure to mediate any conflict youth have during the scavenger hunt.

Reflection

1. Was there anything that was challenging for you during this activity?
2. How did you and your group work together during the nature hunt?
3. Could you have done something differently to work together better? What could you have changed?
4. Did you feel listened to during this activity? If so how and why?
5. What are some strengths that you and your nature hunt group had during this activity?
6. What are other additional items you saw in nature, not on the list, while you were hunting?

Level Adjustments

Younger

1. Instead of dividing the group in two could have the whole group work together to find the nature items. You would probably need to require more than 5 items for the group to find.
2. Give challenges for children. *Ex: Stand by the largest amount of a nature item, hop to the skinniest nature item, or stand on one foot beside the most colorful nature item.*
3. Instead of writing the nature hunt items in shapes make a hop scotch board and list the items in each square. Then have the children play hop scotch by throwing a small rock to a square, hop through and then go hunting for that particular item.

Older

1. Challenge children to do addition and subtraction problems with the nature finds. *Ex: Add together the 4 green leaves and the 3 purple flowers.*
2. Have children come up with a nature chant or song to sing while they are hunting for nature.
3. Make the contest more interesting by having the nature hunt groups pair off and tying their legs together so it is like a three legged race during the nature hunt.

Additional Notes

- If you're in a location with a variety of colors in nature you could assign each group a color to try to find in nature and the group with the biggest variety of their colored items would win.
- Visual aid of activity taken from "Nurturestore"



Let's Explore

WATCH IT GROW: FINGERPRINT BUGS POT

Time Required:	Materials Needed:
30 Minutes	Small plastic pot or cup for each child in group (preferably a lighter colored pot because they will be decorating them), variety of paint, plates, tablecloth, sharpie, and a safe place for finished flower pots to dry.

Brief Description of Activity:
This is the first day of the Watch It Grow activity. You will help each child decorate a flower pot.
Kid-Friendly Purpose of Activity:
We're going to start a two day activity to make a pot and plant a seed for you to take home!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Prep Work: Put a variety of paint colors on a plate for each child in your group, write each child's name on the bottom of a pot. Talk to your group about how some bugs are really beneficial for plants to grow and be healthy. <i>Bug fast facts:</i> <ul style="list-style-type: none"> - <i>Lady Bugs: Help get rid of harmful bugs (aphids) that might live in a garden.</i> - <i>Bees: Help pollinate plants. Which means they help plants spread and create new plants.</i> - <i>Butterflies: Are also great pollinators but are different from bees because they can travel long distances.</i> - <i>Caterpillars: Aren't the most helpful to gardens, but they are baby butterflies. Once they turn into butterflies they are super beneficial pollinators for a garden.</i> Tell your group that we are going to decorate our flower pots with all of these helpful bugs that we just learned about! Explain to your group that we will be using our fingerprints to paint on our flower pots today. Just like everyone's finger print is unique, everyone's flower pot will be unique as well! Elaborate to your group and tell them that today we will be doing the base of all these bugs. The next time we meet we will add wings to our bees, antennas to our butterflies, polka dots to our lady bugs and any other creative additions you can think of! Show them the examples that are attached below so they see what the different bugs will look like but tell the group to feel free to get creative and make their helpful bugs look however they would like. Pass out plates with paint on them to each child. Once children are finished painting, have them wash their hands and put their pot in a safe place to dry.

9. If time permits can have them do the "Bugs and Crawly Things" dance. *Link provided in additional notes.*

Thrive it UP!

- **Environmental Stewardship:** The purpose of this activity is for youth to create something that will benefit their local wildlife. Encourage youth to think about why bugs are important and what they can do to protect them.

Reflection

1. What helped you focus during this activity?
2. Was there anything that was difficult for you during this activity?
3. Did anyone learn anything new during this activity?
4. Did anyone have a strength that they used during this activity?
5. Did anyone come up with a unique way to decorate their pot?

Level Adjustments

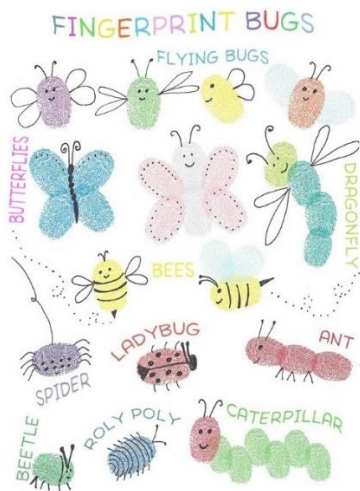
Younger

1. Pass out paint one at a time to children, so that there is no paint wasted or spilled.
2. Have children practice their fingerprints on paper first, before they start working on flower pot finger painting.

Older

1. Have children share facts that they know about bugs/ insects before sharing the provided facts.
2. If there are flowers or a garden close in the neighborhood, go with the children to look for any bugs they see and point them out.

Additional Notes



- If you are worried about children getting paint on their clothes an easy and affordable apron is a large trash bag with holes cut out for their arms and head.
- Bugs and crawly things dance link: <https://www.youtube.com/watch?v=hUbYq93cYdE>
- Finger painting visual aid taken from Rays of Bliss: <http://www.raysofbliss.com/bugs-fingerprint-art-free-printable/>

Let's Explore

WATCH IT GROW: PLANT A SEED

Time Required:	Materials Needed:
30 Minutes	Permanent Markers (colors that will show up on flower pot, preferably dark colors), soil and a packet of easy growing flower seeds

Brief Description of Activity:

This is the second day of the Watch It Grow activity. Today you will be helping the group finish decorating the flower pots and planting seeds.

Kid-Friendly Purpose of Activity:

We're going to finish decorating our flower pots, learn how plants grow and plant our first flower seed!

Step-by-Step Guide:

1. Pass out flower pots and markers to the children. Remind children that the markers are permanent and that you are trusting them to be very careful and not draw on anything besides the pot.
2. Have children finish decorating their pots with things like spots for lady bugs, antennas for butterflies, wings for the bees, etc.
3. Tell your group that we already talked about some things that are helpful for plants to grow. Ask them if anyone remembers what we talked about last time? *How bugs/insects are good for plants.*
4. Explain to the group that before we plant our seeds we want to make sure that everyone understands what plants need to grow big and tall.
5. Ask the group what else plants need other than the good bugs that we already talked about. Ex: Sunshine, water, soil, air.
6. Share with the group why plants need these various things:
 - **Water**- Helps plants to stay moisturized and get nutrients back and forth between roots and leaves. When you touch your plants soil if it feels dry it's time to water it.
 - **Soil**- This keeps our plants in the ground and keeps their roots safe so the plant is supported. Today we will make sure that each of our plants has plenty of soil.
 - **Sunshine**- The sun helps our plants make food through a process called photosynthesis. If you notice that your plant is drooping then you might need to move it to a sunnier spot. *Tell your group to take a look outside and see what the weather is like today and whether it is a good day for plants or not.*
 - **Air**- Clean healthy air is important for plants to grow. *Instruct the group to take one big deep breath in and then one big exhale out. Explain to them that the air they just breathed out is carbon dioxide.* Plants take in carbon dioxide from the air which helps with the photosynthesis process we talked about earlier.

7. Tell your group that now that we know what we need to do to keep our plants happy and healthy it's time to start planting!
8. Have each child come fill their pot with soil and dig a small hole in the center of the dirt.
Have each child feel the soil. Ask them whether it feels dry or not. Based on how it feels they may need to water their plants today after we plant them or might hold off until tomorrow to water them.
9. Walk around and give each child two seeds to put in the hole they dug and have them cover the seeds.
10. Remind children to find a sunny spot at home to put their plant and to water them whenever the soil feels dry!

Reflection

1. Was there anything surprising that you learned during this activity?
2. What are some good choices you can make to make sure that your plant grows big and tall?
3. Did anyone find it hard to wait to plant their seeds? What did you do to help you stay patient?
4. Can anyone think of any other times it is hard to be patient?
5. Does anyone have any unique flowers at their own home or in their neighborhood that they want to tell us about?

Level Adjustments

Younger

1. If there is extra time at the end have children draw flowers that they've seen.
2. Teach the group a simple song about seeds: *additional songs can be found at:*
<http://www.angelfire.com/la/kinderthemes/pfingerplays.html>
Little Seed (Tune: I'm a Little Teapot)
Here's a little seed in the dark, dark ground.
Out comes the warm sun, yellow and round.
Down comes the rain, wet and slow.
Up comes the little seed, grow, grow, grow!

Older

1. Have children write on a popsicle stick the name of the flower they are planting as a label for the plant.
2. Use the provided link to a worksheet for children to fill out on the life cycle of a plant:
<http://cleverlearner.com/science/images/life-cycle-of-a-plant-preschool-worksheet.pdf>

Additional Notes

- When buying seeds for your group look for the words 'Hardy Annual (HA) and 'direct sow' or 'can be sown outdoors'.
- Some other suggestions for seeds to look for are sunflowers, pot marigold, cosmos, or nasturtium.

Wilderness

4 HABITAT

Time Required:	Materials Needed:
30 Minutes	"Rainforest", "Ocean", "Desert" and "Forest" largely written on four different pages and posted in each corner of the room, printed off four corners page (<i>last page of this document</i>), pencils and crayons/ markers.

Brief Description of Activity:
Children will learn about animal habitats and what types of animals live where in a fun interactive way.
Kid-Friendly Purpose of Activity:
We will learn about the different animals on our planet and the unique habitats that they live in!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Prep Work: Hang each of the four habitats in a different corner of the room. Make sure it is in a place where children can easily see it. Show the children the four different corners and the habitats that are posted in each. Explain to children that a habitat is the environment in which an animal lives. Ask the group what they know about the different habitats and fill them in on any missing information with the following: <ul style="list-style-type: none"> - Ocean: Very large space on our earth. The ocean takes up about 70% of the surface of our planet. Animals who live here must be able to breathe under water. -Desert: Can be very hot and dry or cold. It is a lot of open space with few plants. Animals who live here must be able to survive in really extreme temperatures. -Forest: Lots of trees and plants. Has 4 seasons. Provides a lot of shade for animals that live there. -Rainforest: A rainforest is similar to a forest because it has lots of trees but it also as a lot of overgrown vegetation like plants, vines and bushes. It is found near the equator and gets a lot of rain. When I call out an animal, I will give you 10 seconds to decide which habitat you think that animal lives in. At the end of 10 seconds you have to be standing in one of the 4 habitat corners. Announce the correct habitat and if you are in the wrong habitat you must do the exercise I announce. Sometimes it will be challenging because an animal might be able to live in several of the habitats. If you are standing in any of the habitats an animal can live in, you will get it correct and won't have to do the exercise! Example animals and habitats: <i>Monkey- Rainforest</i> <i>Ants- Rainforest, Forest</i>

Dolphin- Ocean

Road runner- Desert

Scorpion- Desert

Squirrels- Forest

8. Example exercises: Pushups, jumping jacks, hold a plank, army crawl, lunges
9. If time permits you can have children fill out the four corners habitat sheet attached. This will help to see how much they remember about the animals and the habitats they live in. After children fill out the sheet go over it again so they can make corrections if they need to.

Reflection

1. How did it make you feel when you got the correct habitat?
2. What did it feel like when you guessed the wrong habitat?
3. Did anyone get better at choosing the right habitat throughout the game? What helped you get better with this activity?
4. Does anyone else in the group know any other animals that live in these habitats?
5. Who has a strength of a good memory and did really good at the four corners habitat sheet? How else can you use this strength at school or at home?
6. How did you avoid peer pressure and choose the habitat you thought an animal lived in and not what your friends were choosing?

Level Adjustments

Younger

1. Have children move/ act like the different animals that you call out.
2. Give children an animal sticker each time they go to the correct animal habitat and see how many stickers each child can collect.
3. Have children draw in the four corners habitat sheet what the habitat looks like and what animals live there.

Older

1. After announcing the correct habitat, ask children who are in the correct habitat why they chose that one? *Maybe they've seen that animal before in that habitat, maybe they know it can breathe under water so they used critical thinking to choose that habitat.*
2. Make it more challenging by calling out animals that are not in any of those habitats. If you call out an animal that does not live in any of the 4 provided habitats, children must go to the middle of the room for their guess. Make sure to inform students before playing of this option so they know where to stand if they think an animal doesn't fit in one of the categories.

Additional Notes

- The number of exercises they have to complete should be determined by the leader.
- Replace Ocean habitat with Polar Regions to make it more difficult, this way students don't automatically know the correct answer when they hear an animal that can breathe under water. Or add it as a 5th spot and place the sign in the middle.
 - *Polar Regions are land covered by large sheets of ice that are frozen for most of the year. In the winter, the sun never rises and in the summer the sun never sets. Some animals that live there are, polar bear, penguin, walrus, snowy owl, orca and arctic fox.*

Wilderness

BUILD YOUR OWN BIRD FEEDER

Time Required:	Materials Needed:
30 Minutes	Enough pinecones for each child to have one, bird seed, vegetable shortening, 2 popsicle sticks for each child, string, and paper plates.

Brief Description of Activity:

Work together to make bird feeders to keep the birds in the neighborhood happy and healthy.

Kid-Friendly Purpose of Activity:

We're going to feed the birds by creating birdfeeders for the neighborhood birds!

Step-by-Step Guide:

- 1. Prep Work:** Put an even amount of vegetable shortening in the corner of every child's plate and put two popsicle sticks with the plate.
- Take your group to an outside location, because this activity will get messy.
- Pass out plates and pinecones to every child.
- Pass out string to each child and show them how to tie a loop so that the bird feeder can hang, either on the stem or around the top of the cone. Children can use this string to hold the pinecone still for the next steps.
- Show the group how to spread vegetable shortening on a pinecone using a Popsicle stick.
- Once children have finished spreading the vegetable shortening, show them how to roll the pinecone in bird seed to get it covered.
- Evenly distribute birdseed to each child's plate while they roll their pinecone in the bird seed.
- Each child's pinecone is now covered in vegetable shortening and birdseed and is ready to hang!
- Walk with the group to available neighborhood trees where the pinecones can be hung, if no space is available see additional notes below.
- Set aside time for children to wash/ clean their hands since this is a messy activity.
- Have reflection time close enough to see some of the pinecones so the group can observe and see if any birds find the new feeders.

Thrive it UP!

- 7. Environmental Stewardship:** This activity is all about caring for their natural community. Encourage youth to think of other ways they can create healthier natural environments and care for birds outside of this activity.

Reflection

1. What was difficult or frustrating about this activity? Why?
2. Is there anything you would do differently if we did this activity again?
3. What is a good choice you made while completing this bird feeder?
4. What is another good choice that you could make to help our environment and the animals living in it?
5. Can someone share something they do with their friends or family that helps the environment or animals in the environment?

Level Adjustments

Younger

1. Already have string tied to the pinecone to make this step easier for younger children.
2. Use toilet paper rolls instead of pinecones for easier spreading and rolling.
3. Try to find a quick educational video or book to read about birds before or after the activity.

Older

1. Have the group search in the neighborhood for pinecones before the activity begins.
2. Have them make signs with fun facts about birds to post beside the bird feeder.

Additional Notes

If there is not a space to hang the birdfeeders, can get plastic bags and have children take them home to hang them in their own yard/ neighborhood.

If you have extra time you can share some fun facts about birds with the group:

- Hummingbirds can fly backwards.
- Owls can't move their eyes, but they can turn their head almost all the way around.
- Most birds have hollow bones which help them fly.
- Chickens can make over 20 different noises to communicate with each other.
- Penguins can't fly, but they can swim.

Wilderness

WHAT'S THAT ANIMAL SOUND?

Time Required:	Materials Needed:
30 Minutes	Big enough space for children to complete some exercises. <i>Optional printable resource on last page that might be helpful for younger children.</i>

Brief Description of Activity:
Children will learn about different animals, the sounds they make and learn some fun animal related exercises in the process.
Kid-Friendly Purpose of Activity:
To have fun making animal noises and acting like animals!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. As a group go over all the different noises different animals make and be sure to include the ones from the list in step 8. 2. Whisper an animal from the list provided (Step 8) in each child's ear and make sure they keep it a secret. There should be 2 children with the same animal for each round. If there is an odd number of children you will need to play as well or make a group of three. 3. Have students spread out around the room. When you say, 'go' all children will make the noise of the animal assigned to them. The goal is for each child to find the other child that is making the same animal noise as him/her. 4. Once a child finds their animal partner they must work together to strike a pose that looks like that animal. 5. Once all children have found their animal partner it is time to do the animal exercises! 6. Example exercises with the animals are listed in step 8. The space you are using will determine if you want the children to do the exercises all at the same time, individually or with their animal partner. Set up a marker or designated space for children to go down and back for their exercises, distance will be based on available space. 7. Multiple rounds can be played based on how much time you have and assigning new animals and partners each round. 8. Animals and exercises: <ul style="list-style-type: none"> - Frog- leap frog - Dog- crawl on all four like a dog - Cat- sprint fast like a cheetah - Horse- wheelbarrow race - Chicken- do the chicken dance - Duck- duck waddle (crouched down knees pointed outwards, hands on hips) - Sheep- twirling on tippy toes like a ballerina with arms over head - Bear- bear walk down (open palms, feet spread wide)

- Bird- spread their arms wide and flap like a bird
- Pig- pencil roll like a pig rolling in mud (hands up straight, arms long, legs long, rolling from front to back)
- 9. During the exercises encourage children to cheer on each other and get silly with it!

Reflection

1. What were some things you did to focus and find your animal partner?
2. Can anyone tell us a way they controlled themselves to keep their animal a secret or wait for the round to start?
3. Who can tell us what a strength is? What is one strength that you had during this activity?
4. Can anyone think of how they can use that strength to do something in school? At home?
5. Who can tell us what unique means? Who can think of some ways that the animals we just acted like are unique? *Might need to remind them again of the different animals that were played during the activity.*
6. Who would like to share something that makes them unique?

Level Adjustments

Younger

1. If children are having a hard time remembering what animal they are assigned, you can have pictures printed of the animals to help them remember it. *(A table of pictures is provided below)*
2. Once the children find their animal partner they must work together to use both their bodies to make the shape of the first letter that their animal starts with (ex: Frog pair they would make an "F" with both their bodies to show that they found their match)
3. Once the children find their animal partner they must work together to come up with a fun fact they know about that animal.

Older

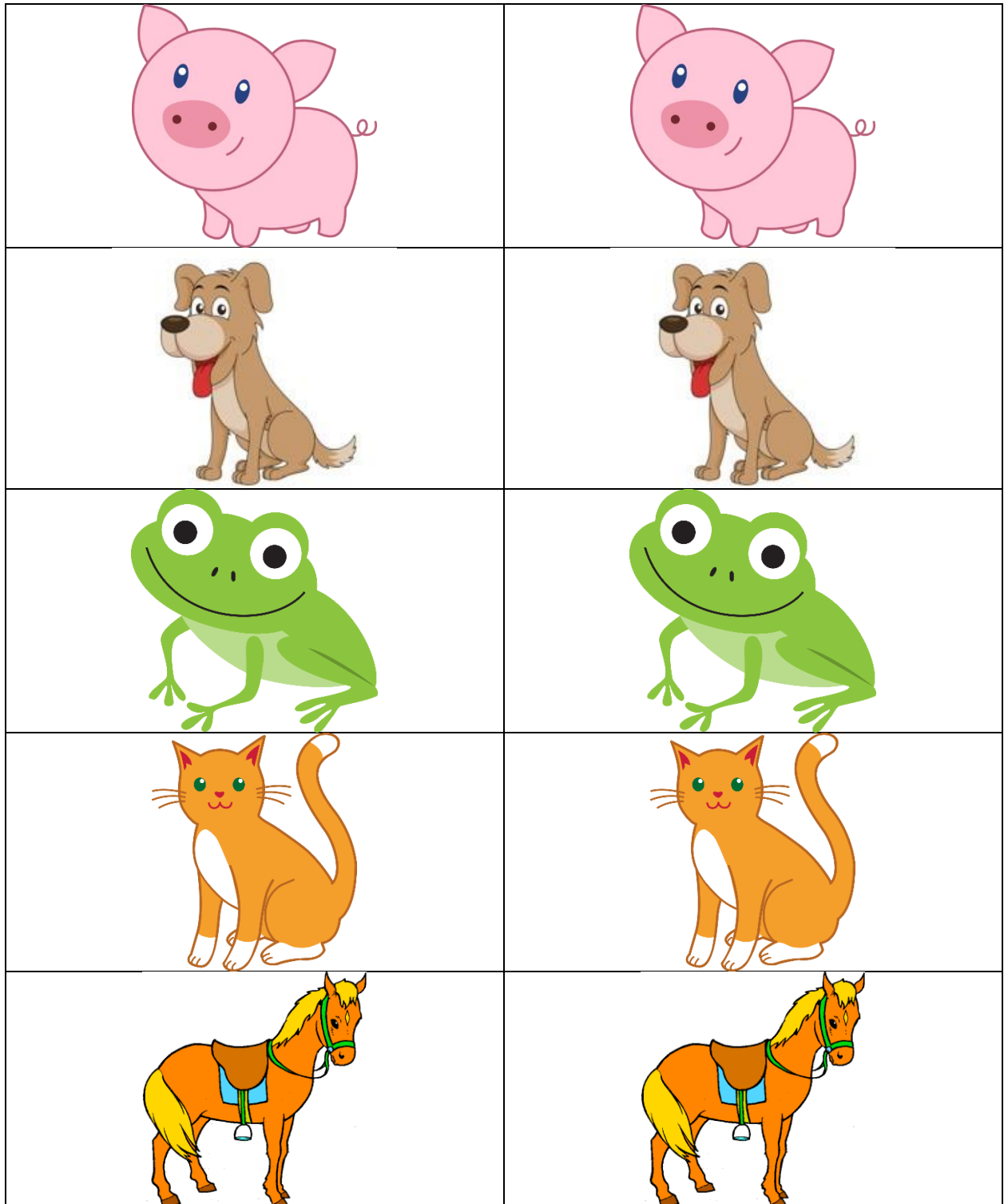
1. Switch it up and instead of having the children make the sound of their animal have them act like the animal to find their partner.
2. Once the children find their animal partner they have to work together on how to spell the animal name out loud.
3. If space is limited once partners find one another, instead of doing the exercises print some pictures up of animals (two of each type) and play a memory matching game.

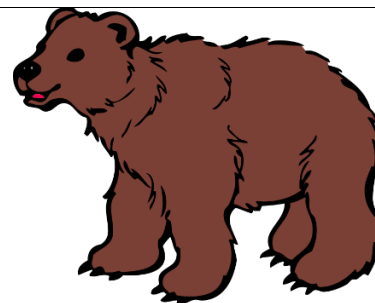
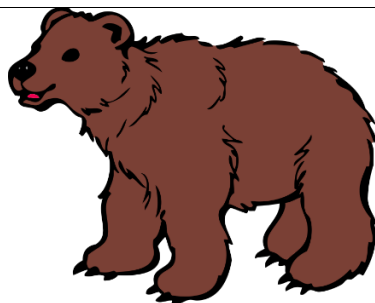
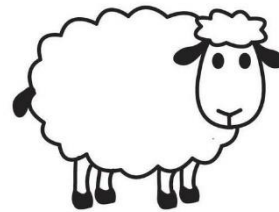
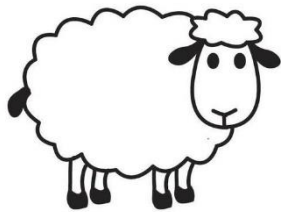
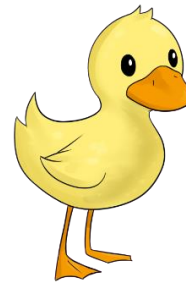
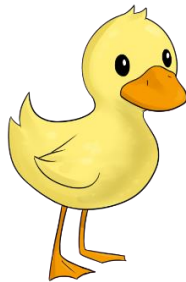
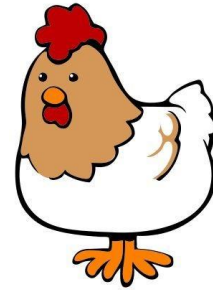
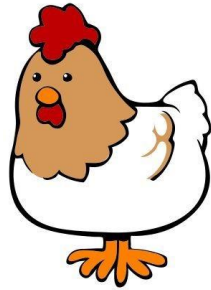
Additional Notes

If children are finding their animal partner too quickly, spread them out more to make it more difficult for them to find their partner, or turn on music to have a little bit of a distraction.

If time permits you can share some of these unique animal questions with them:

- What is the only animal that can't jump? *Elephant*
- What is a rhinoceros's horn made of? *Keratin the same substance that makes up hair*
- What animals sleep while standing up? *Horses and cows*
- What type of bird can fly backwards? *A hummingbird*
- What animal has the biggest eggs in the world? *Whale sharks*
- How many hours a day do sloths sleep? *20 hours*





Trail to the Future

Trail to Family and Community is designed to encourage young people to learn new and unique skills, such as cooking, science experiments, STEM and more. After completing the trail, young people should have developed a better awareness of their physical and mental skills.

Choose(or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

HEALTHY LIVING

Ball Relay

Materials: 2 balls, a cone or place marker

Jump Around!

Materials: Two jump ropes

Tasty Trail Mix

Materials: Paper bags, ingredients to make trail mix

WHAT HAPPENS WHEN

Rain in a Jar

Materials: White shaving cream, blue food coloring, pipets

Make a Rainbow

Materials: Plastic plates, M&Ms, measuring cups

Lightning and Thunder

Materials: Balloons, metal spoons, brown paper bags

Healthy Living

BALL RELAY

Time Required:	Materials Needed:
30 Minutes	2 balls (could be beach ball, soccer ball, kickball) and a cone or some type of marker

Brief Description of Activity:
Children will be competing in two teams with a variety of ball relay games to learn how to work together and get some exercise at the same time.
Kid-Friendly Purpose of Activity:
To have fun competing in a relay race and getting some exercise!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Ask the group to describe some qualities of a good team player. 2. Split the children into two even teams. Some easy ways to do this is have children pair up and have each child in the pair pick dogs or cats. Have the cats go to one side and dogs go to the other side and those are your two groups. 3. If teams are not even you will need to play to make it fair or have one child go twice with a new partner to make sure it is fair. 4. Let the children know that this is their team for these challenges, and that they will need to work together to be good team players like we talked about earlier. 5. Explain that there will be three different relays total, all including a ball. 6. 1st relay: Have children make a line with their team with some space in between each person. Give the first child in each line the ball. Instruct them that they will be passing the ball down their line and back to the front of the line in an over-under alternating pattern. The first child in line will pass the ball over their head to the person behind them, the second child will get the ball and pass it between their legs to the next child and so on. 7. The first team to get it back to the front of the line doing over under wins this relay! <i>Can play multiple rounds based on time!</i> 8. 2nd relay: Show the two teams the start line and where they have to make it to (a cone or some type of marker) and that they have to come back to the start line to pass it to their next team mate. 9. Give the first child in each line the ball. The first child will put the ball between their legs at their knees. On go the first child in each team starts the race with the ball between their legs hopping from start, around the cone/ marker and back to their team. 10. When they get back to their team they must give the next child a high five and pass the ball to him/her. 11. If a child drops the ball, they must go back to the place they dropped the ball and start again. 12. The first team with all players to make it down and back wins! 13. 3rd relay: Pair children up in their team with someone of similar height. Pairs must stand side by side / shoulder to shoulder each with one arm around the other child's shoulder. You will

put the ball in between the first two children in line at their hips. Pairs must work together to keep the ball balanced in between themselves throughout the race.

14. On go, the first pair in line must work together to keep the ball between them and make it from the start line, to the cone/marker and back (same route as 2nd relay).
15. If the ball drops, the pair must go back to the start line to try again!
16. The first team to get all members of their team back wins this relay! *Can play multiple rounds based on time*

Thrive it UP!

- **Contribution and Social Skills:** Relays are a great way for youth to practice skills related to contribution and social skills. All participants have equally important roles to play in a relay race – they must do their part and cheer their teammates on. Emphasize the importance of every individual on a team and encourage youth to think of ways they can support their teammates if they struggle. Praise participants who are kind and patient with others.

Reflection

- Who can share how they showed support to their teammates?
- Can someone shout out/ give praise to someone they saw being a good team player today? How were they a good team player?
- How did your team work together?
- What are some ways you can be a good friend to the team that didn't win?
- Did anything surprising happen during the game? What emotion did you feel when that surprise happened?

Level Adjustments

Younger

1. If a child drops the ball during the third relay have them take two hops backwards and begin again instead of having them go all the way back to the start line.
2. If it's too hard for the younger students to keep the ball balanced in the 3rd relay, children can stand across from their partner and pass the ball back and forth while they race down and back (maybe have a set number of passes they have to make before getting back).

Older

1. Have students work together to come up with a team name that represents them before the relay races start! *Make sure to reference their team name throughout the activities.*
2. Switch up the teams for the different relays so that children learn how to work together with a variety of different people.
3. After each relay have children line up in different ways to make it more challenging, for example, line up from shortest to tallest without talking, lining up by birthday months, or lining up in alphabetical order.

Additional Notes

- If the group is small, you can have them all do the relay as one big group. You can time them and see if they can improve their time each race they complete.

Healthy Living

JUMP AROUND!

Time Required:	Materials Needed:
30 Minutes	Two jump ropes

Brief Description of Activity:

Teach children how to get exercise in a fun way! Children will be playing in three different jump rope games.

Kid-Friendly Purpose of Activity:

To have fun getting exercise in an exciting way! We will be playing three different jump rope games today!

Step-by-Step Guide:

- Activity 1:** Have children stand in a circle. Stand in the middle with one end of the jump rope in your hand. On "Go" You will start turning with one end of the jump rope in your hand, the jump rope laying on the ground and the other end of the jump rope close to the children's feet. Children will try to jump over the jump rope when it gets close to them. If a child jumps at the wrong time and the jump rope touches them they must show the group their favorite dance move. Switch it up by spinning the rope faster and switching directions. You can continue playing this as many rounds as you want based on time.
- Activity 2:** Put the two jump ropes on the ground parallel to each other with one 6 inches in between them. Have the group line up along one of the jump ropes. One at a time each child will try to jump across the middle without touching either of the ropes.
- After everyone jumps across, spread the ropes out further apart from each other. The group jumps across again. Children who touch the rope or don't make it all the way across can continue to support the children who are still jumping and do jumping-jacks along the side. You can continue playing this until there is only one child left or until you are out of time.
- Activity 3:** Have children jump rope with the ropes provided. Have children who are not jumping chant this "A,B,C and Vegetable Soup Rhyme":
A,B,C and vegetable soup.
What will I find in my alphabet soup?
A,B,C,...
- When a child messes up they must say an emotion word that starts with the letter they messed up on. This can continue until each child has gone or even longer if time permits.

Reflection

- How did it make you feel when you accidentally touched the rope or messed up?
- Was there anyone who encouraged you to keep trying or to do your best during this activity?
- How does it make you feel when people support and encourage you?
- What are some things you can tell yourself when something is difficult to do?
- Would anyone like to give a compliment to someone in the group?

- What are additional ways you can move and get your heart rate up?

Level Adjustments

Younger

1. Have children share some of their favorite jump rope rhymes. If time permits you can jump to these rhymes too.
2. Activity 3 adaptation: If children don't have jump rope mastered you can play on the river on the bank with them. Play this by laying one rope straight on the ground. Have children line up on the rope. Tell the children that to the left of the rope is the river and to the right of the rope is the bank. When you say, "On the river" children need to hop to the left, when you say, "On the bank" children will need to hop to the right.

Older

1. Have children help turn the rope for the other children who are jumping.
2. Challenge children by having them attempt double dutch with the two jump ropes or jumping in on one turning rope.

Additional Notes

- There are three different jump rope activities for this day so it is important to be mindful of time. You can decide how many rounds are played of each of the three activities based on time.
- Remember the whole point of this activity is to get exercise by moving, so try to eliminate down time and keep children jumping in a variety of ways to keep their heart rate up and having fun at the same time.

Healthy Living

TASTY TRAIL MIX

Time Required:	Materials Needed:
30 Minutes	Enough paper bags for each student to have one, ingredients to make trail mix. (This can be a variety depending on what's readily available, on sale, or children's allergies, but some options are: raisins, cheerios, pretzels, M&Ms, shelled sunflower seeds, granola, craisins, dried fruit, etc.)

Brief Description of Activity:
Help your group make a healthy snack and get some exercise while doing it!
Kid-Friendly Purpose of Activity:
To make a healthy treat while doing some fun exercises!

Step-by-Step Guide:
<ol style="list-style-type: none"> 1. Pass out bags and have children write their names on them. 2. Discuss with group how today they will be combining a variety of ingredients to make a healthy snack. When moving around a lot and exercising it is important to make healthy choices when it comes to food. If you eat too much sugar it might give your body a lot of extra energy but then you will also lose your energy quickly. It is important to try and have a balanced treat that has a variety of protein, carbohydrates, sugar and fats. 3. Children will be earning an ingredient after each exercise they complete to add to their mix. 4. Put all the bags up at the front of the space where all children can see their name. 5. After each child completes the exercise, choose one of the ingredients and divide it equally amongst the bags. 6. Have the children count together as they work towards completing each exercise. 7. Exercises per child: <ul style="list-style-type: none"> - 20 jumping jacks - 3 down and back bear walks - Frog hops down and back - 15 push-ups - 10 squats - 15 sit ups - 30 second plank - Hold a tree pose for 1 minute (tree pose is one leg planted on the ground, the other leg bent with the foot resting above or below the knee, and the two hands together placed at the heart or above the head) 8. If there is time, call children one by one to the front to share one of their favorite exercises and have the group practice them together. 9. In order to avoid the trail mix being a distraction during reflection time, pass out the bags after the questions or save it for when they get home.

Thrive it UP!

- **Self-Management:** Healthy habits are a component of positive self-management. By encouraging young people to invest in their physical health, they may be encouraged to take positive risks when it comes to exercising and eating healthy. Talk to the group about additional ways they can focus on their health.
- **Growth Mindset:** The exercises youth complete in this activity may be challenging to some participants. During the reflection, talk to youth about how it feels to struggle through something and what they can tell themselves to encourage perseverance.

Reflection

- Which one of these exercises was most challenging for you to do?
- What can you tell yourself if you're having a hard time with something?
- How does it make you feel when you are able to finish something that might have been difficult?
- Which exercise would be easiest for you to teach someone else how to do?
- How can you encourage others in the group who might have had a hard time with those exercises?
- Are there any foods in this trail mix that you have never tried before? Why is it important to try new things?

Level Adjustments

Younger

1. Write the children's names on their trail mix bags for them ahead of time. Then allow children to decorate each of their bags with something that represents them or shows something about their personality.
2. Reduce the quantity of exercises if children start getting tired.
3. Adapt exercises to make them easier. Instead of frog hops do bunny hops with two feet together, instead of push-ups have them stand a few feet from wall and lean onto the wall with hands bending elbows like a push-up on the wall, instead of squats have them skip with high knees in the air, instead of sit-ups have them do a standing crunch where they put their hands behind their head and then twist and touch opposite elbow to opposite knee as they raise their leg at the same time.

Older

1. Increase the number of exercises and make it so the whole group has to take on some number of the exercises to reach the final goal. Children can say how many they are willing to do based on if that exercise is a strength or weakness of theirs.
2. Give two dice out to two children, assigning one to roll the ones place and one to roll the tens place. Whatever they roll is the number of exercises the children have to do.
3. Have two children each pick a card out of a deck. The two cards added together is the number of that exercise that the children have to do.

Additional Notes

- Make sure that when you're putting ingredients in the children's bags that you are dividing it equally and all children get close to the same amount of each ingredient.
- The list of exercises starts off with the more active ones and then goes to more stationary ones so that children are able to settle down for reflection questions.

What Happens When

WEATHER WONDERS: RAIN IN A JAR

Time Required:	Materials Needed:
30 Minutes	White shaving cream, blue food coloring, water, pipets and clear jars or cups.

Brief Description of Activity:

This is a three day activity and on each of the days children will do a different experiment related to weather. Today the group will learn about what causes rain!

Kid-Friendly Purpose of Activity:

This is a three day activity where we will be learning about weather through experiments and fun activities. Today we will be learning about what causes rain!

Step-by-Step Guide:

- 1. Prep work:** Fill up the bottom half of each of the cups/ jars with water.
- Give each child a clear plastic cup/ jar. Walk around and add shaving cream to cover the whole top of the opening. *(Can't do this step too far ahead of time because the experiment will not work properly.)*
- Explain to your group that the shaving cream represents a cloud and the water is like the air filling the sky.
- Make the "rain" by mixing water and blue food coloring together in a separate cup or dish.
- Before the next step of dropping the blue food coloring mixture into the cloud. Ask the group what they think will happen?
- After each child tells their prediction, allow each child use the pipet and drop the "rain" on top of the cloud. Reminding them to just squeeze the pipet lightly and to only do one drop at a time all around the cloud.
- While they drop the mixture into the cloud, the blue food coloring should weigh down the cloud and make what looks like blue rain into the water part of the jar/ cup.
- Explain to the group the process of rain. Clouds fill with water through a process called evaporation. Heat from the sun causes the water on the earth to be evaporated. This water turns into vapor and rises up into the clouds, and turns into water again during a process called condensation. The shaving cream in our experiment is acting as the cloud and the droppers act as the condensation process, turning the vapor back into water and making the cloud too full. We know it is now time to rain.
- If time permits there are follow up activities for younger and older children in the level adjustments part of this document.

Thrive it UP!

- **Creative Thinking:** Experiments are a great way for young people to build skills related to creative thinking. Be sure to allow time for young people to make predictions about what will happen next and stop to reflect on what happened. Encourage young people to be thinking

about the processes that are happening through open-ended processing questions, such as “what do you think will happen?” and “why do you think that happened?”

Reflection

- Sometimes the weather outside can affect our moods. What emotion do you feel when it’s raining outside? Sunny? Snowing? Thunder storming?
- How were you able to stay focused during this activity?
- What were some positive choices you needed to make throughout this experiment?
- What were some of the surprises that happened during the experiment?
- Are there any other weather questions you are wondering about and would like to learn more about?

Level Adjustments

Younger

1. Do one jar up at the front and have the children circle around and observe what happens with the cloud.
2. Have children complete this simpler activity about rain and clouds. Supplies needed: yellow paper plate, paper, string and cotton balls. Picture taken from: <https://www.easypeasyandfun.com/rain-cloud-paper-craft/>

Older

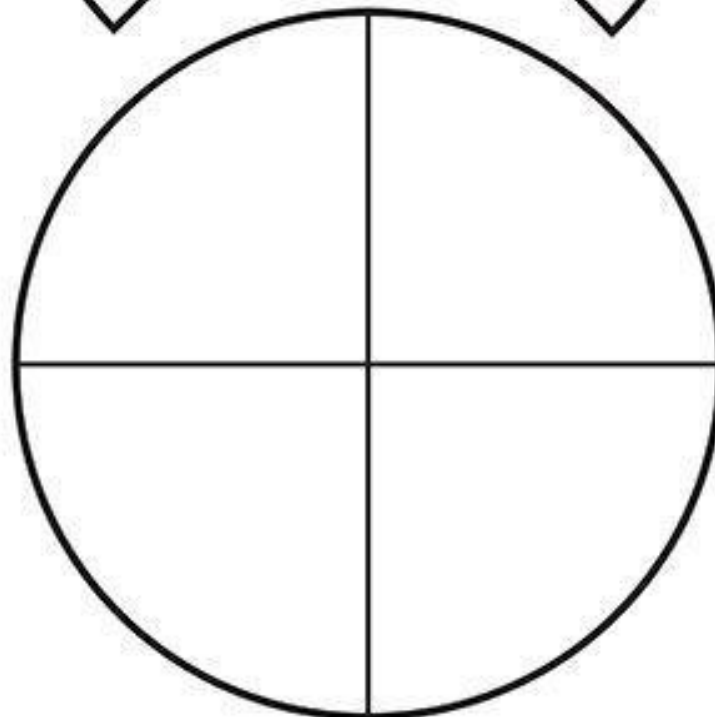
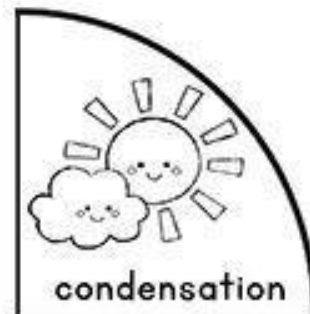
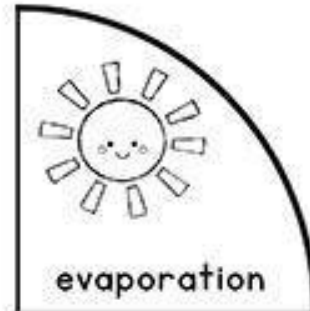
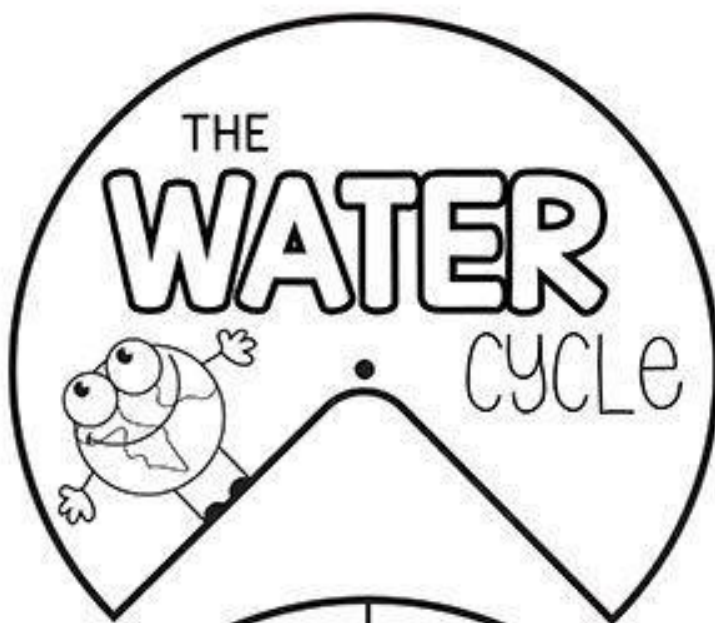
1. Have children apply what they learned in this experiment with the worksheet on the following page that was retrieved from: <https://www.kindergartenmom.com/wp-content/uploads/KMOM/EarthDay/EarthWaterCycle.pdf>
2. Use a variety of colors of food coloring to make the rain look even more unique or allow children to pick the rain color they would like to make for their mixture.

Additional Notes

- This activity may get messy so try to find a space that water can easily be cleaned up or it doesn’t matter like a cafeteria or outside.
- Affordable pipettes can be found here: https://www.amazon.com/KINGLAKE-Transfer-Pipettes-Essential-Graduated/dp/B00WLIQH0o/ref=sr_1_3?keywords=pippets&qid=1557149307&s=gateway&sr=8-3

Water Cycle Circle Book

Color and cut out the shapes below. Glue the wedges onto the pie grid in the correct order. Use a brad through the center dot to attach the cover. Spin to show the water cycle.



KindergartenMom.com

Images: (c) Little Red's Clipart, Keri Bolt, & CandyClass

What Happens When

WEATHER WONDERS: MAKE A RAINBOW!

Time Required:	Materials Needed:
30 Minutes	Plastic disposable plates, multicolored chocolate M&Ms, measuring cups or pitcher, and access to warm water.

Brief Description of Activity:

We will continue our experiments with weather today! Today children will learn about rainbows and be given the chance to make their own rainbows.

Kid-Friendly Purpose of Activity:

To continue our weather experiments! Today we will be learning about rainbows and creating our very own!

Step-by-Step Guide:

1. Ask children to raise their hand if they have ever seen a rainbow before.
2. Explain to children that rainbows happen when the sun shines through rain. When the sun shines through rain this makes the light bend and then it splits into separate colors and is reflected back.
3. We are going to make our very own rainbows today with M&Ms and water.
4. Pass out one plate to each child and a variety of colors of M&Ms, making sure to tell them not to eat any.
5. Have each child make a circle of M&Ms around the outer edge of their plate. Make sure that all the M&Ms are touching each other.
6. After the circle is created it's time to pour a small amount of warm water in the middle of the plate. Pour just enough water to cover the entire bottom of the plate.
7. The colors should start to spread out and create a circular rainbow on the plate. Instruct children to be very careful not to bump the plate because this will cause the colors to mix into a brown colored solution.
8. Let the children do the experiment several times. They can dump the M&Ms and water into the trash, then wipe the plate down with a paper towel to ensure it is completely dry. Finally, encourage children to experiment with different candy placement and amounts of water to see what results they get.

Reflection

- Did the experiment go the way you thought it would?
- Did anyone make a mistake and do the experiment differently the next time?
- What strengths do you have that help you during experiments? *Ex: Patience, control, listening skills*
- What is something unique or surprising that happened during your experiment?
- What were some of the different emotions you felt during this experiment? *Why?*
- How did you decide on the color placement of your M&Ms in the circle?

Level Adjustments

Younger

1. Challenge children to make different patterns with their M&Ms.
2. Let children practice counting skills with their M&Ms.
3. If there is extra time can have children draw a rainbow.

Older

1. Have the children make a prediction of how long it will take for all the colors to reach the middle and then have them time it and compare.
2. Assign different colors to different students and have them make a circle just in that one color and time how long it takes. Compare the colors with one another and order them from fastest to slowest to dissolve.

Additional Notes

- A way to make sure that children don't eat the candy that will be used for the project is to tell them that there will be candy during reflection time that they can enjoy. This will encourage them to make the best choice and not eat the candy that is for the rainbow creation.

What Happens When

Weather Wonders: Lightning and Thunder

Time Required:	Materials Needed:
30 Minutes	Balloons, metal spoons (or anything metal), and brown paper bags.

Brief Description of Activity:

Assist your group in two final short experiments to help explain lightning and thunder. This concludes the last activity in weather wonders.

Kid-Friendly Purpose of Activity:

Today is our last day of weather experiments. We will be making our own lightning and thunder and finding out what causes lightning and thunder!

Step-by-Step Guide:

1. Have group think about thunderstorms and ask what they think might be the cause of lightning and thunder.
2. Explain that our eyes actually see light first before our ears hear sound so that is why during a thunderstorm we see lightning first before hearing the crash of thunder. But really lightning and thunder happen at the same time.
3. Remind group about the last experiment when they learned about clouds and how they fill up with water particles. Sometimes when clouds get full of ice and water particles they start to bounce around into each other and cause electricity.
4. Tell children that they are going to make some electricity on their own and see what happens.
5. Pass out a balloon to each person and have them blow it up and tie it off.
6. Let them rub balloons on their heads or on their sleeve to try and create static. It will take about two minutes of rubbing before it will be ready.
7. Tell the children that it is easier to see lightning when it is dark outside, turn off the lights or go to the darkest area. Once the lights are off have the children touch the metal spoon to the balloon. They should see a spark similar to lightning.
8. Explain that they just created electricity by charging the balloon and moving the electricity to the metal spoon. This is similar to lightning because the water particles that are bouncing around create electricity which jumps from cloud to the ground or cloud to cloud. When the electricity jumps it makes a quick flash of light.
9. Remind them that we always hear thunder after we see lightning occur. So now it is time to see what causes the sound of thunder.
10. Tell the children that lightning bolts are really, really hot. When it strikes it causes the air around it to heat up too. When air gets hot it actually expands and gets larger.
11. Hand out a brown paper bag to each child and tell them they are going to try to fill the bag with hot air. First, they will open the bag and then wrap their hand around the opening of the bag leaving a small hole.

12. Instruct them to put their mouth to the hole and breathe into the bag with their warm breath, sealing off the air by closing their hand around tightly once it is full.
13. With their free hand have them pat the bag softly to show the air particles that are trapped inside moving around and creating pressure. Then have them quickly smack the bag, colliding it with their free hand. This should create a lot of pressure and children should hear the bag pop, similar to thunder.
14. Since the hot air expanded so quickly from the lightening, it bounces around off the cooler air making sound vibrations. These vibrations are what we hear when we hear thunder!

Thrive it UP!

- **Growth Mindset:** Science experiments can be difficult – there are a lot of directions to follow and the outcome often times isn't what was predicted. Encourage youth to reflect on how the experiment went and what they can do better next time. Be sure to tell young people that science experiments get easier the more times you do them.

Reflection

- Was there anything that surprised you during this experiment?
- How does it make you feel when you hear thunder or see lightning?
- Is there anything that helps you stay calm when surprises happen?
- What were some of the good choices you needed to make during this experiment to make sure they were successful?
- What were some of the distractions you faced during this activity? What did you do to help you stay focused and not get distracted?
- Did anyone predict that something would create electricity/ lightning? Did your prediction come true?

Level Adjustments

Younger

1. Already have the balloons blown up and tied off so students can just start creating electricity.
2. Do the thunder activity more as a demonstration for the group instead of having each child do their own.
3. Have children come up with a song, clap or beat about thunderstorms.

Older

1. Have children test different materials other than the spoon that they can use on the balloon to try and make electricity and determine which one creates the best spark. For example, hair, wood desk, cotton shirt, nylon or polyester clothing, rubber sole of shoe.
2. Allow students to color on their brown paper bags what a thunderstorm looks like before they pop it.

Additional Notes

- The lightning experiment was adapted from the following source:
<http://www.learnplayimagine.com/2013/04/how-to-make-lightning.html>
- The thunder experiment was adapted from the following source:
<http://crownandchaos.com/science-saturday-thunder-and-lightning-experiments/>